

Abraham Lincoln Elementary
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

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

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 and access to prior year reports, 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.

Internet Access

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

About This School

Jeanine Wilson, Principal

Principal, Abraham Lincoln Elementary

About Our School



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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. Our campus can be easily identified with our large mural in front of the school with the face of leopard, “Home of the Leopards. Sí, se puede Yes, we can!” Lincoln is a TK-6th grade school serving about 300 students with 21 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

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

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

| | |
|-----------------------|--|
| District Name | Santa Rosa Elementary |
| Phone Number | (707) 890-3800 |
| Superintendent | Trunnell, Anna |
| Email Address | atrunnell@srcs.k12.ca.us |
| Website | www.srcschools.org |

School Contact Information (School Year 2023–24)

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

Last updated: 1/31/24

School Description and Mission Statement (School Year 2023–24)

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 TK-6 grade school serving about 300 students with 21 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: 1/31/24

Student Enrollment by Grade Level (School Year 2022–23)

| Grade Level | Number of Students |
|--------------------|---------------------------|
| Kindergarten | 60 |
| Grade 1 | 45 |
| Grade 2 | 36 |
| Grade 3 | 37 |
| Grade 4 | 36 |
| Grade 5 | 45 |
| Grade 6 | 40 |
| Total Enrollment | 299 |

Last updated: 1/31/24

Student Enrollment by Student Group (School Year 2022–23)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 48.50% |
| Male | 51.50% |
| Non-Binary | 0.00% |
| American Indian or Alaska Native | 1.00% |
| Asian | 1.30% |
| Black or African American | 0.30% |
| Filipino | 0.70% |
| Hispanic or Latino | 89.00% |
| Native Hawaiian or Pacific Islander | 0.30% |
| Two or More Races | 1.30% |
| White | 6.00% |

| Student Group (Other) | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| English Learners | 63.90% |
| Foster Youth | 0.00% |
| Homeless | 2.30% |
| Migrant | 4.00% |
| Socioeconomically Disadvantaged | 78.60% |
| Students with Disabilities | 28.80% |

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 Preparation and Placement (School Year 2020–21)

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 11.40 | 89.65% | 195.00 | 93.24% | 228366.10 | 83.12% |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00% | 1.30 | 0.64% | 4205.90 | 1.53% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00% | 2.30 | 1.11% | 11216.70 | 4.08% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00% | 1.00 | 0.48% | 12115.80 | 4.41% |
| Unknown/Incomplete/NA | 1.30 | 10.35% | 9.40 | 4.53% | 18854.30 | 6.86% |
| Total Teaching Positions | 12.70 | 100.00% | 209.20 | 100.00% | 274759.10 | 100.00% |

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/31/24

Teacher Preparation and Placement (School Year 2021–22)

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 10.90 | 86.88% | 196.20 | 83.40% | 234405.20 | 84.00% |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00% | 0.10 | 0.07% | 4853.00 | 1.74% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00% | 17.80 | 7.60% | 12001.50 | 4.30% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00% | 2.40 | 1.05% | 11953.10 | 4.28% |
| Unknown/Incomplete/NA | 1.60 | 13.04% | 18.50 | 7.87% | 15831.90 | 5.67% |
| Total Teaching Positions | 12.60 | 100.00% | 235.30 | 100.00% | 279044.80 | 100.00% |

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/31/24

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator | 2020–21 Number | 2021–22 Number |
|--|----------------|----------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 0.00 | 0.00 |
| Total Out-of-Field Teachers | 0.00 | 0.00 |

Class Assignments

| Indicator | 2020– 21 Percent | 2021– 22 Percent |
|--|------------------------|------------------------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00% | 7.4% |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00% | 6.6% |

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: January 2024

| 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</p> | Yes | 0 |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-------------|--|----------------------------|--|
| | <p>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 & Word Recognition, and Fluency (BA 2017)</p> <p>Wonders Designated ELD. Designated ELD program for SRCS English Learners(BA 2017)</p> | | |
| 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 |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------|--|-----------------------------------|---|
| 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</p> | Yes | 0 |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|---|----------------------------|--|
| | throughout all grade levels is instruction in geography and the environment and their influence on culture. | | |
| Foreign Language | N/A | | 0 |
| Health | N/A | | 0 |
| Visual and Performing Arts | N/A | | 0 |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0 |

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

Last updated: 1/31/24

School Facility Conditions and Planned Improvements

Last updated: 1/31/24

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: January 2024

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Poor | |
| 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: January 2024

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

Last updated: 1/31/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **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.

**CAASPP Test Results in ELA and Mathematics for All Students
 Grades Three through Eight and Grade Eleven taking and completed state-
 administered assessment
 Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2021– 22 | School 2022– 23 | District 2021– 22 | District 2022– 23 | State 2021– 22 | State 2022– 23 |
|--|--------------------------------|--------------------------------|----------------------------------|----------------------------------|-------------------------------|-------------------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 6% | 13% | 30% | 32% | 47% | 46% |
| Mathematics (grades 3-8 and 11) | 6% | 11% | 22% | 25% | 33% | 34% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/31/24

**CAASPP Test Results in ELA by Student Group for students taking and completed
 state-administered assessment
 Grades Three through Eight and Grade Eleven (School Year 2022–23)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|-----------------------------|--------------------------|---------------------------|-----------------------------------|--|
| All Students | 155 | 152 | 98.06% | 1.94% | 12.50% |
| Female | 79 | 78 | 98.73% | 1.27% | 7.69% |
| Male | 76 | 74 | 97.37% | 2.63% | 17.57% |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0% | 0% | 0% |
| Filipino | -- | -- | -- | -- | -- |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| Hispanic or Latino | 140 | 137 | 97.86% | 2.14% | 10.95% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 87 | 85 | 97.70% | 2.30% | 5.88% |
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 132 | 129 | 97.73% | 2.27% | 13.18% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 51 | 48 | 94.12% | 5.88% | 16.67% |

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/31/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 156 | 153 | 98.08% | 1.92% | 11.18% |
| Female | 79 | 78 | 98.73% | 1.27% | 5.13% |
| Male | 77 | 75 | 97.40% | 2.60% | 17.57% |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0% | 0% | 0% |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 141 | 138 | 97.87% | 2.13% | 8.70% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 87 | 85 | 97.70% | 2.30% | 5.88% |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 132 | 129 | 97.73% | 2.27% | 11.72% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 51 | 48 | 94.12% | 5.88% | 14.89% |

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/31/24

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 2021– 22 | School 2022– 23 | District 2021– 22 | District 2022– 23 | State 2021– 22 | State 2022– 23 |
|--|--------------------------------|--------------------------------|----------------------------------|----------------------------------|-------------------------------|-------------------------------|
| Science (grades 5, 8, and high school) | 7.50% | 8.33% | 17.77% | 15.85% | 29.47% | 30.29% |

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/31/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 43 | 43 | 100.00% | 0.00% | 13.95% |
| Female | 20 | 20 | 100.00% | 0.00% | 5.00% |
| Male | 23 | 23 | 100.00% | 0.00% | 21.74% |
| American Indian or Alaska Native | 0 | 0 | 0% | 0% | 0% |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0% | 0% | 0% |
| Filipino | 0 | 0 | 0% | 0% | 0% |
| Hispanic or Latino | 40 | 40 | 100.00% | 0.00% | 15.00% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | 0 | 0 | 0% | 0% | 0% |
| White | -- | -- | -- | -- | -- |
| English Learners | 28 | 28 | 100.00% | 0.00% | 7.14% |
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 36 | 36 | 100.00% | 0.00% | 13.89% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 17 | 17 | 100.00% | 0.00% | 17.65% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/31/24

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 2022–23) Percentage of Students Participating in each of the five Fitness Components

| Grade | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------|----------------------------------|--|---|---|-----------------------------|
| 5 | 93.75% | 91.67% | 85.42% | 93.75% | 97.92% |

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/31/24

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

| |
|--|
| |
|--|

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, Multicultural Celebration, 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 La Plaza and School Garden Network, have volunteers to work with children and expose them to a variety of experiences. Anyone wishing to volunteer should contact the school office at 707-890-3940.

State Priority: Pupil Engagement

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2020– 21 | School 2021– 22 | School 2022– 23 | District 2020– 21 | District 2021– 22 | District 2022– 23 | State 2020– 21 | State 2021– 22 | State 2022– 23 |
|-----------------|-----------------------|-----------------------|-----------------------|-------------------------|-------------------------|-------------------------|----------------------|----------------------|----------------------|
| Dropout Rate | | | | | | | 9.4% | 7.8% | 8.2% |
| Graduation Rate | | | | | | | 83.6% | 87.0% | 86.2% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/31/24

Chronic Absenteeism by Student Group (School Year 2022–23)

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|------------------------------|--|----------------------------------|---------------------------------|
| All Students | 341 | 331 | 163 | 49.2% |
| Female | 163 | 162 | 83 | 51.2% |
| Male | 178 | 169 | 80 | 47.3% |
| Non-Binary | 0 | 0 | 0 | 0.0% |
| American Indian or Alaska Native | 3 | 3 | 1 | 33.3% |
| Asian | 5 | 4 | 3 | 75.0% |
| Black or African American | 2 | 2 | 1 | 50.0% |
| Filipino | 2 | 2 | 1 | 50.0% |
| Hispanic or Latino | 303 | 294 | 140 | 47.6% |
| Native Hawaiian or Pacific Islander | 1 | 1 | 1 | 100.0% |
| Two or More Races | 4 | 4 | 3 | 75.0% |
| White | 21 | 21 | 13 | 61.9% |
| English Learners | 215 | 211 | 104 | 49.3% |
| Foster Youth | 1 | 1 | 1 | 100.0% |
| Homeless | 18 | 16 | 8 | 50.0% |
| Socioeconomically Disadvantaged | 301 | 291 | 148 | 50.9% |
| Students Receiving Migrant Education Services | 19 | 19 | 10 | 52.6% |
| Students with Disabilities | 115 | 112 | 63 | 56.3% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2020– 21 | School 2021– 22 | School 2022– 23 | District 2020– 21 | District 2021– 22 | District 2022– 23 | State 2020– 21 | State 2021– 22 | State 2022– 23 |
|-------------|-----------------------|-----------------------|-----------------------|-------------------------|-------------------------|-------------------------|----------------------|----------------------|----------------------|
| Suspensions | 0.00% | 5.25% | 5.28% | 0.00% | 2.94% | 3.66% | 0.20% | 3.17% | 3.60% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.00% | 0.04% | 0.08% | 0.00% | 0.07% | 0.08% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2022–23)

| Student Group | Suspensions Rate | Expulsions Rate |
|---|-------------------------|------------------------|
| All Students | 5.28% | 0.00% |
| Female | 2.45% | 0.00% |
| Male | 7.87% | 0.00% |
| Non-Binary | 0.00% | 0.00% |
| American Indian or Alaska Native | 0.00% | 0.00% |
| Asian | 0.00% | 0.00% |
| Black or African American | 0.00% | 0.00% |
| Filipino | 0.00% | 0.00% |
| Hispanic or Latino | 5.61% | 0.00% |
| Native Hawaiian or Pacific Islander | 0.00% | 0.00% |
| Two or More Races | 0.00% | 0.00% |
| White | 4.76% | 0.00% |
| English Learners | 6.98% | 0.00% |
| Foster Youth | 0.00% | 0.00% |
| Homeless | 11.11% | 0.00% |
| Socioeconomically Disadvantaged | 4.65% | 0.00% |
| Students Receiving Migrant Education Services | 10.53% | 0.00% |
| Students with Disabilities | 7.83% | 0.00% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/31/24

School Safety Plan (School Year 2023–24)



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: 1/31/24

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|-------------------------|--------------------------|------------------------|
| K | 23.00 | | 1 | |
| 1 | 24.00 | | 1 | |
| 2 | 23.00 | | 1 | |
| 3 | 13.00 | 1 | 1 | |
| 4 | 35.00 | | | 1 |
| 5 | 22.00 | | 1 | |
| 6 | 26.00 | | 1 | |
| Other** | 13.00 | 5 | 2 | |

* 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 2021–22)

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|-------------------------|--------------------------|------------------------|
| K | 14.00 | 3 | 1 | |
| 1 | 7.00 | 3 | 1 | |
| 2 | 8.00 | 5 | | |
| 3 | 9.00 | 3 | 1 | |
| 4 | 9.00 | 4 | 1 | |
| 5 | 8.00 | 4 | 1 | |
| 6 | 11.00 | 2 | 1 | |
| 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 2022–23)

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|-------------------------|--------------------------|------------------------|
| K | 10.00 | 7 | 0 | 1 |
| 1 | 11.00 | 3 | 1 | 0 |
| 2 | 7.00 | 5 | 0 | 0 |
| 3 | 9.00 | 3 | 1 | 0 |
| 4 | 9.00 | 3 | 1 | 0 |
| 5 | 11.00 | 3 | 1 | 0 |
| 6 | 10.00 | 3 | 1 | 0 |
| Other** | 0.00 | 0 | 0 | 0 |

* 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.

Ratio of Pupils to Academic Counselor (School Year 2022–23)

| Title | Ratio |
|-------------------------------|-------|
| Pupils to Academic Counselor* | 299 |

* 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: 1/31/24

Student Support Services Staff (School Year 2022–23)

| Title | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.00 |
| Library Media Teacher (Librarian) | 1.00 |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 0.30 |
| Social Worker | |
| Nurse | 0.10 |
| Speech/Language/Hearing Specialist | 0.00 |
| Resource Specialist (non-teaching) | 1.00 |
| Other | 0.00 |

* 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: 1/31/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|-------------|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$25556.00 | \$12789.00 | \$12767.00 | \$115785.00 |
| District | N/A | N/A | -- | -- |

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|-------------------------------------|--|--|-------------------------------|
| Percent Difference – School Site and District | N/A | N/A | -- | -- |
| State | N/A | N/A | \$7606.62 | -- |
| Percent Difference – School Site and State | N/A | N/A | -- | -- |

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

Last updated: 1/31/24

Types of Services Funded (Fiscal Year 2022–23)



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 2 days 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 two Special Day Classes (SDC) for educationally and emotionally challenged students ranging from mild to moderate disabilities and six classes for the moderate to severe students in the Extensive Support Needs (ESN) program. Each of the SDC classes has a full-time instructional assistant, while the ESN classes have two to three instructional assistants. 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 throughout the day supporting K-6th students.

Intervention Support at Lincoln School has one full time Teacher on Special Assignment (TOSA). Additionally, after-school tutoring is offered for low-performing students.

Last updated: 1/31/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

| Category | District Amount | State Average For Districts In Same Category |
|---|------------------------|---|
| Beginning Teacher Salary | \$66412.00 | \$0.00 |
| Mid-Range Teacher Salary | \$89824.00 | \$0.00 |
| Highest Teacher Salary | \$107235.00 | \$0.00 |
| Average Principal Salary (Elementary) | \$126503.00 | \$0.00 |
| Average Principal Salary (Middle) | \$134014.00 | \$0.00 |
| Average Principal Salary (High) | \$148194.00 | \$0.00 |
| Superintendent Salary | \$250275.00 | \$0.00 |
| Percent of Budget for Teacher Salaries | 33.16% | 0.00% |
| Percent of Budget for Administrative Salaries | 5.15% | 0.00% |

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

Last updated: 1/31/24

Professional Development

| Measure | 2021– 22 | 2022– 23 | 2023– 24 |
|---|---------------------|---------------------|---------------------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 2 | 2 | 2 |

Last updated: 1/31/24