

# Lincoln Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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](mailto:sdoyle@marinschools.org)

## About This School

### Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
<b>District Name</b>	Lincoln Elementary
<b>Phone Number</b>	(707) 763-0045
<b>Superintendent</b>	Luke McCann
<b>E-mail Address</b>	<a href="mailto:lmccann@marinschools.org">lmccann@marinschools.org</a>
<b>Web Site</b>	

School Contact Information - Most Recent Year	
<b>School Name</b>	Lincoln Elementary
<b>Street</b>	1300 Hicks Valley Rd.
<b>City, State, Zip</b>	Petaluma, Ca, 94952-9407
<b>Phone Number</b>	707-763-0045
<b>Principal</b>	Sandra Doyle, Principal
<b>E-mail Address</b>	<a href="mailto:sdoyle@marinschools.org">sdoyle@marinschools.org</a>
<b>County-District-School (CDS) Code</b>	21653756024392

Last updated: 2/1/2016

### School Description and Mission Statement - Most Recent Year

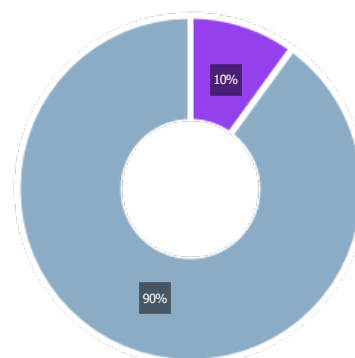
Lincoln School is a one-room school serving students in grades k-6 for over 100 years. The staff consists of one teacher and one instructional assistant. The teacher also serves as the school principal. The district receives support from the Marin County Office of Education for school psychologist, speech 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: 2/1/2016

### Student Enrollment by Student Group (School Year 2014-15)

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	10.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	90.0 %
Two or More Races	0.0 %
Socioeconomically Disadvantaged	0.0 %



English Learners	0.0 %
Students with Disabilities	%
Foster Youth	%

- Black or African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White
- Two or More Races
- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities
- Foster Youth

*Last updated: 2/1/2016*

## A. Conditions of Learning

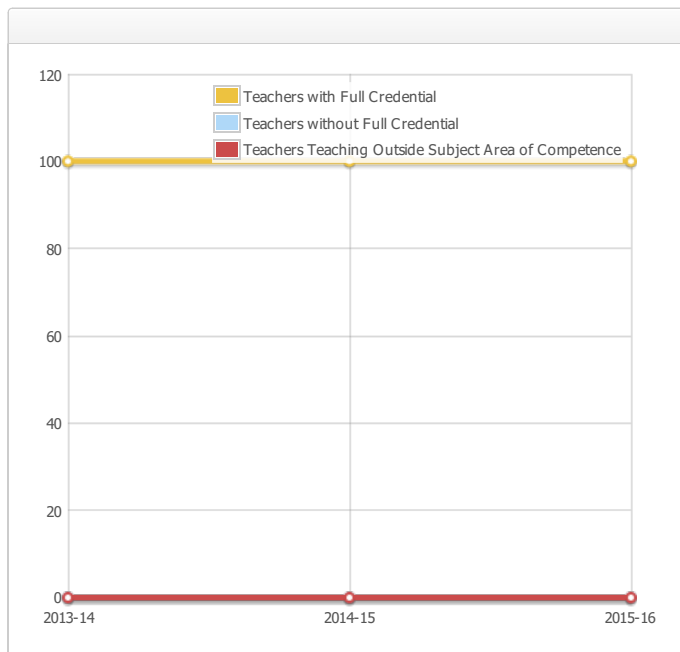
### State Priority: Basic

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

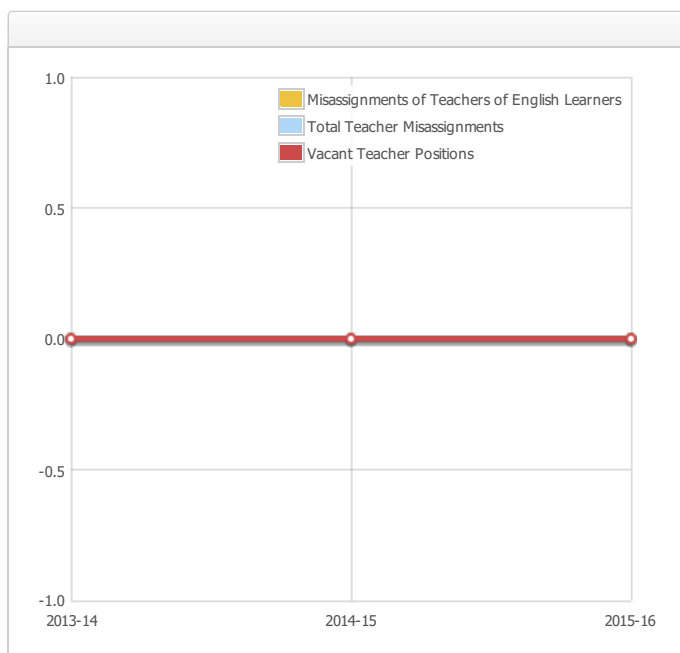
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	100	100	100	100
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 2/1/2016

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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: 2/1/2016

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

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%	100.0%
All Schools in District	100.0%	100.0%
High-Poverty Schools in District		
Low-Poverty Schools in District	100.0%	100.0%

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.

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year**

Year and month in which data were collected: December 2015

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"> <li>Houghton Mifflin, California Reading Series, k-6</li> <li>Writers Workshop/Express, and Spelling</li> <li>Evan Morroe Daily Language Review</li> <li>Hampton Brown, ELD</li> </ul>	Yes	0.0 %
Mathematics	<ul style="list-style-type: none"> <li>Math Expressions - Houghton Mifflin Harcourt, 2015</li> </ul>	Yes	0.0 %
Science	<ul style="list-style-type: none"> <li>Harcourt California Science, 2008</li> </ul>	Yes	0.0 %
History-Social Science	<ul style="list-style-type: none"> <li>Scott Foresman History-Social Science for California</li> </ul>	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	<ul style="list-style-type: none"> <li>Harcourt Health and Fitness</li> </ul>	Yes	0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 2/1/2016

## School Facility Conditions and Planned Improvements - Most Recent Year

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: 2/1/2016*

## School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: November 2015

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 - Most Recent Year

Year and month in which data were collected: November 2015

Overall Rating	Exemplary
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*Last updated: 2/1/2016*

## 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], Science California Standards Tests); and
- The percentage of pupils 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

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	--	--	44.0%
Mathematics (grades 3-8 and 11)	--	--	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 2/1/2016*

## ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	1	1	100.0%	--	--	--	--
Male	1	1	100.0%	--	--	--	--
Female	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	1	1	100.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	1	1	100.0%	--	--	--	--
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

Last updated: 2/1/2016



## ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	5	2	40.0%	--	--	--	--
Male	5	2	40.0%	--	--	--	--
Female	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	5	1	20.0%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 2/1/2016*

**Mathematics - Grade 4**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	1	1	100.0%	--	--	--	--
Male	1	1	100.0%	--	--	--	--
Female	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	1	1	100.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	1	1	100.0%	--	--	--	--
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 2/1/2016*

**Mathematics - Grade 5**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	5	2	40.0%	--	--	--	--
Male	5	2	40.0%	--	--	--	--
Female	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	5	1	20.0%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 2/1/2016*

## California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	--	--	--	--	--	--	--	--	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/1/2016

## California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	--
All Students at the School	--
Male	--
Female	--
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/1/2016

# 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 English, mathematics, and physical education

## California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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: 2/1/2016*

## 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 - Most Recent Year

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 2015-2016 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

*Last updated: 2/1/2016*

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

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

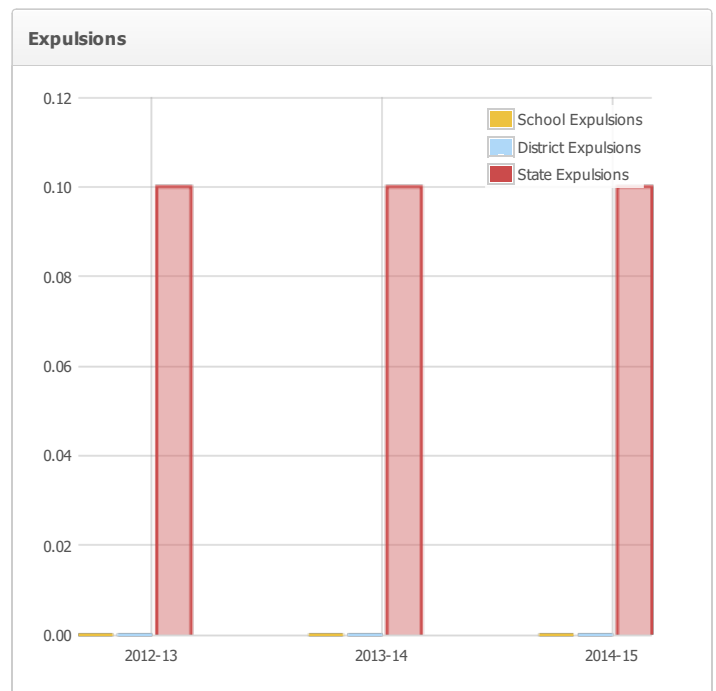
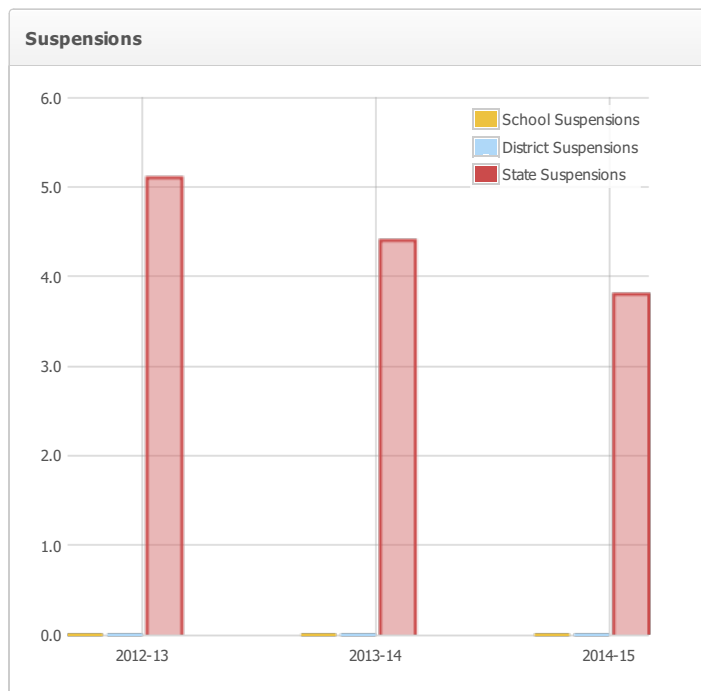
# State Priority: School Climate

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.0	0.0	0.0	0.0	0.0	0.0	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 2/1/2016

## School Safety Plan - Most Recent Year

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. Goal #4 in the LCAP specifically describes the need to maintain and improve school facilities to provide a clean and safe environment.

Last updated: 2/1/2016

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

While Lincoln was able to derive an AYP, there were only 4 tests administered on the assessment in 2013.

AYP Criteria	School	District	State
Made AYP Overall	Yes	N/A	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate	N/A	N/A	
Met Graduation Rate	N/A	N/A	

Last updated: 2/1/2016

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	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	--

Note: Cells with NA values do not require data.

Last updated: 2/1/2016

### 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	2012-13			2013-14			2014-15					
	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												

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

Last updated: 2/1/2016



## Academic Counselors and Other Support Staff (School Year 2014-15)

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

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)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		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.

*Last updated: 2/1/2016*

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$16319.0	\$2552.0	\$13767.0	--
District	N/A	N/A	\$0.0	\$0.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5348.0	\$59180.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 2/1/2016*

### Types of Services Funded (Fiscal Year 2014-15)

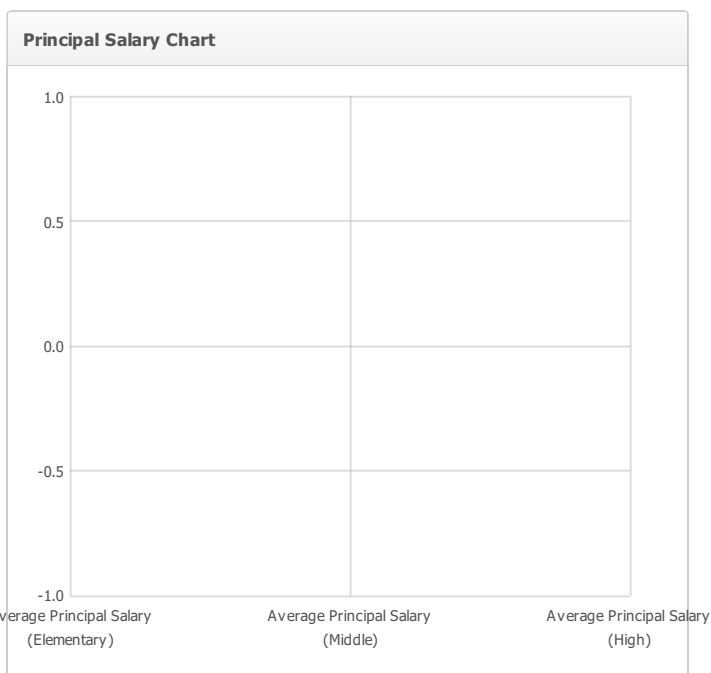
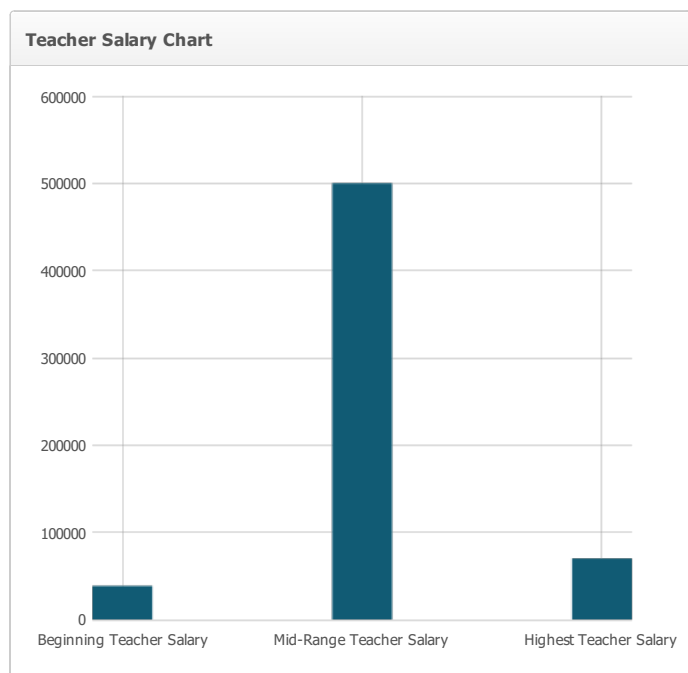
Lincoln School District, is a flat funded for as long as we can project forward based on the equivalent sources of funding received in 2014-15. The District's LCFF entitlement for 2014-15 was \$143,249 and comprised 77% of all revenues. Total revenue was \$185,059: Federal revenues primarily from the Rural Education and Achievement Program totaled \$20,095 or 11% of all revenues. The remaining revenues were comprised of special education funding, lottery funding and local donations. Expenditures of \$189,947 exceeded revenues by \$4,888 thereby reducing ending fund balance reserves.

Last updated: 2/1/2016

### Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,631	\$39,948
Mid-Range Teacher Salary	\$500,080	\$57,401
Highest Teacher Salary	\$70,159	\$73,183
Average Principal Salary (Elementary)	--	\$94,578
Average Principal Salary (Middle)	--	\$97,400
Average Principal Salary (High)	--	--
Superintendent Salary	--	\$112,657
Percent of Budget for Teacher Salaries	38.0%	35.0%
Percent of Budget for Administrative Salaries	6.0%	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: 2/1/2016

### Professional Development – Most Recent Three Years

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.

