

Lincoln Elementary

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.



Luke McCann, Superintendent

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: lmccann@marinschools.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
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 2018—19)	
School Name	Lincoln Elementary
Street	1300 Hicks Valley Rd.
City, State, Zip	Petaluma, Ca, 94952-9407
Phone Number	707-763-0045
Principal	Luke McCann, Superintendent
E-mail Address	lmccann@marinschools.org
County-District-School (CDS) Code	21653756024392

Last updated: 1/8/2019

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

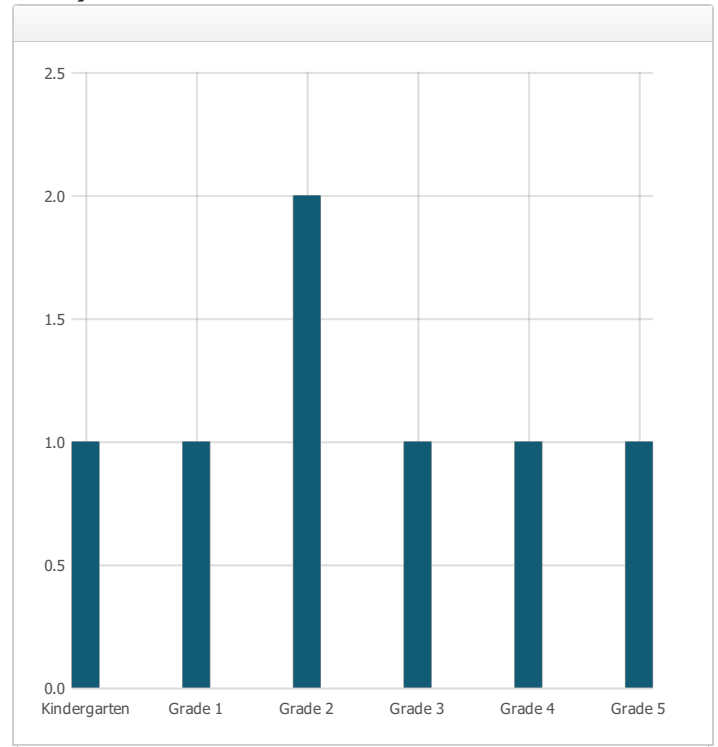
Lincoln School is a one-room school serving students in grades k-6 for over 100 years. The staff consists of one teacher and one instructional assistant. The teacher also serves as the school principal. The district receives support from the Marin County Office of Education for school psychologist, speech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

- To instill the joy and value of learning to all its students;
- To provide a strong and 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: 1/7/2019

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

Grade Level	Number of Students
Kindergarten	1
Grade 1	1
Grade 2	2
Grade 3	1
Grade 4	1
Grade 5	1
Total Enrollment	7



Last updated: 1/7/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	%
Native Hawaiian or Pacific Islander	%
White	100.0 %
Two or More Races	%
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	%
English Learners	%
Students with Disabilities	%
Foster Youth	%

A. Conditions of Learning

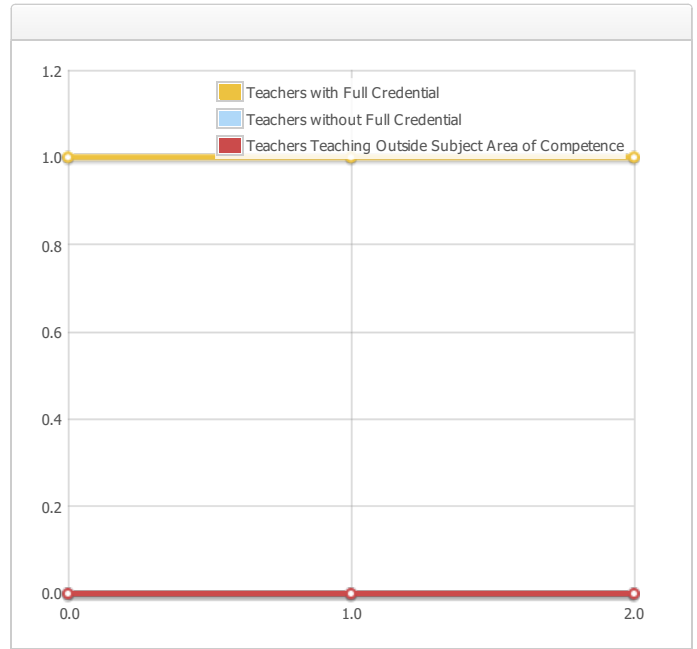
State Priority: Basic

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

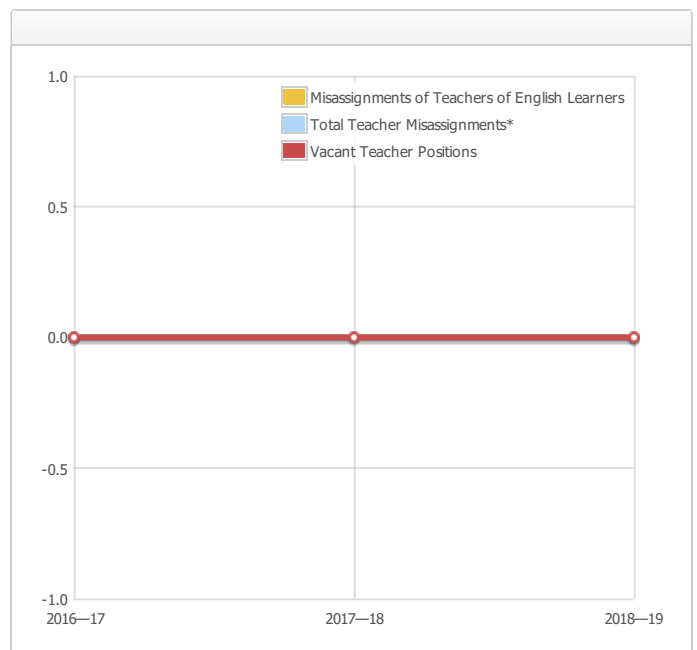
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	1	1	1	1
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/7/2019

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	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: 1/7/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: December 2018

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, Journeys, California, 2017 • Writers Workshop/Express, and Spelling • Evan Moor Daily Language Review • Systematic ELD, 2016 	Yes	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 • Teacher made materials <p>Lincoln will be participating in the adoption process for updated Science curriculum in 2019-2020.</p>	No	0.0 %
History-Social Science	<ul style="list-style-type: none"> • Scott Foresman History Social Science for California • California Weekly <p>Lincoln will be participating in the adoption process for updated History Social Science curriculum in 2019-2020.</p>	No	0.0 %
Foreign Language	N/A		0.0 %
Health	<ul style="list-style-type: none"> • Harcourt Healthy and Fitness 		0.0 %
Visual and Performing Arts	<ul style="list-style-type: none"> • Teacher made materials • Varied instructional methods used to provide access to 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: 1/7/2019

School Facility Conditions and Planned Improvements

Providing a safe environment that meets the state standards for school programs is a priority for the Lincoln Union School District. The Lincoln Union 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. Although the establishment of this school dates back to 1872, it is unknown how much of the existing building is the original construction and/or to what extent it has been renovated. It is known that the building went through earthquake retrofit in the 1970's.

Lincoln School provides a safe environment thereby 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 5-10 students, there is sufficient room to teach the multi-age/grade levels.

Last updated: 1/8/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2018

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: October 2018

Overall Rating	Exemplary
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Last updated: 1/7/2019

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 Percentage of Students Meeting or Exceeding the State Standard

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	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)					48.0%	50.0%
Mathematics (grades 3-8 and 11)					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.

Last updated: 1/7/2019

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	--	--	--	
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: 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.

Last updated: 1/7/2019

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	--	--	--	
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: 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.

Last updated: 1/7/2019

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	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 new California Science Test (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.

Last updated: 1/7/2019

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 2017—18)

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 Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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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: 1/7/2019

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)

Lincoln School encourages both informal and formal parent involvement. The Parent Club continues to meet regularly and has been able to provide a forum to discuss a myriad of school and related community topics as well as planning special events. Parent updates and communications are sent out weekly. Parents are encouraged to volunteer in the classroom, attend special events and chaperone field trips. Parent stakeholder engagement is actively and successfully gathered in preparation for the LCAP and school events.

Lincoln School has continued to include a goal and accompanying action steps around maintaining parent and family participation in their 2017-2020 LCAP, emphasizing the use of parent-school communication, importance of involvement and participation in school events.

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

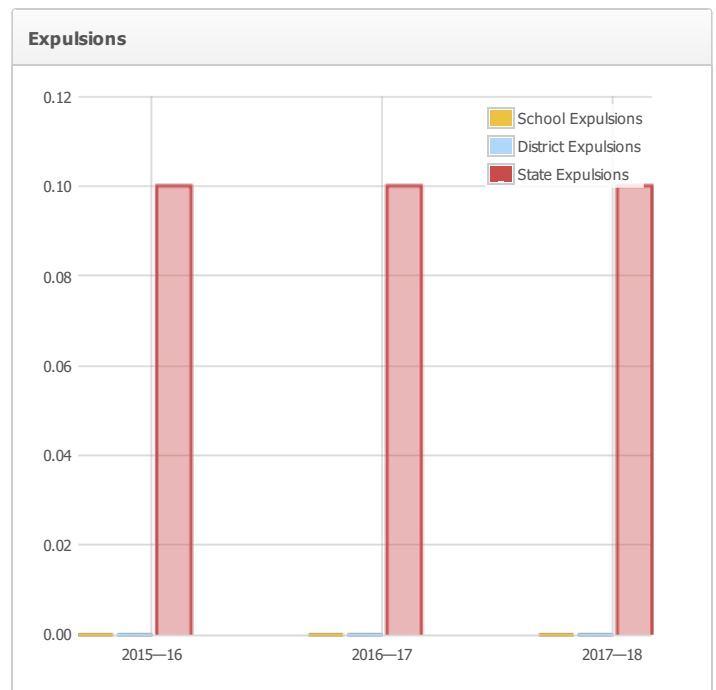
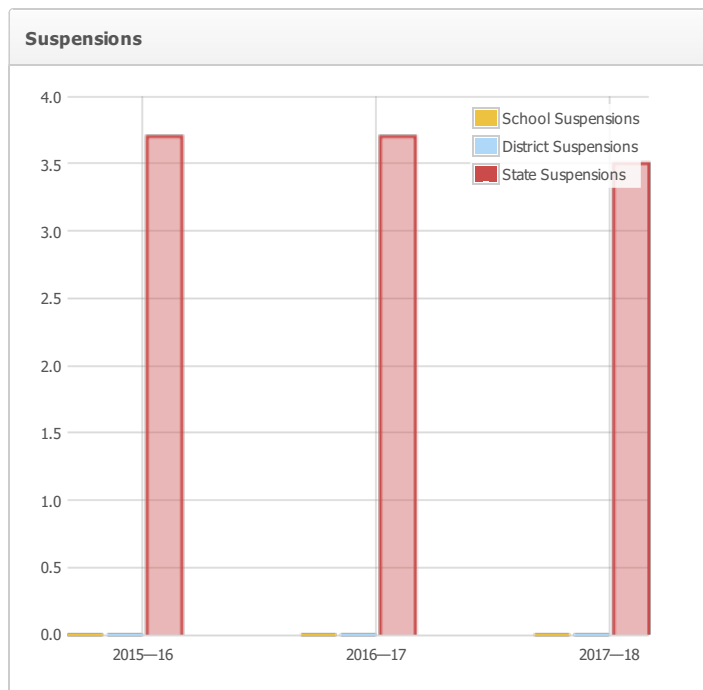
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/7/2019

School Safety Plan (School Year 2018—19)

The Lincoln School Comprehensive Safety Plan includes procedures on the following: Disaster protocols, child abuse/mandated reporting, rules on student discipline, sexual harassment policy, safe ingress and egress of pupils, policies regarding actions leading to suspension and expulsion and notification to teachers of dangerous students.

Last updated: 1/7/2019

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.

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 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).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 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).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 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).

** "Other" category is for multi-grade level classes.

Last updated: 1/7/2019

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

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	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	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: 1/7/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	0.0%	0.0%
State	N/A	N/A	\$6574.0	\$63218.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/7/2019

Types of Services Funded (Fiscal Year 2017–18)

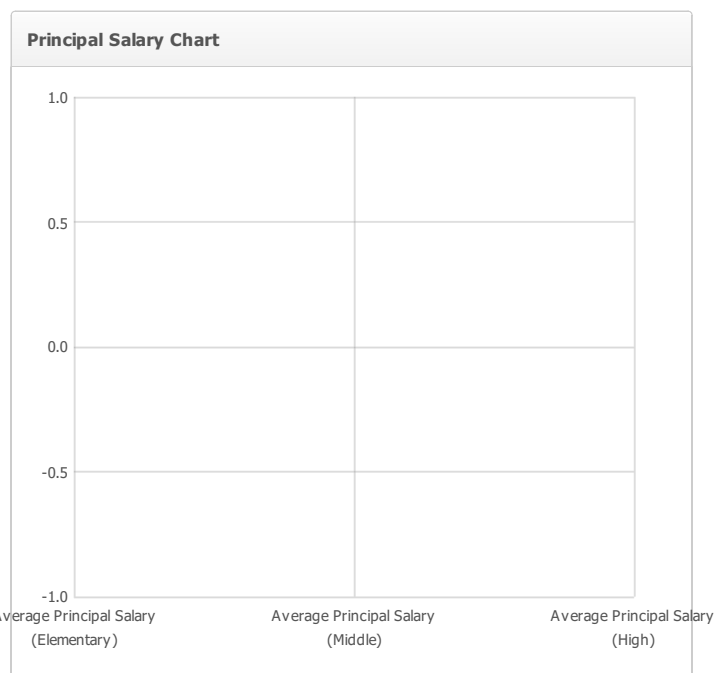
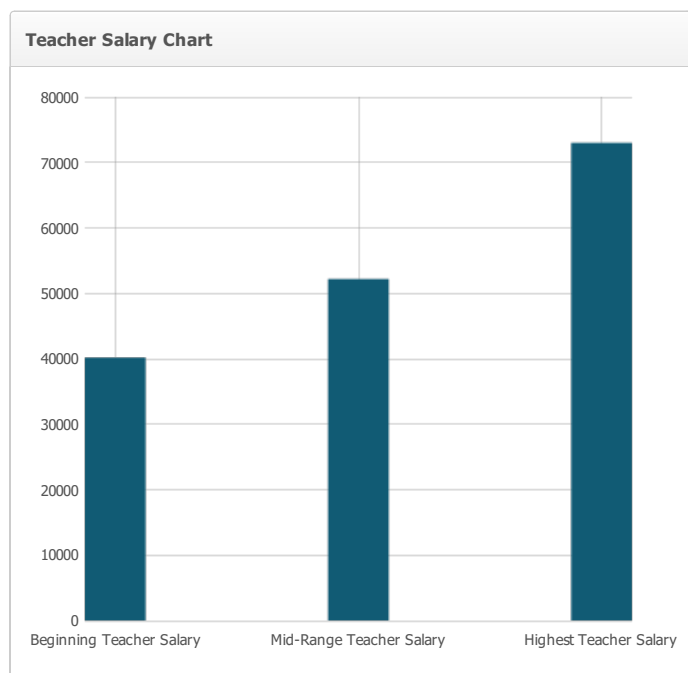
The Districts LCFF entitlement was \$287,370 and comprised 87% of all revenues. The total revenue was \$328,544. Federal revenues primarily from the Rural Education and Achievement Program totalled \$17,390 or 5% of all revenues. The remaining revenues were comprised of special education, lottery funding and local donation. Revenues of \$342,414 exceeded expenditures by \$13,869.36 thereby increasing ending fund balance reserves.

Last updated: 1/7/2019

Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,192	\$44,375
Mid-Range Teacher Salary	\$52,191	\$65,926
Highest Teacher Salary	\$72,994	\$82,489
Average Principal Salary (Elementary)	\$	\$106,997
Average Principal Salary (Middle)	\$	\$109,478
Average Principal Salary (High)	\$	--
Superintendent Salary	\$	\$121,894
Percent of Budget for Teacher Salaries	34.0%	32.0%
Percent of Budget for Administrative Salaries	5.0%	7.0%

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



Last updated: 1/7/2019

Professional Development

The Lincoln School staff participate in a range of professional development specifically chosen to support the students learning needs. These opportunities are primarily provided by the Marin County Office of Education. Credentialed staff take a minimum of 3 professional development days as well as an observation day. The focus of professional growth th will be on the implementation of the latest state standards - Next Generation Science and History Social Science to support the learning for all students.

Last updated: 1/7/2019