

**Abraham Lincoln Elementary**  
**2020—2021 School Accountability Report Card**  
**Reported Using Data from the 2020—2021 School Year**  
**California Department of Education**

<b>Address:</b>	850 West Ninth St. Santa Rosa, CA , 95401-5349	<b>Principal:</b>	Jeanine Wilson, Principal
<b>Phone:</b>	(707) 890-3940	<b>Grade Span:</b>	K-6

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/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 <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).

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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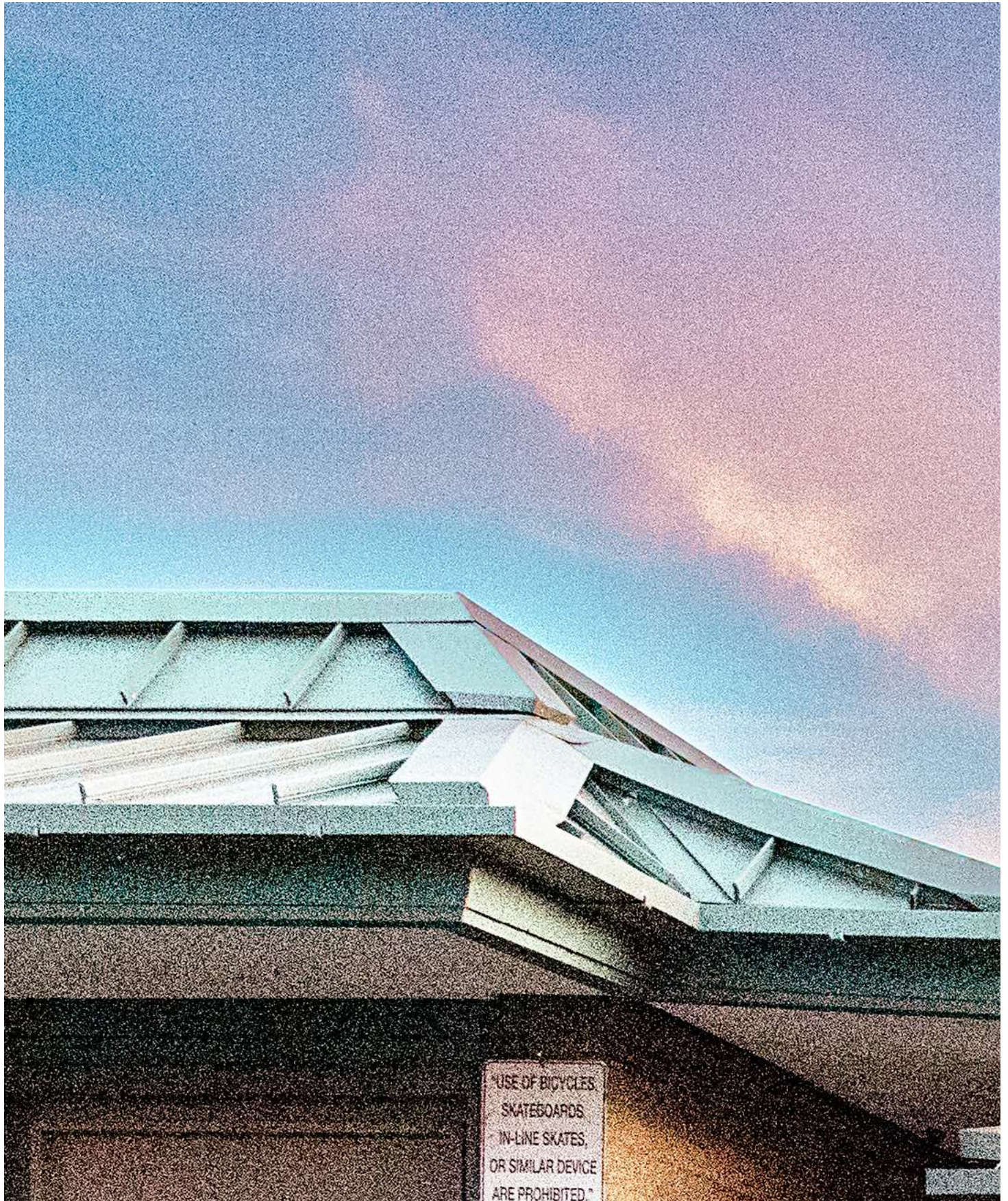
## About This School

**Jeanine Wilson, Principal**

Principal, Abraham Lincoln Elementary

### About Our School

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SEITE FOUR SIX ONE  
SECTOR E 2124

ADMINISTRATION  
OFFICE

**SAFETY FIRST**  
MASK  
REQUIRED

**REQUERIDO PRIMERO**  
MASCARILLA  
OBLIGATORIA

El edificio administrativo del Sector E 2124 se encuentra en la zona de riesgo de inundación. Se recomienda a los visitantes que eviten entrar en el edificio en caso de lluvia fuerte o inundación.

**Atención al Cliente**  
El personal del Sector E 2124  
está disponible para ayudarle.  
Si necesita cualquier información,  
llame al 202.411.1234.



Administración  
Sector E 2124





Our campus is located in southwest Santa Rosa and is adjacent to Jacobs Park on the east side and a bird "rookery" on the west side of the school. Lincoln is a KA-6 grade school serving about 300 students with 18 classroom teachers and 4 "prep/elective" teachers. Our mission is to provide rich learning experiences based on individual needs and special abilities, to encourage responsibility, a positive attitude and a strong desire to become lifelong learners in a caring, supportive, safe, multicultural school environment. Our vision is to equip students to thrive, socially, emotionally and academically by ensuring they receive a high quality education that is challenging and relevant in a healthy, safe and nurturing environment.

### Contact

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Abraham Lincoln Elementary  
850 West Ninth St.  
Santa Rosa, CA 95401-5349

Phone: [\(707\) 890-3940](tel:(707)890-3940)  
Email: [jwilson@srcs.k12.ca.us](mailto:jwilson@srcs.k12.ca.us)

## Contact Information (School Year 2021—2022)

### District Contact Information (School Year 2021—2022)

<b>District Name</b>	Santa Rosa Elementary
<b>Phone Number</b>	(707) 890-3800
<b>Superintendent</b>	Trunnell, Anna
<b>Email Address</b>	<a href="mailto:atrunnell@srcs.k12.ca.us">atrunnell@srcs.k12.ca.us</a>
<b>Website</b>	<a href="http://www.srcschools.org">www.srcschools.org</a>

### School Contact Information (School Year 2021—2022)

<b>School Name</b>	Abraham Lincoln Elementary
<b>Street</b>	850 West Ninth St.
<b>City, State, Zip</b>	Santa Rosa, CA , 95401-5349
<b>Phone Number</b>	(707) 890-3940
<b>Principal</b>	Jeanine Wilson, Principal
<b>Email Address</b>	<a href="mailto:jwilson@srcs.k12.ca.us">jwilson@srcs.k12.ca.us</a>
<b>Website</b>	<a href="https://lincoln.srcschools.org/">https://lincoln.srcschools.org/</a>
<b>County-District-School (CDS) Code</b>	49709126052153

Last updated: 3/4/22

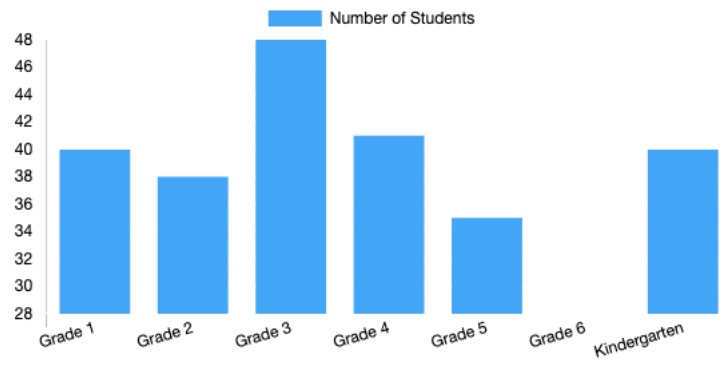
## **School Description and Mission Statement (School Year 2021—2022)**

Our campus is located in southwest Santa Rosa and is adjacent to Jacobs Park on the east side and a bird “rookery” on the west side of the school. Lincoln is a KA-6 grade school serving about 300 students with 18 classroom teachers and 4 “prep/elective” teachers. Our mission is to provide rich learning experiences based on individual needs and special abilities, to encourage responsibility, a positive attitude and a strong desire to become lifelong learners in a caring, supportive, safe, multicultural school environment. Our vision is to equip students to thrive, socially, emotionally and academically by ensuring they receive a high quality education that is challenging and relevant in a healthy, safe and nurturing environment.

*Last updated: 2/7/22*

### Student Enrollment by Grade Level (School Year 2020–2021)

Grade Level	Number of Students
Grade 1	40
Grade 2	38
Grade 3	48
Grade 4	41
Grade 5	35
Grade 6	28
Kindergarten	40
<b>Total Enrollment</b>	<b>270</b>



Last updated: 2/7/22

### Student Enrollment by Student Group (School Year 2020–2021)

Student Group	Percent of Total Enrollment
Female	44.80%
Male	55.20%
Non-Binary	0.00%
American Indian or Alaska Native	0.40%
Asian	1.10%
Black or African American	0.70%
Filipino	0.70%
Hispanic or Latino	92.20%
Native Hawaiian or Pacific Islander	0.40%
Two or More Races	1.10%
White	3.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	53.30%
Foster Youth	0.20%
Homeless	0.90%
Migrant	11.20%
Socioeconomically Disadvantaged	1.12%
Students with Disabilities	4.15%

## **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

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

*Last updated:*

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)

Year and month in which the data were collected: January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>The Collaborative Curriculum Design (CCD) units of study are an integral part of SRCS' comprehensive ELA curriculum. These standards-based units of study were developed over several years by SRCS teachers in response to the Common Core State Standards and the decision not to adopt a traditional ELA curriculum. They are designed to meet our students' interests and needs, and to be culturally responsive. Each unit of study within the CCD model is anchored on a cluster of interdisciplinary standards or learning goals. These integrated units support the teaching of ELA standards through the content of science and social studies. They are based on a collaborative, inquiry model of instruction with a focus on critical thinking and real-world problem solving that guide learners to higher levels of rigor and sophisticated thought. The SRCS Board of Education approved this curriculum in May 2020.</p> <p>Lucy Calkins Units of Study in Opinion, Information, and Narrative Writing. Units of Study to teach Opinion/Argument, Information, and Narrative Writing (BA 2016)</p> <p>Wonders-Wonderworks Foundational Skills Program. ELA Foundational Skills to teach Print Concepts, Phonological Awareness, Phonics &amp; Word Recognition, and Fluency (BA 2017)</p> <p>Wonders Designated ELD. Designated ELD program for SRCS English Learners(BA 2017)</p> <p>Link to titles. <a href="https://bit.ly/Elem_Curric">https://bit.ly/Elem_Curric</a></p>	Yes	0%
Mathematics	<p>All students are using a new state adopted curriculum. Students in grades Kindergarten thru 5th grade are using Everyday Mathematics which is aligned with the Common Core State Standards. It reinforces math concepts through a variety of means and review s previous concepts throughout the program. Our 6th grade students are using College Prepitory Mathematics. It is also aligned to the Common Core State Standards and provide students with a variety of ways to master the curriculum.</p>	Yes	0%
Science	<p>FOSS (Full Option Science System) is a research-based science curriculum for grades K-6 developed at the Lawrence Hall of Science, University of California, Berkeley. FOSS has evolved from a philosophy of teaching and learning that has guided the development of successful active-learning science curricula for more than 40 years. The FOSS Program bridges research and practice by providing tools and strategies to engage students and teachers in enduring experiences that lead to deeper understanding of the natural and designed worlds.</p>	Yes	0%
History-Social Science	<p>Students begin their exploration of History/Social Science using the standards based Pearson Scott Foresman "California History/Social/Science" program from kindergarten through fifth grade. The McMillan/McGraw Hill "California Vistas" program is used in sixth grade in order to prepare students for middle school. Students learn about citizenship beginning in first grade, and in second grade, students explore the lives of both current and historical figures. The theme in third grade is continuity and change, with California the subject of student studies in fourth grade. American History is the focus in fifth, while sixth grade emphasizes ancient world cultures. Woven throughout all grade levels is instruction in geography and the environment and their influence on culture.</p>	Yes	0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 2/16/22

## School Facility Conditions and Planned Improvements

The district uses the Facilities Inspection Tool (FIT) which was developed by the State of California Office of Public School Construction to evaluate the conditions at each school site with ratings of "good," "fair," or "poor." The FIT also provides an overall summary of the school conditions at each school site on a scale of "exemplary," "good," "fair," or "poor". Detailed information from the FIT is listed in Section IV of the complete SARC and is also available at the District Office. This school was inspected on 12/30/2021 and had an overall rating of "good".

The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Last updated: 2/11/22

## School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2021

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

## Overall Facility Rate

Year and month of the most recent FIT report: December 2021

Overall Rating	Good
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Last updated: 2/8/22

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

    - Aligned with CA CCSS for ELA and mathematics;
    - Available to students in grades 3 through 8, and grade 11; and
    - Uniformly administered across a grade, grade span, school, or district to all eligible students.
  - **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
    - Smarter Balanced ELA and mathematics summative assessments;
    - Other assessments meeting the SBE criteria; or
    - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
  - **College and Career Ready:** 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.

**Local Assessment Test Results in ELA by Student Group**  
**Assessment Name(s): Let's Go Learn-DORA**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
All Students	155	97	62.6	37.4	10.3
Female	66	42	63.6	36.4	7.1
Male	89	55	61.8	38.2	12.7
American Indian or Alaska Native	1	1	100.0	0.0	0.0
Asian	3	0	0.0	100.0	0.0
Black or African American	1	1	100.0	0.0	0.0
Filipino	2	1	50.0	50.0	100.0
Hispanic or Latino	141	90	63.8	36.2	7.8
Native Hawaiian or Pacific Islander	1	1	100.0	0.0	100.0
Two or More Races	2	1	50.0	50.0	0.0
White	4	2	50.0	50.0	50.0
English Learners	85	57	67.1	32.9	5.3
Foster Youth	0	0	0.0	0	0.0
Homeless	1	1	100.0	0.0	0.0
Military	4	3	75.0	25.0	33.3
Socioeconomically Disadvantaged	98	65	66.3	33.7	10.8
Students Receiving Migrant Education Services	13	9	69.2	30.8	0.0
Students with Disabilities	36	23	63.9	36.1	0.0

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 3/3/22

**Local Assessment Test Results in Mathematics by Student Group**  
**Assessment Name(s): Let's Go Learn- ADAM**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
All Students	155	64	41.3	58.7	12.5
Female	66	30	45.5	54.5	3.3
Male	89	34	38.2	61.8	20.6
American Indian or Alaska Native	1	1	100.0	0.0	0.0
Asian	3	0	0.0	100.0	0.0
Black or African American	1	1	100.0	0.0	0.0
Filipino	2	1	50.0	50.0	0.0
Hispanic or Latino	141	57	40.4	59.6	12.3
Native Hawaiian or Pacific Islander	1	1	100.0	0.0	0.0
Two or More Races	2	1	50.0	50.0	0.0
White	4	2	50.0	50.0	50.0
English Learners	85	43	50.6	49.4	4.7
Foster Youth	0	0	0.0	0	0.0
Homeless	1	1	100.0	0.0	0.0
Military	4	3	75.0	25.0	0.0
Socioeconomically Disadvantaged	103	45	43.7	56.3	15.6
Students Receiving Migrant Education Services	13	6	46.2	53.8	16.7
Students with Disabilities	36	12	33.3	66.7	0.0

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 3/3/22

## **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

## 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 2021-2022)

Lincoln has an active parent community, the "Parent Faculty Organization" (PFO), a non-profit organization supporting student activities. The PFO organizes fundraising events to provide student enrichment activities such as special assemblies and prizes for the weekly "Lincoln Leopards Student Store". Parents also serve on the English Learner Advisory Committee (ELAC) and the School Site Council (SSC). These committees give advice on how to use school resources to provide the best education for our students. Parents provide input in goal setting for the "School Plan for Student Achievement".

All parents attend annual events including Back to School Night, Parent Conferences, Winter and Spring Music Concerts, Family Math Night and monthly awards assemblies. Parents are regular volunteers in classrooms and participate on field trip excursions. Various community organizations, such as Schools of Hope and the Salvation Army, send volunteers to read with children or help them complete assignments. Anyone wishing to volunteer should contact the school office.

## **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
- Chronic Absenteeism

**Chronic Absenteeism by Student Group  
(School Year 2020—2021)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	395	380	80	21.1
Female	174	167	34	20.4
Male	221	213	46	21.6
American Indian or Alaska Native	6	6	1	21.6
Asian	2	2	1	50.0
Black or African American	3	3	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	321	306	66	21.6
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	7	7	1	14.3
White	52	52	10	19.2
English Learners	203	196	42	21.4
Foster Youth	1	1	0	0.0
Homeless	4	4	2	50.0
Socioeconomically Disadvantaged	316	305	66	21.6
Students Receiving Migrant Education Services	29	29	5	17.2
Students with Disabilities	97	92	24	26.1

*Last updated:*

## 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

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020–2021	District 2018-2019	District 2020–2021	State 2018-2019	State 2020–2021
Suspensions	3.45%	0.00%	2.41%	0.00%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

### Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	2.49%	2.00%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Last updated: 3/15/22

**Suspensions and Expulsions by Student Group  
(School Year 2020—2021)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

*Last updated:*

**School Safety Plan (School Year 2021-2022)**

Lincoln's staff and parents have compiled a comprehensive safety plan that is updated annually. It addresses playground safety, emergency preparedness and safety components required by Board Policy and Education Code. Staff and students conduct monthly drills to practice safe evacuation and sheltering in place. Staff has received extensive training from Redwood Empire Insurance Group and has systematically acquired and stored emergency supplies.

*Last updated: 2/7/22*

## 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.

### Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.71
Psychologist	0.40
Social Worker	0.00
Nurse	0.20
Speech/Language/Hearing Specialist	0.90
Resource Specialist (non-teaching)	1.00
Other	0.20

*Last updated: 12/31/99*

\* 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 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8964.62	\$8205.01	\$759.61	\$89408.43
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	--
Percent Difference – School Site and State	N/A	N/A	--	--

*Last updated: 3/10/22*

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

**Types of Services Funded (Fiscal Year 2020–2021)**

In 2014-15 two new positions were funded with LCAP money, the Student Engagement Worker and Family Engagement Facilitator. The Student Engagement Worker runs after school clubs, organized recess activities and participates in planning monthly events for students. The Family Engagement Facilitator assists families with translation, paperwork and attends parent meetings such as PFO, ELAC, SSC and SSTs. A full-time counselor works with a part-time clinician to provide counseling services for students and families. Additional services provided by the district include a speech and language teacher who is on site 5 days a week, a school psychologist on site 1 day per week, a nurse on site 1 day per week, and a hearing and vision specialist who is available as needed.

**Special Education Program**

A resource specialist works with special education students who have Individualized Education Programs (IEP'S) and are in regular classrooms. We have five Special Day Classes (SDC) for educationally and emotionally challenged students ranging from mild to severe disabilities. Each of these classes has a full-time instructional assistant. Identified students also receive adaptive physical education. Teachers receive assistance and direction from an occupational therapist. If a child requires them, teachers may also receive county services such as vision and hearing screenings. Individual assistants are provided for our full inclusion students.

**English Learner Program**

Most students, not yet fluent in English, receive ELD instruction according to their English Language Proficiency Assessments For California (ELPAC) levels in addition to ELD instruction for the whole classroom. Primary students receive extra support with the Early Reading Intervention (ERI) curriculum. Lincoln's Intervention Team provides small group instruction during the ELD block.

Intervention Support at Lincoln School has one and a half full time Teachers on Special Assignment (TOSAs). Additionally, after-school tutoring is offered for low-performing students.

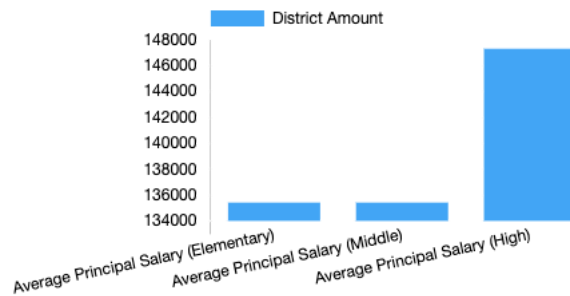
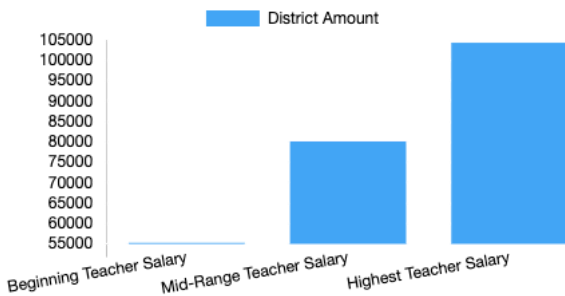
Release Days-Teachers are provided the opportunity to be released for professional development throughout the year. Professional Development activities included: collaboration on ELA/Math Common Core Standards planning, GLAD (Guided Language Acquisition

*Last updated: 2/7/22*

**Teacher and Administrative Salaries (Fiscal Year 2019–2020)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55266.00	--
Mid-Range Teacher Salary	\$80105.00	--
Highest Teacher Salary	\$104311.00	--
Average Principal Salary (Elementary)	\$125264.00	--
Average Principal Salary (Middle)	\$135418.00	--
Average Principal Salary (High)	\$147309.00	--
Superintendent Salary	\$235000.00	--
Percent of Budget for Teacher Salaries	38.47%	--
Percent of Budget for Administrative Salaries	4.92%	--

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



*Last updated:*

**Professional Development**

Measure	2019-2020	2020–2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement			

## Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

**LEA-Level Local Assessment Test Results in ELA by Student Group**  
**Assessment Name/s: Let's Go Learn-DORA**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
LEAwide	2528	2053	81.2	18.8	33.1
Female	1204	970	80.6	19.4	33.8
Male	1319	1077	81.7	18.3	32.3
American Indian or Alaska Native	14	10	71.4	28.6	20
Asian	91	75	82.4	17.6	53.3
Black or African American	41	31	75.6	24.4	29.0
Filipino	23	19	82.6	17.4	57.9
Hispanic or Latino	1593	1293	81.2	18.8	22.7
Native Hawaiian or Pacific Islander	11	8	72.7	27.3	50.0
Two or More Races	109	91	83.5	16.5	49.5
White	645	524	81.2	18.8	52.1
English Learners	789	613	77.7	22.3	4.9
Foster Youth	10	8	80	20	50
Homeless	26	20	76.9	23.1	0.0
Military	31	28	90.3	9.7	32.1
Socioeconomically Disadvantaged	1215	992	81.6	18.4	23.4
Students Receiving Migrant Education Services	50	44	88.0	12.0	11.4
Students with Disabilities	328	266	81.1	18.9	11.7

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

**LEA-Level Assessment Test Results in Mathematics by Student Group**  
**Assessment Name/s: Let's Go Learn- ADAM**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
LEAwide	2528	1637	64.8	35.2	26.9
Female	1204	782	65.0	35.0	23.0
Male	1319	850	64.4	35.6	30.5
American Indian or Alaska Native	14	9	64.3	35.7	11.1
Asian	91	69	75.8	24.2	53.6
Black or African American	41	21	51.2	48.8	28.6
Filipino	23	17	73.9	26.1	47.1
Hispanic or Latino	1593	982	61.6	38.4	17.2
Native Hawaiian or Pacific Islander	11	8	72.7	27.3	37.5
Two or More Races	109	81	74.3	24.7	33.3
White	645	448	69.5	30.5	42.0
English Learners	789	480	60.8	39.2	9.6
Foster Youth	10	6	60	40	33.3
Homeless	26	16	61.5	38.5	0
Military	31	25	80.6	19.4	32
Socioeconomically Disadvantaged	1215	812	66.8	33.2	16.6
Students Receiving Migrant Education Services	50	34	68	32	11.8
Students with Disabilities	328	203	61.9	38.1	13.3

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 3/25/22