

Lincoln Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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/fq/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](#) 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.



Sandra Doyle, Principal

Principal, Lincoln Elementary

About Our School

Lincoln school staff and families welcome you to step back in time and experience the value and uniqueness of a one room schoolhouse. It is where the learning of several grade levels occurs in one classroom. Children have the privilege of a safe, playful environment while understanding the valuable education and life skills combined.

Contact

Lincoln Elementary
1300 Hicks Valley Rd.
Petaluma, CA 94952-9407

Phone: 707-763-0045
E-mail: sdoyle@marinschools.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Lincoln Elementary
Phone Number	(707) 763-0045
Superintendent	Luke McCann
E-mail Address	lmccann@marinschools.org
Web Site	

School Contact Information (School Year 2016-17)	
School Name	Lincoln Elementary
Street	1300 Hicks Valley Rd.
City, State, Zip	Petaluma, Ca, 94952-9407
Phone Number	707-763-0045
Principal	Sandra Doyle, Principal
E-mail Address	sdoyle@marinschools.org
County-District-School (CDS) Code	21653756024392

Last updated: 2/5/2017

School Description and Mission Statement (School Year 2016-17)

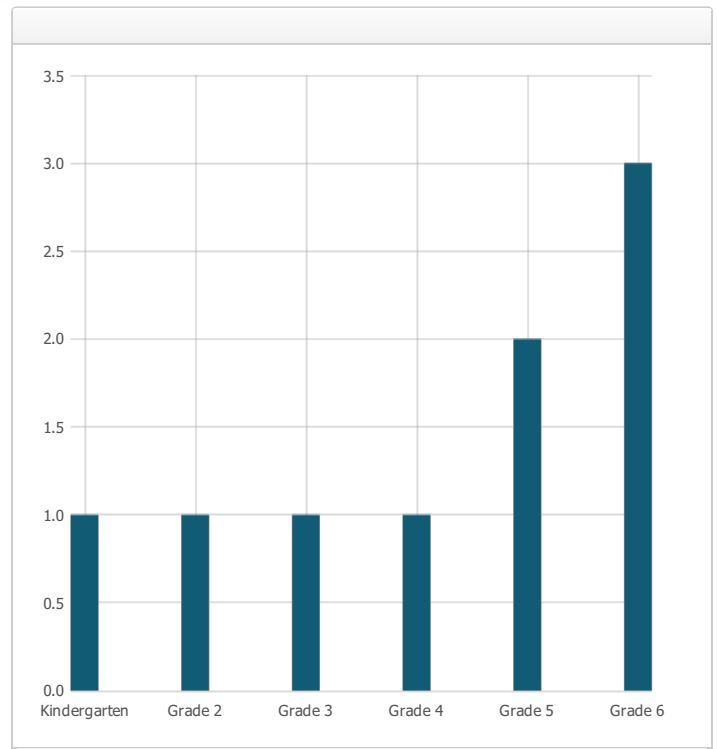
Lincoln School is a one-room school serving students in grades k-6 for over 100 years. The staff consists of one teacher and one instructional assistant. The teacher also serves as the school principal. The district receives support from the Marin County Office of Education for school psychologist, speech and language pathologist and resource special services. Lincoln School accepts as its mission:

- To instill the joy and value of learning to all its students;
- To provide a strong balanced curriculum;
- To provide the type of community environment that develops social skills and encourages student responsibility and citizenship;
- To give each student the opportunity to be successful and recognized for his or her accomplishments;
- To foster partnerships with parents as essential to the success of each student.

Last updated: 2/5/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	1
Grade 2	1
Grade 3	1
Grade 4	1
Grade 5	2
Grade 6	3
Total Enrollment	9



Last updated: 2/5/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	11.1 %
Native Hawaiian or Pacific Islander	0.0 %
White	88.9 %
Two or More Races	0.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	22.2 %
English Learners	11.1 %
Students with Disabilities	0.0 %
Foster Youth	0.0 %

Last updated: 2/5/2017

A. Conditions of Learning

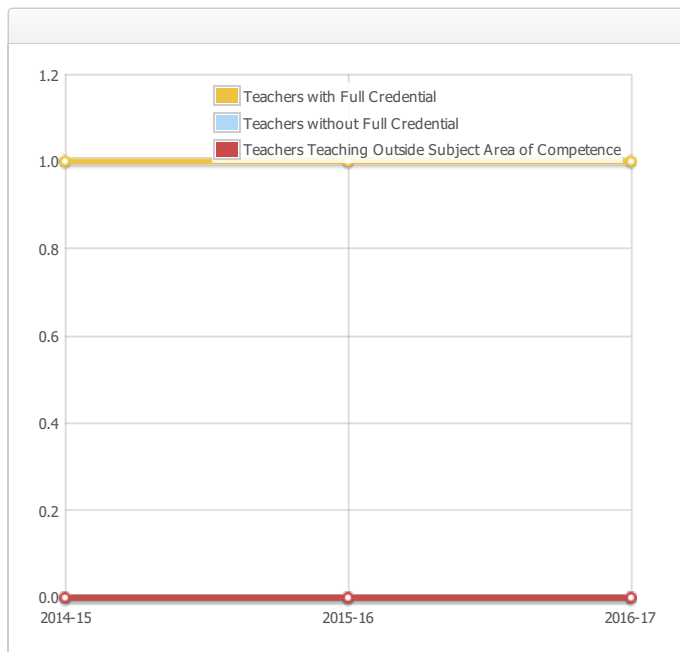
State Priority: Basic

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	1	1	1	1
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 2/5/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	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.

Last updated: 2/5/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 2/5/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which the data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> Houghton Mifflin, California Reading Series, k-6 Writers Workshop/Express, and Spelling Evan Moore Daily Language Review Hampton Brown, ELD <p>Lincoln will be piloting ELA/ELD in 2017-2018</p>	No	0.0 %
Mathematics	<ul style="list-style-type: none"> Math Expressions - Houghton Mifflin Harcourt, 2015 	Yes	0.0 %
Science	<ul style="list-style-type: none"> Harcourt California Science, 2008 <p>Lincoln school incorporates STEM learning with teacher made materials and lesson design to extend the Science curriculum for students.</p>	Yes	0.0 %
History-Social Science	<ul style="list-style-type: none"> Scott Foresman History-Social Science for California 	Yes	0.0 %
Foreign Language			0.0 %
Health	<ul style="list-style-type: none"> Harcourt Health and Fitness <p>Lincoln school incorporates Health and Fitness units of study as a part of the STEM learning, using teacher made materials.</p>	Yes	0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/5/2017

School Facility Conditions and Planned Improvements

Providing a safe environment that meets the state standards for school programs is a priority for the Lincoln School District. Lincoln School district consists of a one-room school house and a small backroom with a kitchen and bathrooms. An open outdoor shed with picnic tables provide extended working space as needed. The school yard is enclosed by a chain link fence. Although the establishment of this school dates back to 1872, it is unclear if the building was rebuilt and/or to what extent it has been renovated. It is known that the building went through earthquake retrofit in the 1970's.

Currently, the school provides a safe environment meeting the state standards for school programs. The schoolhouse is inspected regularly to ensure safety and the proper use of equipment. All maintenance and repairs are current and completed in a timely manner. The premises are cleaned by a custodial service. With enrollment between 8-16 students, there is sufficient room to teach the multi-age/grade levels.

Last updated: 2/5/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2016

Overall Rating	Good
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Last updated: 2/5/2017

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 (School Year 2015-16)

Due to the relative size of Lincoln school, there are very few students that are participating in the CAASPP at any given grade level. As such, there will not be any way to report student performance scores/levels, without compromising confidentiality.

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	40.0%		40.0%		44.0%	48.0%
Mathematics (grades 3-8 and 11)	33.0%		33.0%		34.0%	36.0%

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.

Last updated: 2/5/2017

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15
Science (grades 5, 8, and 10)	0.0%		0.0%		60%	56%

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.

Last updated: 2/5/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	--	--	--	--
Male	--	--	--	--
Female	0	0	0.0%	0.0%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	0	0	0.0%	0.0%
English Learners	--	--	--	--
Students with Disabilities	0	0	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: 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.

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.

Last updated: 2/5/2017

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

California Physical Fitness Test Results (School Year 2015-16)

Again, the relative nature of the one room school house is multi-grade, with fewer than 10 students at every grade level. As such, performance results cannot be reflected without compromise to student confidentiality.

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	0.0%	0.0%	0.0%

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.

Last updated: 2/5/2017

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 2016-17)

Lincoln School encourages both informal and formal parent involvement. The Parent Club continues to meet monthly to discuss a myriad of school topics and plan special events. Parent updates and communications are sent out weekly. Parents are encouraged to volunteer in the classroom, attend special events and chaperon field trips. In preparation for Lincoln School's LCAP, in an effort to appropriate goal development, parent input was collected. Parents provided input throughout the development process.

Lincoln School has included a goal to increase parent and family involvement in school programs in their 2016-2017 LCAP. This goal emphasizes the use of a parent communication system, active enrollment in the Parent Club members to participate in school events/jobs as well as the addition of a Nutrition Program that will enhance the understanding of health and hygiene.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

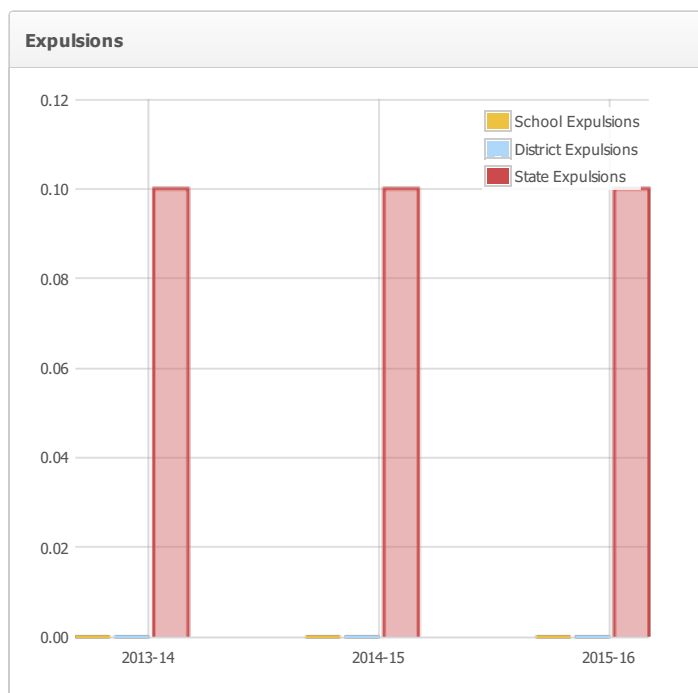
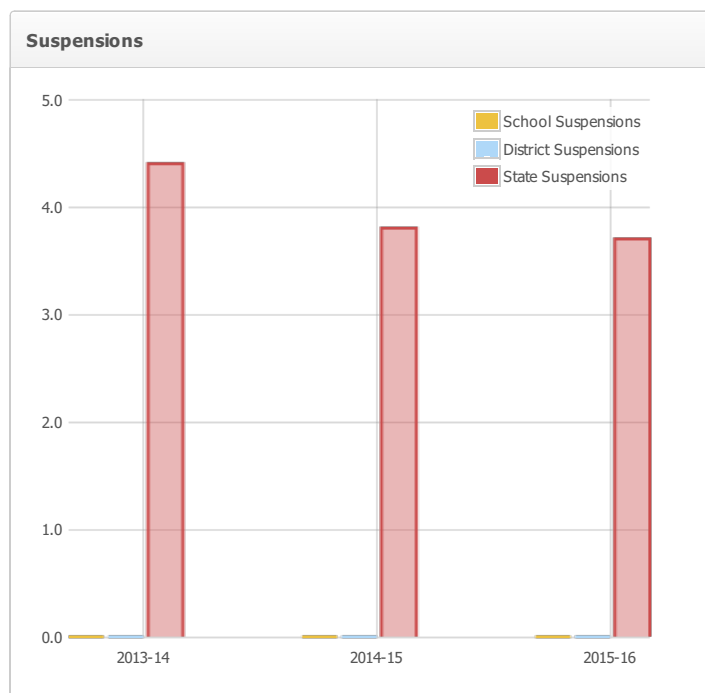
State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	4.4%	3.8%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 2/5/2017

School Safety Plan (School Year 2016-17)

Lincoln School employs a Comprehensive School Safety Plan which includes: disaster procedures, child abuse reporting procedures, rules on student discipline, sexual harassment policy, procedures for safe ingress and egress of pupils, policies regarding actions leading to suspension and expulsion and notification to teachers of dangerous students.

Lincoln School identified a goal in their LCAP that emphasizes the importance of school and facility safety, specifically describing the need to maintain and improve school facilities to provide a clean and safe environment.

Last updated: 2/5/2017

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	--

Last updated: 2/5/2017

Average Class Size and Class Size Distribution (Elementary)

Lincoln School is a one room school house. Please refer to enrollment data as an indication as to how many students are enrolled in each grade in this multi-grade setting.

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other	10.0	1	0	0	10.0	1	0	0	12.0	1		0

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

Last updated: 2/5/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Lincoln school participates in a consortium for services provided by the Marin County Office of Education. School Psychologist, Speech and Language Pathologist and Resource Specialist services are provided by MCOE and shared across the two Rural districts.

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist		N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A

Other	0.0	N/A
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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.

Last updated: 2/5/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$19700.0	\$3608.0	\$16092.0	--
District	N/A	N/A	\$16092.0	\$70159.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5677.0	\$60985.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 2/5/2017

Types of Services Funded (Fiscal Year 2015-16)

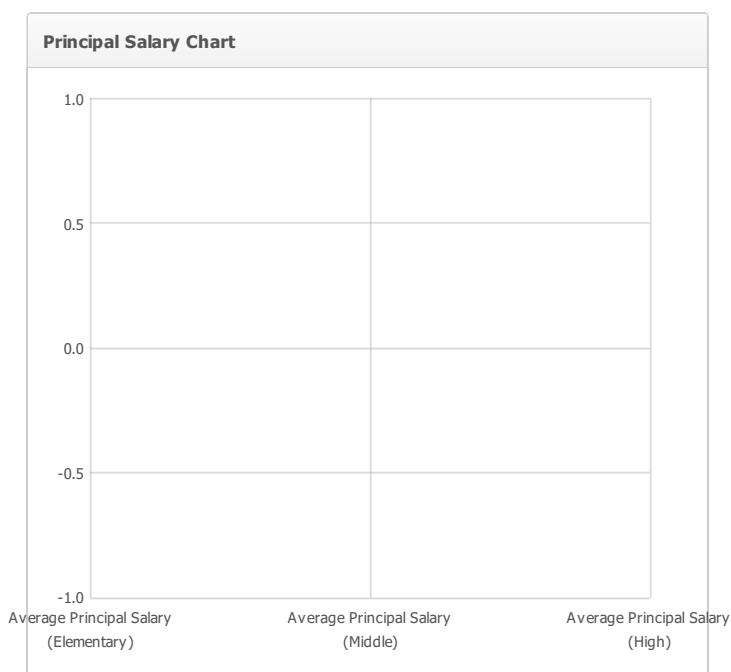
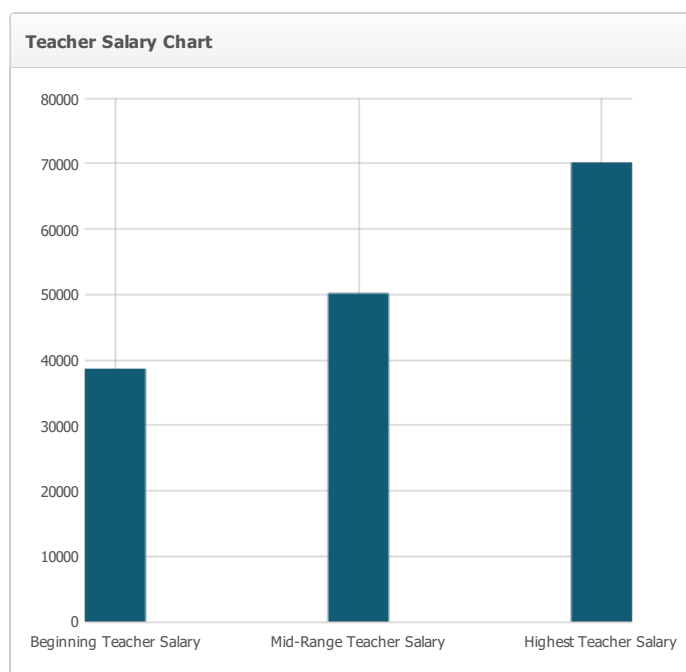
Lincoln School District, is a flat funded. The District's LCFF entitlement for 2015-2016 was \$143,237 and comprised 60% of all revenues. Total revenue was \$185,059: Federal revenues primarily from the Rural Education and Achievement Program totaled \$19,990 or 8% of all revenues. The remaining revenues were comprised of special education funding, lottery funding and local donations. Expenditures of \$211,865 exceeded revenues by \$28,383 thereby reducing ending fund balance reserves.

Last updated: 2/5/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,631	\$41,085
Mid-Range Teacher Salary	\$50,165	\$59,415
Highest Teacher Salary	\$70,159	\$75,998
Average Principal Salary (Elementary)	\$	\$100,438
Average Principal Salary (Middle)	\$	\$101,868
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$	\$116,069
Percent of Budget for Teacher Salaries	33.0%	33.0%
Percent of Budget for Administrative Salaries	5.0%	7.0%

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



Last updated: 2/5/2017

Professional Development

The Lincoln School staff participate in a range of professional development opportunities chosen to support the school plan as well as those areas that have been determined to be areas of need by school staff and parents. Professional development opportunities are provided by Marin County Office of Education and the Rural Schools Consortium. Continued education and professional development are also sought by the principal. Credential staff takes a minimum of 3 professional development days as well as an observation day. The focus for Lincoln School professional development will be primarily on the adoption of Common Core State Standards, both curriculum as well as in the implementation. Additionally, Lincoln School continues to provide a robust STEM learning program to augment and extend science curriculum.

