

Lincoln Fundamental School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Lincoln Fundamental School
Street	1041 Fullerton Ave
City, State, Zip	Corona, CA 92879
Phone Number	(951) 736-3336
Principal	Brian Leedy
E-mail Address	bleedy@cnusd.k12.ca.us
Web Site	www.cnusd.k12.ca.us/lies
CDS Code	33 – 67033-6031835

District Contact Information	
District Name	Corona-Norco Unified School District
Phone Number	(951) 736-5000
Superintendent	Michael H. Lin, Ed.D.
E-mail Address	mclin@cnusd.k12.ca.us
Web Site	www.cnusd.k12.ca.us

School Description and Mission Statement (School Year 2018-19)

School Vision

Lincoln Fundamental School strives to be a place where all children are learning and achieving at a high level in a safe, secure and nurturing environment. Children read, write and problem solve at or above the standard set for their grade level and students have the underlying basic skills necessary to meet and exceed grade level expectations. Standards are challenging and widely recognized. These include phonics skills (word attack), vocabulary, reading comprehension, spelling, grammar, writing skills styles and fluency, math facts and problem solving strategies. In addition to reading, writing and mathematical problem solving, students understand and appreciate the fine arts. They have explored, hypothesized and researched in science and social studies and are mentally and physically fit. Additionally, all students are trained to meet the technological needs for our changing world.

To achieve our vision, there will be early intervention and support for children who are falling behind. Instruction will be at an appropriate, but challenging, level. Students will receive strong first teaching and intervention and second teaching are implemented as needed. Parents and families will be supportive of the educational process and be active participants in the school. Parents will be educated to help their children to be successful at home and in later life.

Lincoln's vision will become a reality because of the tireless efforts of our parents and staff who remain committed to the belief that children are our most precious commodity. They are the hope of our future.

School Mission Statement

Lincoln Fundamental School provides a rigorous academic program. The program is structured, sequential and based upon high expectations and standards that meet or exceed state and district guidelines. Our students uphold the strict behavior ethic that is consistently and firmly supported by teachers, administrators, and parents. Furthermore, Lincoln emphasizes traditional values through a safe, orderly environment where students and staff are treated with respect. Lincoln promotes self-esteem, patriotism, civic responsibility, and a desire for life-long learning. Staff, parents, and students are committed to working hand in hand to meet the needs of our diverse student population.

Lincoln Fundamental School is a Back-to-Basics, fundamental elementary school serving 832 students on a traditional calendar. Lincoln Alternative School is dedicated to providing a rigorous, academic program. This structured, sequential program is based upon high expectations and standards that meet or exceed State and District guidelines. Lincoln Fundamental Certificated Staff includes 36 classroom teachers and one Resource Specialist. The focus of the Resource Specialist program is to reach and meet the individual student goals through a variety of activities specifically designed to address student strengths and weaknesses. This teacher also assists general education teachers with their "At-Risk" students, providing temporary, small group instruction and intervention. To meet the needs of our 151 ELL students and to provide access to our District's core curriculum, teachers provide English Language Development and Specially Designed Academic Instruction in English (SDAIE).

We also have on staff two (2) three-hour bilingual paraprofessional who provides primary language support under the supervision of the classroom teacher. School Improvement monies are used to purchase support personnel for all of our students. Our 36 identified GATE students receive enrichment services within the classroom setting and have access to after-school clubs such as Robot Club, Mad Science and Chess Masters. Students receive additional services from the Speech-Language Pathologist, the Adaptive P.E. Specialist, and Psychologist.

All students have equal access to the core curriculum, which is CCSS-based and data-driven. Site administration ensures delivery of the core curriculum through formal and informal observations. Teachers meet regularly in grade level teams during Professional Collaboration Time to analyze assessment results, discuss instructional strategies, differentiated instruction, reading, writing and mathematics. Lincoln Fundamental School continues to meet and exceed District and State growth targets on standardized tests. Lincoln Alternative School was designated as a California Distinguished School in 2004, again in 2008, and again in 2014.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	121
Grade 1	126
Grade 2	100
Grade 3	111
Grade 4	122
Grade 5	116
Grade 6	142
Total Enrollment	838

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.2
Asian	21.6
Filipino	3.2
Hispanic or Latino	49.3
Native Hawaiian or Pacific Islander	0.0
White	20.3
Socioeconomically Disadvantaged	41.9
English Learners	18.6
Students with Disabilities	7.8
Foster Youth	0.0

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	33	32		32
Without Full Credential	0	0		0
Teaching Outside Subject Area of Competence (with full credential)	0	0		0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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 2018-19)

Year and month in which data were collected: August 15, 2017

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, August 15, 2017, the Corona-Norco Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 46 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2018-19 school year, Corona-Norco Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2017 Benchmark Education, Benchmark Advance 2013 Cengage Learning, Reach Level A 2014 Pearson, Opening the World of Learning		0
Mathematics	2014 Pearson, Connected Mathematics 3 2009 Scott Foresman Addison Wesley, enVision Math		0
Science	2008 Macmillan/McGraw-Hill, California Science		0
History-Social Science	2006 Harcourt School Publishers, Reflections: California Series		0

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Lincoln Fundamental Elementary School's original facilities were built in 1950; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to Lincoln Alternative Elementary School. The day custodian is responsible for:

- Classroom cleaning
- General grounds maintenance
- Restroom cleaning

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report:		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	RM 15: 4. CEILING TILE HAS HOLE 11. PAINT IS CHIPPING ON DOOR FRAME RM 18: 4. WATER STAIN CEILING TILES RM 26: 4. CEILING TILE HAS HOLE
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	K1: 11. PAINT IS CHIPPING ON POLES IN WALKWAY/ RUSTED 12. DRY ROT ON DOOR FRAME RM 15: 4. CEILING TILE HAS HOLE 11. PAINT IS CHIPPING ON DOOR FRAME

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report:		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		RM 4: 11. POLES ARE RUSTED IN HALLWAY 12. DRY ROT ON EAVES RM 5: 11. PAINT IS CHIPPING ON POLES IN WALKWAY/ RUSTED
Structural: Structural Damage, Roofs	Good	K1: 11. PAINT IS CHIPPING ON POLES IN WALKWAY/ RUSTED 12. DRY ROT ON DOOR FRAME RM 4: 11. POLES ARE RUSTED IN HALLWAY 12. DRY ROT ON EAVES
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	RM 31: 15. METAL WEATHER STRIPPING IS BENT ON DOOR

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report:	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	69.0	77.0	59.0	61.0	48.0	50.0
Mathematics (grades 3-8 and 11)	69.0	74.0	45.0	46.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	492	492	100.00	77.03
Male	233	233	100.00	75.54
Female	259	259	100.00	78.38
Black or African American	12	12	100.00	83.33
Asian	99	99	100.00	91.92
Filipino	16	16	100.00	100.00
Hispanic or Latino	233	233	100.00	66.09
White	117	117	100.00	81.20
Two or More Races	11	11	100.00	90.91
Socioeconomically Disadvantaged	207	207	100.00	62.80
English Learners	154	154	100.00	63.64
Students with Disabilities	35	35	100.00	48.57

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	492	492	100	73.98
Male	233	233	100	75.54
Female	259	259	100	72.59
Black or African American	12	12	100	75
Asian	99	99	100	92.93
Filipino	16	16	100	93.75
Hispanic or Latino	233	233	100	63.52
White	117	117	100	74.36
Two or More Races	11	11	100	90.91
Socioeconomically Disadvantaged	207	207	100	62.32
English Learners	154	154	100	67.53
Students with Disabilities	34	34	100	44.12

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.5	29.7	28.8

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the 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 2018-19)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through automated telephone messages, flyers, newsletters, the school marquee, the school website, and teacher websites. Contact the school office at (951) 736-3336 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone

Classroom Helper

Tutoring

Special Projects

Community Outreach Projects

Clerical Help

Watch D.O.G.S

Committees

English Learner Advisory Council

Parent Teacher Association

School Site Council

Lincoln Fundamental Elementary School

School Activities

Back to School Night

Open House

Parent Conferences

Other School Events

100 Mile Club

Fall Festival

PTA Sponsored Family Nights

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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.1	0.1	0.0	2.7	2.9	2.9	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.2	0.1	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The Comprehensive School Site Safety Plan was developed for Lincoln Fundamental Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2018.

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	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28		4		26		5		24		5	
1	30		4		26		4		25		5	
2	26		5		31		4		25		4	
3	26		5		25		5		28		4	
4	29		4	1	32		3	1	31		4	
5	29		4	1	29		5		29		4	
6	25	1	4		27		5		28		5	

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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other	1.4	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	0	314.9977	6314.399	102715.84
District	N/A	N/A	\$6,293	\$96,620
Percent Difference: School Site and District	N/A	N/A	-6.0	7.9
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-10.3	26.5

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 2017-18)

For the 2015-16 school year, Corona-Norco Unified School District spent an average of \$9,901 of total general funds to educate each student (based on 2015-16 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Corona-Norco Unified School District receives state and federal categorical funding for special programs. For the 2015-16 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- Agricultural Career Technical Education Incentive
- California Career Pathways Trust
- California Clean Energy Jobs Act
- Department of Rehabilitation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other ARRA Programs
- Other Federal Funds

- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Teacher Recruitment/Incentives
- Title I
- Title II
- Title III
- Tobacco-Use Prevention Education
- Vocational Programs

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	61750	47903
Mid-Range Teacher Salary	93809	74481
Highest Teacher Salary	115444	98269
Average Principal Salary (Elementary)	129415	123495
Average Principal Salary (Middle)	134095	129482
Average Principal Salary (High)	140885	142414
Superintendent Salary	360747	271429
Percent of Budget for Teacher Salaries	41.0	35.0
Percent of Budget for Administrative Salaries	4.0	5.0

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

Professional Development (Most Recent Three Years)

All training and curriculum development activities at Lincoln Fundamental Elementary School revolve around the California State Standards. During the 2018-19 school year, Lincoln Fundamental Elementary School held staff development training devoted to:

- Bloom's Taxonomy for Higher Order Thinking
- Common Core State Standards
- Icons for Problem Solving
- Questioning Strategies
- Reading Comprehension
- Sheltered Instruction Observation Protocol (SIOP)
- Step-Up to Writing
- Student Engagement
- Technology Training
- PLC
- PBIS

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Lincoln Alternative Elementary School supports ongoing professional growth throughout the year during Professional Collaboration Time (PCT) on early release days and during staff meetings. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff Lincoln Alternative Elementary School 6 2016-17 School Accountability Report Card are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2018-19 school year, Lincoln Fundamental Elementary School's teachers had the opportunity to attend the following events hosted by the Corona-Norco Unified School District:

- 21st Century Learning Design: SAMR
- 3rd Grade Fractions Unit
- Active Shooter

- Benchmark Planning
- Application of Instructional Shifts in Lesson Design
- Assessment Building
- Autism CPI Training
- Advancement Via Individual Determination Training
- Blended Learning
- BreathTaking Mindfulness
- Canvas Training
- California Alternative Assessment Training
- Evidence Based Practices
- Capturing Kids' Hearts
- Positive Behavior Intervention and Support (PBIS)
- Close Reading
- ELA/Daily Five Planning
- Math Writing Planning
- ELA/Science/Social Studies Planning
- Classroom Management Skills
- Digital Citizenship
- Dual Language Immersion
- Educational Technology Training
- iReady Training
- ELA/ELD McGraw-Hill Pilot Training
- Science for Everyone
- Engaging in Challenging Conversations
- Envision Overview
- GATE: Meeting the Needs of 21st Century Gifted Learners
- Grade Level Essential Standards Planning
- Introduction to Restorative Practices
- Math Training
- Next Generation Science Standards (NGSS)
- Number Talks
- SchoolMessenger
- Shelter Instruction Observation Protocol (SIOP)
- Step Up to Writing
- Social Studies
- Writing for the 21st Century Student

Lincoln Alternative Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.