



# Lincoln Elementary School

333 So. "D" Street • Exeter, CA 93221 • 559.592.2141 • Grades K-5

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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Exeter Unified School District

215 N Crespi Ave  
Exeter, CA 93221  
559.592.9421  
www.exeter.k12.ca.us/

#### District Governing Board

Ray Strable  
Virginia Padilla  
Dean Sutton  
Dewayn Faulkner  
Gene Lytle  
Mark Hellwig  
Michael Giefer

#### District Administration

Tim Hire  
**Superintendent**  
Dr. Donya Wheeler  
**Deputy Superintendent**  
George Eddy  
**Director of Career and Technical  
Education**  
Dr. Michelle Pengilly  
**Director Of English Language  
Development and Special Projects**  
Aimee Miculian  
**Director of Special Education**

### School Description

School Description: Lincoln School is located on the east side of Exeter, California. Lincoln School is a neighborhood school which serves approximately 620 kindergarten through fifth grade students in the Exeter Union School district attendance area.

### MISSION STATEMENT

We are the nurturing, dedicated, and highly qualified group of teachers from Lincoln Elementary School in Exeter. We are a community of educators that collaboratively and continuously strive to meet the educational standards and individual needs of our students.

We are here to create problem solvers and critical thinkers. We are here to empower and educate a diverse population by supporting their academic, physical, and personal/social growth so that they become responsible, productive members of our global society.

Through teamwork, collaboration, and daily practice of research-based strategies, we will create a community of responsible learners who are self-directed and accountable for their learning.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	111
Grade 1	91
Grade 2	85
Grade 3	115
Grade 4	93
Grade 5	97
<b>Total Enrollment</b>	<b>592</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	1.2
Asian	1
Filipino	0.2
Hispanic or Latino	66
Native Hawaiian or Pacific Islander	0.2
White	30.7
Two or More Races	0.2
Socioeconomically Disadvantaged	76.2
English Learners	28.2
Students with Disabilities	4.6
Foster Youth	0.5

## 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			
Lincoln Elementary School	15-16	16-17	17-18
With Full Credential	31	27	26
Without Full Credential	1	3	2
Teaching Outside Subject Area of Competence	0	0	0
Exeter Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Lincoln Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions		0	0

\* "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 2017-18)**

Textbooks and Instructional Materials Year and month in which data were collected:	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin C. 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Envision C. 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Harcourt: Calif. Science C. 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt C. 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Facility Conditions: Student safety and a clean and well maintained facility are emphasized. School grounds are maintained on a daily basis by two fulltime School Maintenance Specialists and two part time Custodians. Annual Facility Walk-Arounds with site/district administration and school board members assure the site is well-maintained and areas of concern are addressed in a timely manner. A safety inspection was completed on all swings and other playground equipment campus wide by Risk Management. A yearly inspection was made of all fire extinguishers and test panels. All AC/Heating units were serviced.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 2018 January				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	37	38	41	41	48	48
Math	37	41	28	27	36	37

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	97	96	99.0	41.7
Male	48	48	100.0	45.8
Female	49	48	98.0	37.5
Hispanic or Latino	72	71	98.6	33.8
White	22	22	100.0	59.1
Socioeconomically Disadvantaged	82	81	98.8	33.3
English Learners	35	35	100.0	31.4

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	53	42	58	51	56	54

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	24.5	25.5	22.3

\* 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	299	298	99.67	38.26
Male	150	149	99.33	33.56
Female	149	149	100	42.95
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	197	196	99.49	29.08
White	93	93	100	53.76
Socioeconomically Disadvantaged	220	219	99.55	30.14
English Learners	95	94	98.95	27.66
Students with Disabilities	17	17	100	11.76
Foster Youth	--	--	--	--

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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	299	299	100	40.8
Male	150	150	100	41.33
Female	149	149	100	40.27
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	197	197	100	35.03
White	93	93	100	50.54
Socioeconomically Disadvantaged	220	220	100	36.36
English Learners	95	95	100	42.11
Students with Disabilities	17	17	100	5.88
Foster Youth	--	--	--	--

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.

## 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 schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

Parent Involvement: Parent involvement and participation is expanding. Special lunch days have been established to welcome parents on campus. PTO is an integral part of our parent involvement. Monthly PTO meetings and newsletters keep parents informed of upcoming events. The automated telephone system is also used to communicate important school and district events to all parents in English and Spanish in addition to Remind 101 text messaging. Now connecting on Instagram to reach more people using the latest technology to stay connected to the community and parents.

### 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.

### School Safety Plan

Lincoln's School Safety Plan consists of 5 major components. The following components are: Personal Characteristics of Students and Staff, The School's Physical Environment, The School's Social Environment, The School's Cultural Environment and the Safe School Plan (includes all details of each emergency drill along with drill logs). There are different components of the Safe School Plan. We have a public document that summarizes the major emergency drills and procedures. The school also has a details plan that include class and school details available at the site and to all emergency support agencies in Exeter. The plan was last reviewed by our School Board, School Site Council and our staff with it's final updates in October of 2018. Our entire staff and site has a summarized copy in each classroom. Our teacher substitutes also have a short detailed version in their substitute folders. Every year our entire staff is asked to be certified in four mandatory trainings to maintain safety at our school site and district.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	3.0	2.7	2.7
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	5.6	6.2	6.2
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

## 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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2010-2011	
Year in Program Improvement	Year 3	
Number of Schools Currently in Program Improvement	3	
Percent of Schools Currently in Program Improvement	75	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	.20
Speech/Language/Hearing Specialist	.20
Resource Specialist	0
Other	1
Average Number of Students per Staff Member	
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.

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

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	27	27	21			3	5	5	3			
1	24	24	22				5	5	4			
2	24	24	22			1	4	4	4			
3	24	24	23				4	4	4			
4	23	23	25				4	4	4			
5	25	25	23				4	4	4			

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

**Professional Development provided for Teachers**

All Professional Development is based off of local and state assessment data.  
Data Attached

2016-2017 Focus

- Teaching and Learning (2 times a month)
- Lesson Planning and Co-Teach Model with County Consultant (5 total- 1 day per grade level)
- Number Talks for new staff (1 day)
- CVNIC Math Focus with 5th Grade (5 full days)
- Fractions Training for 5th Grade (1 day)
- MyOn Training K-5th Grade(1 day)
- ADEPT EL Assessment Tool K-5th Grade (1 day)
- English Learner Designated and Intergrated and New Standards Training- Jill Hamilton Bunch K-5th Grade (1 day)
- Tech Science Book 4th and 5th Grade (1 day)
- NGSS Standards Training 4th Grade (4 days)

2017-2018 Focus

- Teaching and Learning (2 times a month) - BCII Focus: Making Sense of Math Stories (Problem Solving)
- Lesson Planning and Co-Teach Model with Math County Consultant (6 days/1 day per grade level and 1 joined BCII team)
- CVNIC Math Focus in 5th Grade (5 full days and monthly support days)
- MyOn Training- New teacher or teachers who missed training
- ADEPT EL Assessment Tool Kit- PM training for new and teachers who missed
- English Learners Designated and Integrated English Development lesson demonstration- 1/2 day per grade level
- BCII Building Coherence for Instructional Improvement- 4 days for leadership (continued work during leadership and Teaching & Learning)
- Math County Support Days for new teachers or as needed- 1 day each teacher who is new to grade level
- Lesson Planning and Co-Teach Model/Standards Training with ELA County Consultant (6 days- 1 each grade level)
- 3 Academic Coaches available for teachers 2-3 days a week (support provided for individual coaching, lesson planning, co-teach/co-plan & standards support)
- Technology Training- TOSA Instructional Technology (training provided for entire team based on need and interest)

Teachers have multiple offerings of support. Site Administration and Coaches base support on class focus walks and data collection. Teachers who are new to the profession have a TIPS mentor or a Intern Mentor assigned.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,918	\$44,144
Mid-Range Teacher Salary	\$66,403	\$69,119
Highest Teacher Salary	\$84,299	\$86,005
Average Principal Salary (ES)	\$98,528	\$106,785
Average Principal Salary (MS)	\$114,959	\$111,569
Average Principal Salary (HS)	\$118,702	\$121,395
Superintendent Salary	\$194,846	\$178,104
Percent of District Budget		
Teacher Salaries	30%	34%
Administrative Salaries	5%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8,522	1,960	6,562	\$68,443
District	♦	♦	6,590	\$68,730
State	♦	♦		
Percent Difference: School Site/District			-0.4	-0.4
Percent Difference: School Site/ State			-0.2	-1.7

\* Cells with ♦ do not require data.