

Lincoln Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information	
School Name	Lincoln Elementary School
Street	620 Carolina St.
City, State, Zip	Vallejo, CA 94590
Phone Number	(707) 556-8540
Principal	Sue Kelly
Email Address	skelly@vcusd.org
School Website	https://www.vcusd.org/lincoln
Grade Span	K-5
County-District-School (CDS) Code	48705816051494

2024-25 District Contact Information	
District Name	Vallejo City Unified School District
Phone Number	(707) 556-8921
Superintendent	Ruben Aurelio
Email Address	raurelio@vcusd.org
District Website	https://www.vcusd.org/

2024-25 School Description and Mission Statement
<p>Lincoln Elementary School is located in the heart of Vallejo's historic downtown district. As the oldest school in Vallejo in continuous operation since the 1850's, we are proud of a rich historical heritage and supportive, diverse community. Our school is comprised of 69 students, 4 teachers, a Teacher Leader, Reading Specialist, Reading Intervention teacher and 19 other site support staff. Being such a small school, we have the unique opportunity to get to know each student and their family throughout their TK - 2 schooling.</p> <p>Major Achievements</p>

2024-25 School Description and Mission Statement

Lincoln Elementary School had a focus on reducing exclusionary discipline practices, including school suspensions. This data point decreased significantly during the 2019-2020 school year, and again in the 2020-2021 and 2021-2022 school years.

Focus for Improvement

Lincoln's academic achievement is a major area for improvement. Our school-wide goals are to increase proficient student performance in both ELA and Math by at least 5%, decrease chronic absenteeism by at least 2%, to increase the number of English learners gaining at least one level of proficiency on the ELPAC each year, and to increase active, two-way engagement with our families and surrounding community. Our mission is to meet students where they are and move them towards proficiency in reading through the extensive reading support we have at our site. Ultimately, we want to set Lincoln students on a path to finish high school having earned their diploma, and poised to enter a four year university with A-G coursework complete.

We teach SEL lessons weekly in order to develop skills for managing emotions, building positive relationships, making responsible decisions, and academic achievement. We promote and reward students who are responsible, respectful and safe while at school as well as recognize and celebrate students who have perfect attendance.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	31
Grade 1	28
Grade 2	28
Total Enrollment	87

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	50.6
Non-Binary	1.1
Black or African American	50.6
Hispanic or Latino	31
Native Hawaiian or Pacific Islander	4.6
Two or More Races	9.2
White	3.4
English Learners	12.6
Homeless	10.3
Socioeconomically Disadvantaged	89.7
Students with Disabilities	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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.00	71.43	341.50	65.59	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	14.29	19.20	3.69	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	61.10	11.74	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	16.70	3.21	12115.80	4.41
Unknown/Incomplete/NA	1.00	14.29	82.00	15.75	18854.30	6.86
Total Teaching Positions	7.00	100.00	520.70	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.70	85.27	378.20	71.26	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	14.73	22.40	4.23	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	64.60	12.18	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	29.90	5.64	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	35.40	6.69	15831.90	5.67
Total Teaching Positions	6.70	100.00	530.70	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.30	76.14	360.50	68.03	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	14.60	2.76	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	83.10	15.68	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	23.86	28.10	5.32	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	43.40	8.20	14303.80	5.15
Total Teaching Positions	4.40	100.00	529.90	100.00	277698.00	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	1
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	22.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	20.00	0	26.6

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks are from the most recent adoption. There are sufficient textbooks and instructional materials for each student. Supplemental materials are utilized to support student interventions and are outlined in the School Plan for Student Achievement. All textbooks are selected from the most recent list of standards-based materials by the State Board of Education (SBE). 100% of students have their own assigned textbook and instructional materials.

Year and month in which the data were collected

October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt California Journeys/2017	Yes	0%
Mathematics	Pearson enVision Math: Common Core /2022	Yes	0%
Science	Twig Science/2020	Yes	0%
History-Social Science	Pearson myWorld /2019	Yes	0%

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

School Facility Conditions and Planned Improvements

The current Lincoln School facility was built in 1932. Relevant staff are trained yearly on proper cleaning and sanitization procedures to keep our campus safe and ready for student occupancy. There is an automated work order system to address problems which may occur, such as broken heaters, inoperable restrooms, and vandalism. The Head Custodian performs an early morning inspection to identify and address problems.

On August 22, 2023 a team from SCOE completed a facility inspection using the Facility Inspection Tool (FIT). According to the criteria contained in the FIT, Lincoln Elementary received an overall Facility rating of 95.31%. This percentage rates this school as follows: "The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated."

There are planned modernizations coming for Lincoln to include updated water fountains / filling stations, repaired plumbing and other building safety improvements.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report				August 2024
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	6		27		46	
Mathematics (grades 3-8 and 11)	4		17		34	

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	0.00		13.35	13.92	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group					
This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

B. Pupil Outcomes

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 area of physical education.

2023-24 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Lincoln parents are essential partners in our scholars' success!
We have opportunities for parents to be involved with our School Site Council and English Learner Advisory Committee (SSC/ELAC). We actively recruit parents and community members for open positions, and encourage families to attend class with their children. Families are encouraged to attend our many events that take place throughout the school year such as, coffee with the principal and our lunch on the lawn. We hold monthly parent engagement sessions on a variety of topics. Please contact the school at (707) 556-8540 for information regarding other opportunities for parental involvement.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	111	100	56	56.0
Female	51	49	30	61.2
Male	59	50	25	50.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	56	51	30	58.8
Filipino	--	--	--	--
Hispanic or Latino	35	30	16	53.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	16	16	9	56.3
Foster Youth	--	--	--	--
Homeless	20	15	10	66.7
Socioeconomically Disadvantaged	107	97	54	55.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	13	13	10	76.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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								
This table displays suspensions data.								
Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
7.65	12.88	9.01	5.89	7.67	6.2	3.17	3.6	3.28
This table displays expulsions data.								
Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.01	0.05	0.05	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.01	0.00
Female	5.88	0.00
Male	11.86	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	16.07	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	10.00	0.00
Socioeconomically Disadvantaged	9.35	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	23.08	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Lincoln School's Safety Plan is based on the Vallejo City Unified School District's Comprehensive School Safety Plan, indicating specific procedures for emergencies such as fire, earthquake, neighborhood emergency, or accident. The plan is updated and presented to School Site Council yearly. As required by law, a monthly emergency drill and evacuation is held to ensure students and staff are well-prepared in the event of an emergency. Although only required once a year, Lincoln school holds multiple earthquake and intruder drills.

The VCUSD Crisis Management Plan is posted in classrooms, so the staff has easy access to guidance when there is an emergency. The office works with families to maintain updated emergency information on every student, so families can be contacted quickly when needed. Visitors sign-in and out and are issued visitor badges, and families picking up scholars early must wait for their scholars to come to the office for dismissal.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	9	2	1	
1	13	1	1	
2	14	1	1	
3	8	2	1	
4	8	3	1	
5	10	2	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	8	2	1	
1	13	1	1	
2	10	2		
3	11	3		
4	12	2		
5	6	3		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		1	
1	14	1	1	
2	14	1	1	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.8

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8248	1677	6571	61484
District	N/A	N/A	12426	\$84,182
Percent Difference - School Site and District	N/A	N/A	-61.6	-31.2
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-48.4	-42.5

Fiscal Year 2023-24 Types of Services Funded

Lincoln Elementary receives categorical funding to achieve the goals outlined in our Single Plan for Student Achievement (SPSA). The SPSA plan and goals aim to increase academic achievement in service of students finishing high school with a diploma and options for college and or careers, to create a safe and support environment that tends to the whole child, and to engage families and the community in these efforts through two- way communication and parental involvement. Categorical funds spending must align to these goals and is voted on by the school site council. This group meets at least five times a year and is made up of 50% community & parent members, as well as 50% school staff from both the classified and certificated job classifications. Most of our Title I funding supports the salary of our teacher leader. This position is designed to be an instructional coach for all certificated staff, assisting with professional development and coaching of our teaching staff. The remaining funds will be used to purchase materials to support instruction, or to fund parent engagement opportunities.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$56,695	\$58,855
Mid-Range Teacher Salary	\$81,212	\$92,519
Highest Teacher Salary	\$105,505	\$114,665
Average Principal Salary (Elementary)	\$121,552	\$142,791
Average Principal Salary (Middle)	\$134,591	\$151,078
Average Principal Salary (High)	\$140,953	\$167,094
Superintendent Salary	\$296,878	\$281,086
Percent of Budget for Teacher Salaries	24.56	30.99
Percent of Budget for Administrative Salaries	5.22	5.37

Professional Development

Lincoln teachers are engaged with the VCUSD instructional priorities. We are particularly focused on improving foundational reading skills, and access to higher order thinking tasks in the classroom. We are also working with consultants through our CSI program funds to build collective efficacy around PAX implementation and other research based strategies to improve student engagement and performance.

Teachers meet bi-weekly for two hours of collaboration. Many of these meetings are directed collaboration, led by the principal, district leader or a district-adopted program rep. All teachers have the option to attend district led professional development and network meetings throughout the month. These include grade-alike ELA, Math, and combination class networks set up for learning and planning together with teachers from across the district. Lincoln also works with a CORE consultant in literacy and in math to support and coach teachers in best practices with phonics instruction and number talks with students.

Lincoln has a Teacher Leader. The teacher leader meets with each teacher on a bi-weekly basis. The principal schedules formal observations and post conferences according to the schedule laid out by the VEA contract, and conducts multiple, informal observations, walkthroughs and direct feedback weekly. The principal has arranged for coverage to allow teachers to observe colleagues at other sites in the district.

Teachers collect benchmark data using district wide assessments and use this information to plan whole and small group instruction. Teacher leader and principal use coaching conversations to help teachers use the data to plan and drive instruction. First and second year teachers receive additional coaching through the Induction program. Currently, all teacher positions are filled.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	30	30	30