

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 | 6910 N. Gettysburg Place |
| City, State, Zip | Stockton, CA, 95207-2513 |
| Phone Number | (209) 953-8652 |
| Principal | Rebecca Sprinkle |
| Email Address | rsprinkle@lusd.net |
| Website | http://le.lusd.net/ |
| County-District-School (CDS) Code | 39685696041917 |

| Entity | Contact Information |
|-----------------------|---------------------------------|
| District Name | Lincoln Unified School District |
| Phone Number | 209-953-8700 |
| Superintendent | Kelly Dextraze |
| Email Address | kdextraze@lusd.net |
| Website | www.lusd.net |

Our Mission

We believe all children can learn and we will establish high standards of learning with the expectation for all students to achieve. It is our job to create an environment in our classrooms that engages students in academic work that results in a high level of achievement. We are confident that with our support and help, students can master challenging curricula, and we expect them to do so. We are prepared to work collaboratively with colleagues, students, and parents to achieve this shared educational purpose (DuFour, 1997a).

Our Vision

We will develop a safe and welcoming environment that empowers children to be responsible, caring, independent thinking participants in all life activities. The school community (staff, students and parents) will become active participants in each child's education. Our community will collaborate to create a learning environment with high expectations for academic and social success. We will stress that learning must be meaningful and purposeful to engage all learners. Together we will provide nurturing experiences for students that will foster pride in themselves, others, and their school. Our school will aid parents in developing the necessary skills to encourage positive life experiences. Through professional development opportunities and collaboration, teachers will base their teaching on the needs of the students.

Our Values

In order to advance our shared vision of an exemplary school, we will:

- Provide an inviting classroom environment for students - an environment with clear expectations, consistent consequences, and specific, articulated, academic goals.
- Help all students achieve the intended outcomes of the curriculum by addressing their individual needs and learning styles.
- Use methods of assessment that enable us to monitor the learning of individual students.
- Collaborate with one another and our students so that we can achieve our collective goals more effectively.
- Demonstrate our commitment to ongoing professional development and continuous improvement.
- Promote a positive school climate by modeling the qualities and characteristics that we hope to instill in our students.
- Involve parents in the education of their children by keeping them informed of student progress and offering suggestions for assisting their students.

OUR MOTTO - R.O.A.R.

Respect – To show mutual admiration for one another

Our Best – To give highest effort in all aspects of school

Attitude – To bring a positive approach to school

Responsibility – To have personal accountability and dependability

Lincoln Elementary School was established in 1878. Since then, it has grown from 29 to over 720 students in grades Preschool through 6, and from one teacher to a staff of 29 full time and part time classroom teachers, four preschool instructors, a full time speech therapist, four music teachers, a full time counselor, a part time psychologist, 21 full and part time classified staff members, assistant principal, and principal. Programs include Title One, Special Education, Gifted and Talented Education (GATE), Band, Chorus, Strings, After School Enrichment and Safety (ASES), Extended Day Reading Academy, and English Language Development support.

Activities for students include Student Council, Conflict Managers, Leadership, and Yearbook. Lincoln Elementary has a very traditional setting where safety is a number one priority. The teachers are compassionate and caring, and committed to developing an atmosphere of mutual respect. Every situation is treated as a learning opportunity. Approximately eighty-six percent of our families are socio-economically disadvantaged, and helping the families feel welcome and keeping them informed are constant goals.

Our Parent Teacher Association is committed to the welfare of its students and collaborates with parents, staff and the community to provide: Red Ribbon Week, Family Math Night, Family Fall Festival, and Family Literacy Nights. PTA also plans successful community-building events: Back to school Night Barbecue, Fall Festival, Halloween Parade, movie nights, Spring Festival, and 6th grade promotional.

Lincoln Elementary is a strong learning community not just in theory, but in practice. Teachers are committed to a standards-based curriculum and are becoming more discriminating about how they use adopted programs. They have become hungry for data when making decisions about student learning. The organizational structure includes a Leadership Team to help determine the focus of staff development, and the Academic Support Team and Student Success Team, which looks at individual student needs and provide extra support for students and their classroom teachers.

Our entire school community is committed to closing the achievement gap for English language learners, Title One students, educationally disadvantaged students, students with IEPs, and all other students working below grade level. Our Title One program has been instrumental in helping meet the academic and social/emotional needs of these students. Special Education staff members may serve non-identified, general education students as appropriate. These services may be provided in general or special education settings. As the law states, general education teachers will provide services to special education students in collaboration with special education teachers and as provided for in the Individual Education Plans for students. The mission statement governing our practice is difficult to realize, but critical to our school community.

While we continue to focus on student achievement, we also strive to improve the appearance and condition of our buildings and grounds so they enhance our students' learning experience. We want our school to be a notable example of 21st century education in a traditional setting.

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

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Kindergarten | 70 |
| Grade 1 | 82 |
| Grade 2 | 102 |
| Grade 3 | 104 |
| Grade 4 | 62 |
| Grade 5 | 92 |
| Grade 6 | 91 |
| Total Enrollment | 603 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 15.8 |
| American Indian or Alaska Native | 0.2 |
| Asian | 9.1 |
| Filipino | 1.3 |
| Hispanic or Latino | 58.4 |
| Native Hawaiian or Pacific Islander | 1.3 |
| White | 10 |
| Two or More Races | 4 |
| Socioeconomically Disadvantaged | 87.6 |
| English Learners | 18.2 |
| Students with Disabilities | 10.9 |
| Foster Youth | 0.7 |
| Homeless | 0.8 |

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 | 27 | 28 | 29 | 455 |
| Without Full Credential | 4 | 3 | 2 | 40 |
| Teaching Outside Subject Area of Competence (with full credential) | 1 | 0 | 0 | 1 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 1 | 0 | 0 |
| Total Teacher Misassignments* | 1 | 0 | 0 |
| Vacant Teacher Positions | 0 | 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.

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

Year and month in which data were collected: October 2019

Following a public hearing on October 9, 2019, the LUSD Board of Education has found that sufficient textbooks and instructional materials are available to each student in Reading/Language Arts, Mathematics, Science History/Social Science and Health. All students, including English Learners have a textbooks or instructional materials, or both, to use in class or to take home.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|---|----------------------------|--|
| Reading/Language Arts | Pearson OWL, 2011 Edition Adoption Year 2014 McGraw-Hill Wonders California, 2017 Edition McGraw-Hill WondersWorks California, 2017 Edition Adoption Year 2016 McGraw-Hill CA StudySync, 2017 Edition Adoption Year 2017 | Yes | 0% |
| Mathematics | Great Minds Eureka Math, 2015 Edition Adoption Year 2014 | Yes | 0% |
| Science | Harcourt California Science, 2007 Edition Adoption Year 2007 Glencoe/McGraw-Hill Focus on Science, 2007 Edition Adoption Year 2007 TechBooks Adoption Year 2015 | Yes | 0% |
| History-Social Science | Harcourt California Reflections. 2006 Edition Adoption Year 2006 Scott Foresman History/Social Science for California, 2006 Edition Adoption Year 2006 Teacher's Curriculum Institute History Alive California Middle School Program, 2017 Edition Adoption Year 2019 TechBooks Adoption Year 2015 | Yes | 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

Lincoln Elementary has 29 classrooms (preschool - 6th), a multi-use room, a library, and an administration building. The school was established in 1878. Classrooms have been added and modernized periodically throughout the history of the school.

The school has one full time day custodian and two full time night custodians. The school is kept clean and in good condition. This is completed by the school custodians and by district maintenance. All major repairs or issues are handled in a timely manner by the district maintenance department.

Students are in a safe environment while at school. The school has four campus supervisors to monitor and help keep students safe. The school also has an after school program available to our students.

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: June 2019

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Fair | Replace tiles, paint cabinets, carpet needs cleaning. |
| 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 | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Good | |

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) | 43 | 46 | 50 | 51 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 33 | 39 | 35 | 37 | 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 | 357 | 351 | 98.32 | 1.68 | 46.44 |
| Male | 169 | 166 | 98.22 | 1.78 | 38.55 |
| Female | 188 | 185 | 98.40 | 1.60 | 53.51 |
| Black or African American | 57 | 56 | 98.25 | 1.75 | 33.93 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 24 | 24 | 100.00 | 0.00 | 58.33 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 217 | 213 | 98.16 | 1.84 | 45.54 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 35 | 34 | 97.14 | 2.86 | 70.59 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | 13 | 13 | 100.00 | 0.00 | 30.77 |
| Socioeconomically Disadvantaged | 325 | 319 | 98.15 | 1.85 | 44.51 |
| English Learners | 82 | 82 | 100.00 | 0.00 | 34.15 |
| Students with Disabilities | 54 | 54 | 100.00 | 0.00 | 9.26 |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 12 | 11 | 91.67 | 8.33 | 36.36 |

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 | 358 | 353 | 98.60 | 1.40 | 38.81 |
| Male | 170 | 167 | 98.24 | 1.76 | 33.53 |
| Female | 188 | 186 | 98.94 | 1.06 | 43.55 |
| Black or African American | 57 | 56 | 98.25 | 1.75 | 25.00 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 24 | 24 | 100.00 | 0.00 | 50.00 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 218 | 215 | 98.62 | 1.38 | 38.60 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 35 | 34 | 97.14 | 2.86 | 58.82 |
| Two or More Races | 13 | 13 | 100.00 | 0.00 | 23.08 |
| Socioeconomically Disadvantaged | 326 | 321 | 98.47 | 1.53 | 37.07 |
| English Learners | 82 | 82 | 100.00 | 0.00 | 30.49 |
| Students with Disabilities | 54 | 54 | 100.00 | 0.00 | 11.11 |
| Students Receiving Migrant Education Services | | | | | |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------|------------------|---------------|----------------|--------------------|-------------------------|
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 11 | 11 | 100.00 | 0.00 | 45.45 |

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 | 19.4 | 22.6 | 16.1 |

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)

All parents are encouraged to participate in our Parent Teacher Association, participate in the English Language Advisory Committee, Coffee with the Principal, School Site Council, participate in all site activities, and volunteer on campus and in the classroom. Parents are encouraged to read the newsletter and contact the office for opportunities to become involved in the school community. We have encouraged parents to join our Facebook and Instagram pages so that they can get up to date information quickly in their hands.

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 | 2.5 | 4.5 | 3.4 | 7.3 | 7.2 | 5.3 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.3 | 0.0 | 0.4 | 0.8 | 0.7 | 0.6 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

All students will learn in a safe and secure environment. Our school respects diversity and all school stakeholders are provided with a variety of opportunities to be involved. Lincoln Elementary has a high expectation regarding academics, behavior, and attendance. We attempt to meet the needs of students by providing counseling, leadership opportunities, and ongoing support for students in need. Parent and community involvement is actively sought. The staff has ongoing discussions of how to create inviting classrooms so all students feel confident as active participants in their own education. The Lincoln Elementary Crisis and Safety Plan was updated with input from stakeholders and approved by School Site Council on April 8, 2019. The plan encompasses programs and procedures for maintaining a safe and secure learning environment.

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 | 23 | | 4 | | 24 | | 3 | | 23 | | 3 | |
| 1 | 23 | | 4 | | 24 | | 4 | | 27 | | 3 | |
| 2 | 25 | | 3 | | 24 | | 4 | | 25 | | 4 | |
| 3 | 23 | 1 | 3 | | 21 | 1 | 3 | | 21 | 1 | 4 | |
| 4 | 25 | | 3 | | 29 | | 3 | | 31 | | 2 | |
| 5 | 27 | | 3 | | 27 | | 3 | | 31 | | 3 | |
| 6 | 27 | 1 | 3 | | 24 | 1 | 3 | | 30 | | 3 | |
| Other** | 13 | 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* | 603.0 |

*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) | 1.0 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Speech/Language/Hearing Specialist | 2.0 |
| Resource Specialist (non-teaching) | 2.5 |

*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 | \$4,432 | \$756 | \$3,677 | \$61,726 |
| District | N/A | N/A | \$4,878 | \$69,459.00 |

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| Percent Difference - School Site and District | N/A | N/A | -28.1 | -11.8 |
| State | N/A | N/A | \$7,506.64 | \$78,059.00 |
| Percent Difference - School Site and State | N/A | N/A | -68.5 | -23.4 |

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)

Students who, through multiple measures, are identified as academically below grade level can receive Title One services. Students are provided with an after school program. English Language Learners are provided additional support through integrated and designated ELD instruction in the classroom. Third grade students identified as reading far below grade level are invited to participate in the after school Reading Academy. Second grade and Fifth grade students who are identified as performing below grade level in math are invited to attend an after school Math Academy.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$48,748 | \$49,084 |
| Mid-Range Teacher Salary | \$69,270 | \$76,091 |
| Highest Teacher Salary | \$92,041 | \$95,728 |
| Average Principal Salary (Elementary) | \$124,503 | \$118,990 |
| Average Principal Salary (Middle) | \$124,503 | \$125,674 |
| Average Principal Salary (High) | \$156,092 | \$137,589 |
| Superintendent Salary | \$215,328 | \$230,096 |
| Percent of Budget for Teacher Salaries | 35% | 35% |
| Percent of Budget for Administrative Salaries | 6% | 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 | 2 | 1 | 2 |

Lincoln Unified School District provides two professional development days for staff annually as part of the contract, with site based follow up scheduled during the year. Early dismissal on Mondays also provides teachers with additional time each week to collaborate and articulate with other grade level or department teachers. Teachers work in teams to analyze data, determine essential standards and plan instruction. Coaching and professional learning is provided to support implementation of new curriculum, best practices and instructional strategies to support the achievement of all students. In addition, new teachers are provided with three days of professional learning before the start of the school each year. Our goal is to continue to have a highly trained professional staff that supports success for all students in the classroom. Lincoln Unified School District is committed to supporting school district staff through quality professional development.