

Abraham Lincoln School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 the 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Abraham Lincoln School
Street	1919 B St.
City, State, Zip	Marysville, CA 95901
Phone Number	(530) 740-6489
Principal	Zack Schulz
Email Address	zschulz@mjud.k12.ca.us
School Website	indstudy.mjud.com
Grade Span	K-12
County-District-School (CDS) Code	58-72736-5830054

2025-26 District Contact Information

District Name	Marysville Joint Unified School District
Phone Number	(530) 741-6000
Superintendent	Jordan Reeves
Email Address	jreeves@mjud.k12.ca.us
District Website	www.mjud.com

2025-26 School Description and Mission Statement

Abraham Lincoln School furnishes students with the opportunity to receive an exemplary education in an adaptive alternative atmosphere. We create a school environment focused on determined optimism with a warm, positive, and supportive staff that facilitates learning. The independent study model is built on an online platform that provides a consistent school routine in the morning with the use of google meet or zoom to provide daily relationships, instruction, support and direction for the day. Depending upon the grade level students and teachers will use Edmentum or Google Classroom to provide online coursework by using all board approved online curriculum. The afternoons are designed to have scheduled and drop in support for all students who may need extra help. In addition to using Common Core Standards, our teachers and support staff develop positive relationships, set high expectations, and develop the organizational skills of our students which empowers them to

2025-26 School Description and Mission Statement

unlock their academic potential.

ABL Vision and Mission : “Abraham Lincoln Virtual Academy is a school where students can further develop academically and socially in an alternative educational program. Our mission is to create competent and confident lifelong learners, who are engaged, responsible, creative and productive in an ever-changing world.”

ABL Schoolwide Learner Outcomes:

ACADEMICS

- o Mastery of standards based curriculum
- o Completing all required coursework
- o Meeting program requirements toward advancement (promotion/graduation)

SOCIAL DEVELOPMENT

- o Attend all required meetings on site & online
- o Responsible for meeting deadlines & work completion
- o Develop strong independent skills

TRANSITION

- o Identify personal talents and develop them into strengths
- o College and Career exploration, and preparation
- o Technology literacy
- o Being prepared for the next level

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 1	1
Grade 2	7
Grade 3	5
Grade 4	7
Grade 5	9
Grade 6	7
Grade 7	15
Grade 8	24
Grade 9	35
Grade 10	44
Grade 11	64
Grade 12	47
Total Enrollment	265

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	56.2
Male	43.8
American Indian or Alaska Native	2.6
Asian	6
Black or African American	3
Filipino	0.4
Hispanic or Latino	37
Native Hawaiian or Pacific Islander	0.4
Two or More Races	8.7
White	40.8
English Learners	10.6
Foster Youth	1.1
Homeless	1.9
Socioeconomically Disadvantaged	70.6
Students with Disabilities	10.2

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.

2021-22 Teacher Preparation and Placement

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)	7.8	56.21	384	85.5	234405.2	84
Intern Credential Holders Properly Assigned	0	0	4.6	1.03	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.9	13.5	33.8	7.54	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.8	27.36	11.4	2.54	11953.1	4.28
Unknown/Incomplete/NA	0.3	2.79	15.1	3.38	15831.9	5.67
Total Teaching Positions	14	100	449.1	100	279044.8	100

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.

2022-23 Teacher Preparation and Placement

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)	2.8	35.75	384.5	82.83	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	6.2	1.34	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	25	34.3	7.4	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.1	38.75	5.5	1.2	11746.9	4.23
Unknown/Incomplete/NA	0	0.25	33.5	7.22	14303.8	5.15
Total Teaching Positions	8	100	464.3	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

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)	3.3	37.26	396.8	81.6	230039.4	100
Intern Credential Holders Properly Assigned	1	11.12	13.4	2.76	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	11.12	43.2	8.89	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.6	40.49	7.6	1.58	12112.8	4.34
Unknown/Incomplete/NA	0	0	25.1	5.16	13705.8	4.91
Total Teaching Positions	8.9	100	486.3	100	278927.1	100

Note: The data in this table is based on 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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	1.20	0	0
Misassignments	0.60	2	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.90	2	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	3.80	3.1	3.6
Total Out-of-Field Teachers	3.80	3.1	3.6

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.2	58.7	1.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.4	21.1	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

K-8 “State-adopted” instructional materials are those instructional resources which the State Board of Education (SBE) has formally “adopted” for use in the classroom. This action is required by the California State Constitution, Article 9 Section 7.5. The SBE considers K-8 instructional materials for adoption following a thorough review process outlined in both law (EC 60200) and regulations (CCR, Title 5 sections 9510-9525). There are no state adoptions for grades nine through twelve. LEA governing boards have the authority and responsibility under EC Section 60400 to adopt instructional materials for use in their high schools for grades nine through twelve.

Year and month in which the data were collected

October 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill, Wonders, ©2015, Gr. K-6, 4/26/2016 Edmentum online courseware grade 7-12 Houghton Mifflin Harcourt, California English 3D, ©2016, Gr 7-8, 6/21/2022 Intervention McGraw Hill, Reading Wonderworks, ©2015, RSP Gr. K-6, 4/26/2016 McGraw Hill, FLEX, ©2015, SDC Gr. 3-5, 4/26/2016 Voyager Sopris Learning, Language! Live, ©2018, Gr. 6-8, 5/28/2019 Edmentum Exact Path grades 6-12	0%
Mathematics	Houghton Mifflin Harcourt, Go Math, ©2014, Gr. K-8, 5/27/2014 Edmentum online courseware grade 7-12 Intervention Edmentum Exact Path grades 6-12	0%
Science	Savvas (formerly known as Pearson), California Elevate Science, ©2020, Gr. K-8, 6/16/2020 Edmentum online courseware grade 7-12	0%
History-Social Science	McGraw Hill, Impact California Social Studies, ©2019, Gr. K-5, 5/14/2019 Pearson Scott Foresman and Prentice Hall: California History-Social Science: myWorld Interactive, ©2019, Gr. 6-8, 5/22/2019 Edmentum online courseware grade 7-12	0%

Foreign Language	Edmentum online courseware grade 7-12	0%
Health	Edmentum online courseware grade 7-12	0%
Visual and Performing Arts	Edmentum online courseware grade 7-12	0%
Science Laboratory Equipment (grades 9-12)	The Marysville Joint Unified School District Board of Trustees has voted to approve a standard for equipping our science labs with adequate equipment and materials.	0%

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

School Facility Conditions and Planned Improvements

The Building and Grounds Department has repaired many of the smaller items identified through the facilities inspection. Work orders have been created to address the remaining identified items. Buildings and Grounds is currently working on a long term plan for the larger deficiencies.

Year and month of the most recent FIT report

October 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Gas systems and pipes appear safe, functional, and free of leaks. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Sewer line stoppage is not evident.
Interior: Interior Surfaces		X		Interior surfaces appear to be clean, safe, and functional.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			a. Walls are free of hazards from tears and holes. b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes. c. Ceiling is free of hazards from missing ceiling tiles and holes. d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
Electrical		X		a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X) b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access. c. Other 3. Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following: a. Lighting appears to be adequate. b. Lighting is not flickering. c. There is no unusual hum or noise from the light fixtures.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Restrooms in the vicinity of the area being evaluated appear to be accessible during

School Facility Conditions and Planned Improvements

			<p>school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5) and AB 367 (EC Section 35292.6). The following are examples of compliance with SB 892 and AB 367:</p> <ul style="list-style-type: none"> a. Restrooms are maintained and cleaned regularly. b. Restrooms are fully operational. c. Restrooms are stocked with toilet paper, menstrual products, soap, and paper towels. d. Restrooms are open during school hours. <p>Drinking fountains appear to be accessible and functioning as intended. Examples include but are not limited to the following:</p> <ul style="list-style-type: none"> a. Drinking fountains are accessible. b. Water pressure is adequate. c. A leak is not evident. d. There is no moss, mold, or excessive staining on the fixtures. e. The water is clear and without unusual taste or odor.
<p>Safety: Fire Safety, Hazardous Materials</p>		X	<p>Fire Safety The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:</p> <ul style="list-style-type: none"> a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X) b. Emergency alarms appear to be functional. (X) c. Emergency exit signs function as designed, exits are unobstructed. (X) d. Fire extinguishers are current and placed in all required areas. e. Fire alarms pull stations are clearly visible. f. Other <p>Hazardous Materials (Interior and Exterior) There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:</p> <ul style="list-style-type: none"> a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X) b. Paint is not peeling, chipping, or cracking. c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure. d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear to be free of mildew, mold odor and visible mold.
<p>Structural: Structural Damage, Roofs</p>		X	<p>Structural Damage There does not appear to be structural damage that has created or could create hazardous</p>

School Facility Conditions and Planned Improvements

			<p>or uninhabitable conditions. Examples include but are not limited to the following:</p> <ul style="list-style-type: none"> a. Severe cracks are not evident. (X) b. Ceilings & floors are not sloping or sagging beyond their intended design. (X) c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X) d. There is no visible evidence of severe cracks, dry rot, mold, or damage that "undermines the structural components. (X) <p>Roofs (observed from the ground, inside/outside the building) "Roof systems appear to be functioning properly. Examples include but are not limited to the following:"</p> <p>limited to the following:</p> <ul style="list-style-type: none"> a. Roofs, gutters, roof drains, and down spouts are free of visible damage. b. Roofs, gutters, roof drains, and down spouts are intact.
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>		<p>X</p>	<p>"The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:"</p> <p>evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:</p> <ul style="list-style-type: none"> a. Significant cracks, trip hazards, holes and deterioration are not found. b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment. c. Seating, tables, and equipment are functional and free of significant cracks. d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets. e. Other <p>Windows/Doors/Gates/Fences (Interior and exterior) Conditions that pose a safety and/or security risk are not evident. Examples include but are not limited to the following:</p> <p>include but are not limited to the following:</p> <ul style="list-style-type: none"> a. There is no exposed broken glass accessible to pupils and staff. (X) b. Exterior doors and gates are functioning and do not pose a security risk. (X) c. Windows are intact and free of cracks. d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed. e. Doors are intact.

School Facility Conditions and Planned Improvements

f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
 g. Gates and fences appear to be functional.
 h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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).

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	12	27	32	34	47	48
Mathematics (grades 3-8 and 11)	5	18	19	21	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	163	153	93.87	6.13	26.80
Female	90	84	93.33	6.67	30.95
Male	73	69	94.52	5.48	21.74
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	65	63	96.92	3.08	25.40
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	14	93.33	6.67	57.14

White	62	56	90.32	9.68	23.21
English Learners	13	13	100.00	0.00	7.69
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	117	111	94.87	5.13	23.42
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	13	76.47	23.53	7.69

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	163	152	93.25	6.75	17.76
Female	90	84	93.33	6.67	16.67
Male	73	68	93.15	6.85	19.12
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	65	63	96.92	3.08	17.46
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	13	86.67	13.33	23.08
White	62	56	90.32	9.68	17.86
English Learners	13	13	100.00	0.00	15.38
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	117	111	94.87	5.13	16.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	13	76.47	23.53	15.38

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	12.15	16.19	19.24	19.77	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	150	144	96.00	4.00	13.89
Female	90	86	95.56	4.44	15.12
Male	60	58	96.67	3.33	12.07
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	61	60	98.36	1.64	10.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	11	91.67	8.33	36.36
White	58	54	93.10	6.90	14.81
English Learners	15	15	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	104	102	98.08	1.92	14.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	13	81.25	18.75	7.69

2024-25 Career Technical Education Programs

Preparing students for the rigors of life beyond a high school diploma is a focal point within all aspects of the Abraham Lincoln Independent Studies program. We are here to take a flexible approach to each child's educational journey and meet them where they are at. We take a virtual online approach with onsite enrichment to prepare students for college/career and the rigors of life. Below are some of our approaches to prepare students for the future.

*Built in morning meets to work on academic and transferable life skills.

*Built in workshops each month that focus on college and career soft skills.

*Concurrent enrollment with Yuba College for students looking to pursue college after high school

*Quarterly Field Trips to Post-Secondary Options

*Individual Four Year Personal Academic Plans with transition goals. Meetings occur on campus individually or virtually through Zoom.

*Full-time Guidance Counselor for Academic guidance and preparation (site funded)

*Systemic plan for grades 1-12 to build students college & career skills and preparedness

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	99.47
Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	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
Grade 5	89	100	100	100	100
Grade 7	80	76	80	76	64
Grade 9	86	84	86	82	84

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.

2025-26 Opportunities for Parental Involvement

At Abraham Lincoln School we use a variety of communication methods for parent contact and to encourage parent interaction with the school. Parents are encouraged to read all communications from the school, including our monthly newsletter and our handbook. Parents are able to provide feedback through our Abraham Lincoln School survey which is readily available and gauges the quality of staff interaction with our client base. Frequent teacher contact, direct staff phone numbers, emails, and afternoon appointment times set aside just for their child makes our parents more involved with their child's education. We know that family involvement is one of the most important contributors to school completion and success. The most accurate predictor of a student's school achievement is the extent to which his/her family encourages learning. The Abraham Lincoln School program emphasizes a non-judgmental, solution-focused approach that incorporates parents/guardians as respected partners throughout the student's length of stay in the program.

*Zoom Site Council meetings quarterly

*Ongoing EL parent communication via phone

*Surveys to gain feedback from parents and community

*Enrollment Orientations & contract signing meetings with assigned teacher to explain the program, expectations and answer questions

*Regular communication to all parents via parent square

*Monthly electronic newsletters

C. Engagement

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	19	30.5	23.7	11.3	10.7	8.9	8.2	8.9	8
Graduation Rate	81	69.5	76.3	86.3	88	88.9	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	76	58	76.3
Female	45	36	80.0
Male	31	22	71.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	22	20	90.9
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	31	23	74.2
English Learners	12	10	83.3
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	64	50	78.1
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	431	399	119	29.8
Female	237	218	58	26.6
Male	194	181	61	33.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	22	20	3	15.0
Black or African American	13	12	4	33.3
Filipino	--	--	--	--
Hispanic or Latino	161	147	44	29.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	37	36	15	41.7
White	178	164	45	27.4
English Learners	42	39	14	35.9
Foster Youth	--	--	--	--
Homeless	13	12	6	50.0
Socioeconomically Disadvantaged	335	311	100	32.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	50	47	15	31.9

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.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.5	0.45	0.23	6.68	6.13	5.67	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.25	0	0.23	0.19	0.28	0.25	0.08	0.07	0.06

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.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.23	0.23
Female	0.00	0.00
Male	0.52	0.52
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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.56	0.56
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	7.69	7.69
Socioeconomically Disadvantaged	0.30	0.30
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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.

2025-26 School Safety Plan

Each school site has adopted a Comprehensive Safe School Plan to ensure our school environment is conducive to academic achievement. It is a working document reviewed on a regular basis and has been developed through our School Safety Planning Committee (SSC). This Planning Committee is composed of school staff, district staff, community members, and local law enforcement. We work closely with other school administrators to ensure that all school safety plans are consistent throughout the district. Improvements and revisions are made with the help of local law enforcement at least one time per year. In August, school administration met regarding school safety with district staff and law enforcement to walk through the sites to review safety concerns and propose improvements. The SSC convened in August, September, and October to review current safety protocols and procedures. These meetings will continue on a monthly basis.

Signs are visibly posted throughout the school, requiring all non-school employees to register at the office through our RAPTOR system. All staff members are trained to stop and question any person not wearing an identifying badge issued by the office. The Site Council formally adopts the Safe School Plan, which is board approved before March 1 every year. The plan includes the following major elements: safe school goals, safe school strategies and programs, child abuse reporting procedures, disaster response procedures, suspension and expulsion policy, sexual harassment policy, suicide risk assessment protocol, threat assessment and wellness plans, safety standards for arrival and departure, and school discipline.

The safety of our students and staff is our top priority. Staff and students participate in safety drills designed to address potential emergencies at our school, including fire evacuation, earthquake drop and cover, and lockdowns in the event of an on-campus intruder. The first round was conducted in October. Catapult EMS is our communication system used during emergencies to inform staff, the District Safety Team, and law enforcement of a school incident or crisis. The system uses real-time student accounting, staff location check-ins, threat report management, and messaging through text messages and emails.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	3	1	0	0
2	10	1	0	0
3	5	1	0	0
4	3	1	0	0
5	9	1	0	0
6	13	1	0	0
Other	4	1	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	4	1	0	0
2	3	1	0	0
3	7	1	0	0
4	7	1	0	0
5	2	2	0	0
6	8	1	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
1	1	1		
2	5	2		
3	5	1		
4	7	1		
5	9	1		
6	7	1		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	41	0	0
Mathematics	8	17	1	0
Science	8	23	0	0
Social Science	6	47	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	32	2	1
Mathematics	1	4		
Science	12	18	4	
Social Science	5	23		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	38	5	1
Mathematics	2	11		
Science	12	17	7	
Social Science	7	11	1	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,021	\$5,432	\$8,589	\$95,229
District	N/A	N/A	\$11,202	\$86,719
Percent Difference - School Site and District	N/A	N/A	-26.4	9.4
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-25.9	-5.0

Fiscal Year 2024-25 Types of Services Funded

The Local Control Funding Formula (LCFF) creates funding targets based on student characteristics and provides flexibility aligned to increasing or improving services for districts to fund strategies at the local level to improve student outcomes. Our Local Control Accountability Plan outlines LCFF expenditures based on the following goals: 1) Improve Academic Performance by creating an academic system that addresses and engages the various identified needs of all MJUSD students; 2) Create an environment that addresses the physical, emotional and safety needs of all students and staff; 3) Prepare every student with the skills needed for college and career readiness; 4) Build a system of specific support for our EL (English Learner), foster and low SES students; 5) Improve the meaningful school to home relationship; 6) Improve access and inclusion opportunities for Special Education.

Base grant funding provides core, direct instruction and support to students, funds teachers, site administration, district office personnel, maintenance, special education, and all other operating expenses. Each site receives a discretionary allocation. Sites are not responsible for home-to-school transportation, utilities, routine and deferred facility maintenance, custodial or grounds upkeep. Sites also receive support services such as academic and social-emotional counseling, health, and psychological services. School sites receive additional monies for supplemental academic interventions directed to targeted

Fiscal Year 2024-25 Types of Services Funded

students who are not performing at grade level.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$60,075	\$62,145
Mid-Range Teacher Salary	\$85,024	\$97,088
Highest Teacher Salary	\$121,857	\$120,436
Average Principal Salary (Elementary)	\$109,013	\$151,343
Average Principal Salary (Middle)	\$114,463	\$159,514
Average Principal Salary (High)	\$121,763	\$177,261
Superintendent Salary	\$246,328	\$294,805
Percent of Budget for Teacher Salaries	23.27%	29.95%
Percent of Budget for Administrative Salaries	4.93%	5.4%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

Where there are student course enrollments of at least one student.

Professional Development

The Marysville Joint Unified School District Board of Trustees believes that maximizing student learning and achievement in all subgroups requires staff to be continuously engaged in professional growth. To support this, the district provides ongoing professional development designed to enhance instructional practices, student engagement, and educational outcomes.

Professional Development

Opportunities include Professional Learning Communities (PLCs), scheduled trainings during and after school, and 24 hours of professional development annually, with an optional additional 12 hours subject to available funding. New teachers hired prior to the August New Teacher Training are invited to participate in up to two additional professional development days. District summative data have identified needs in school and classroom culture, behavior management, English Learner strategies, and best practices in Mathematics, Literacy, and Science. Teachers in core academic subjects are provided three department release days for vertical and horizontal articulation, collaboration on department goals, and refinement of assignments and assessments. Additionally, staff may utilize Educator Effectiveness Grant funds to pursue professional development aligned with their assignments.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	