Lincoln Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Lincoln Elementary School
Street	1801 Devereux Dr.
City, State, Zip	Burlingame, CA 94010
Phone Number	(650) 259-3860
Principal	Lori Guidi
Email Address	lguidi@burlingameschools.org
Website	https://les-bsd-ca.schoolloop.com/
County-District-School (CDS) Code	41-68882-6043566

Entity	Contact Information
District Name	Burlingame Elementary School District
Phone Number	(650) 259-3800
Superintendent	Maggie MacIsaac
Email Address	mmacisaac@burlingameschools.org
Website	www.bsd.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

Principal's Message

Lincoln Elementary School is a high performing school that prides itself on developing the whole child by creating a learning environment that promotes the academic, civic, and social and emotional growth of all students. Lincoln School has 473 students enrolled in kindergarten through fifth grade. The average student-to-teacher ratio in grades kindergarten through third is 23 students per teacher, and in fourth and fifth grades, 32 students per teacher.

Reading is at the heart of teaching and learning at Lincoln. Students and teachers love to read - and independent reading is an important part of classroom discussion and sharing. Developing students' mathematical thinking and problem-solving is also a key component of the instructional day at Lincoln. Students develop number sense and flexible mathematical thinking by practicing a variety of strategies for solving problems and explaining their thinking.

The development of 21st Century Skills is also an essential component of teaching and learning at Lincoln School. The 21st Century Skills include creativity, innovation, critical thinking, problem solving, communication, and collaboration. The Responsive Classroom approach to teaching provides the backdrop for social and academic learning and the Second Step curriculum provides students with the tools they need to grow as citizens and learners.

The Lincoln staff is composed of fully credentialed classroom teachers who work closely together to provide instruction that is developmentally appropriate through a standards-based curriculum. An administrator, classified employees and classroom specialists complete the Lincoln team. The specialist teachers work with students in the areas of physical education, music, library, literacy, special education, reading intervention and English Language Development.

Lori Guidi, PRINCIPAL

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	67
Grade 1	93
Grade 2	59
Grade 3	75
Grade 4	83
Grade 5	80
Total Enrollment	457

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.4
Asian	23.4
Filipino	3.1
Hispanic or Latino	8.8
Native Hawaiian or Pacific Islander	0.4
White	50.3
Two or More Races	9.8
Socioeconomically Disadvantaged	10.7
English Learners	12.7
Students with Disabilities	4.2
Homeless	0.2

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	25	25	24	
Without Full Credential		0	0	
Teaching Outside Subject Area of Competence (with full credential)		0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2019

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading - Treasures - MacMillian / McGraw-Hill English/Language Arts 2010 2012	Yes	0
Mathematics	SWUN Mathemathics - 2013-2019	Yes	0
Science	California Science - Scott Foresman Science 2006 2007	Yes	0
History-Social Science	California Vistas - MacMillian/McGraw-Hill Social Sudies 2005 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Lincoln School is over 60 years old but well maintained and in good repair. Since 2007 the Burlingame School District, supported with bond money from the community, matching funds from the state, developer's fees, deferred maintenance, Prop 39, and general funds has spent over $12 million on new construction and remodeling. The school now enjoys a two-story addition of six classrooms and support spaces, new roofs, new fence, solar panels, fire alarm, modernization of all classrooms and the main office, playground and other outside areas were modernized, and all buildings painted. MPR modernization was done in the summer of 2019. 1.75 custodians work on varying shifts with two district gardeners and three district maintenance employees to maintain our facility. Lincoln Elementary School is clean, maintained, and in good repair with an average FIT score of 98.61%.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** 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 overall rating

Year and month of the most recent FIT report: December 2019

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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Play structure is at end of life and needs replacement. Garden storage cabinets need replacement.
Overall Rating	Good	

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	82	83	78	79	50	50
Mathematics (grades 3-8 and 11)	83	85	76	78	38	39

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	240	240	100.00	0.00	82.50
Male	109	109	100.00	0.00	77.06

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	131	131	100.00	0.00	87.02
Black or African American					
American Indian or Alaska Native					
Asian	56	56	100.00	0.00	80.36
Filipino	--	--	--	--	--
Hispanic or Latino	19	19	100.00	0.00	68.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	134	134	100.00	0.00	84.33
Two or More Races	18	18	100.00	0.00	83.33
Socioeconomically Disadvantaged	26	26	100.00	0.00	50.00
English Learners	38	38	100.00	0.00	44.74
Students with Disabilities	15	15	100.00	0.00	53.33
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	240	240	100.00	0.00	84.58
Male	109	109	100.00	0.00	80.73
Female	131	131	100.00	0.00	87.79
Black or African American					
American Indian or Alaska Native					
Asian	56	56	100.00	0.00	91.07
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	19	19	100.00	0.00	63.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	134	134	100.00	0.00	85.07
Two or More Races	18	18	100.00	0.00	88.89
Socioeconomically Disadvantaged	26	26	100.00	0.00	38.46
English Learners	38	38	100.00	0.00	52.63
Students with Disabilities	15	15	100.00	0.00	53.33
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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.

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
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: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

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
5			

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

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 2019-20)

Parents are true partners in education at Lincoln School. At the beginning of the school year, a list of activities is posted for which parents sign up. Parents volunteer daily in the library, garden, lunchroom, and classrooms, and on the playground. Parents also serve on numerous committees such as PTA, School Site Council (SSC), Budget Advisory Committee, Green & Garden Team, district committees, Dads' Club, and the Burlingame Community for Education (BCE). Classroom lead parents are assigned to each classroom and assume responsibility for organizing events, providing drivers for field trips, helping with the school garden curriculum, and assisting the teachers in the many projects and activities that make up the school year. Parents are also a visible part of lunch time and recess supervision. Our PTA of more than 40 coordinators hosts at least 40 school events each year. Lincoln school's high volume of parental involvement is critical to the success of our rich and varied programs.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.2	0.2	0.6	1.2	0.5	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

To ensure student safety, Lincoln has a number of programs and activities that teach and reinforce safe, caring, and responsible behavior of all students. Three core programs provide the basic foundation for this: 1) Responsive Classroom provides daily structure for students' behavior and interaction, including bullying prevention 2.) Second Step, a district, adopted social emotional learning curriculum, provides students with the tools and experiences necessary to ensure their social and emotional growth keeps pace with their academic growth, 3) The Big 5 Safety protocol, which is adopted by both district, city and county entities.

Our disaster plan is updated annually in the fall. The safety plan is shared with parents through School Site Council and with staff at a monthly staff meeting. We hold monthly fire as well as all Big Five Safety Drills. All visitors must sign in and wear badges on campus.

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)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	20	2	1		22		4		22		3	
1	22		3		22		2		23		4	
2	22		4		22		4		20	3		
3	21	2	2		21		4		21		3	
4	32		2		32		2		27		3	
5	31		3		31		3		31		3	
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,977	$2,645	$7,332	$82,299
District	N/A	N/A	$7,319	$78,513.00
Percent Difference - School Site and District	N/A	N/A	0.2	2.3
State	N/A	N/A	$7,506.64	$77,619.00
Percent Difference - School Site and State	N/A	N/A	-2.2	3.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$49,595	$49,378
Mid-Range Teacher Salary	$82,616	$77,190
Highest Teacher Salary	$100,000	$96,607
Average Principal Salary (Elementary)	$141,858	$122,074
Average Principal Salary (Middle)	$157,470	$126,560
Average Principal Salary (High)	$0	$126,920
Superintendent Salary	$279,702	$189,346
Percent of Budget for Teacher Salaries	41%	36%
Percent of Budget for Administrative Salaries	7%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

We believe that ongoing professional development is the hallmark of our educational system in Burlingame. Teachers and administrators review student achievement data and choose topics relating to the most pressing issues from the previous year. The district provides professional development on the Common Core Standards for Literacy for all teachers throughout the district in grade level teams. Additionally, there have been several opportunities for NGSS implementation, as well as innovative best practices, such as Design Thinking and Makerspace learning. The Lincoln staff focus site-based professional development on Social Emotional Learning (SEL) with district curriculum Second Step, as well as Responsive Classroom, promoting positive social interaction and academic learning behaviors. Classroom teachers implement strategies which support literacy, math, and Response to Intervention. Faculty meetings include professional development activities, and the staff collaborates on a regular basis. Areas of concentration are Design Thinking, SEL, Science and Visual and Performing Arts. Staff is also using grade level meetings once a month to focus on data in math and ELA.