

# Lincoln Elementary School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

## 2022-23 School Contact Information

<b>School Name</b>	Lincoln Elementary School
<b>Street</b>	1900 Mariposa Street
<b>City, State, Zip</b>	Kingsburg, CA 93631
<b>Phone Number</b>	(559) 897-5141
<b>Principal</b>	Lauren Galli
<b>Email Address</b>	lgalli@kesd.org
<b>School Website</b>	<a href="https://www.kesd.org/Domain/10">https://www.kesd.org/Domain/10</a>
<b>County-District-School (CDS) Code</b>	10-62240-6006704

## 2022-23 District Contact Information

<b>District Name</b>	Kingsburg Elementary Charter School District
<b>Phone Number</b>	(559) 897-2331
<b>Superintendent</b>	Wes Sever
<b>Email Address</b>	wsever@kesd.org
<b>District Website Address</b>	www.kesd.org

## 2022-23 School Overview

### District Vision

It is the vision for each student to become a life-long learner and productive citizen, leading a fulfilled life. Included in the vision of the Charter is the drive to enable students to become educated citizens who will be literate, have problem-solving skills, be self-motivated, able to utilize technology, and become socially responsible.

### Principal's Message

As you read this School Accountability Report Card (SARC), you will find a picture of a thriving school community. Our staff is professionally skilled and deeply committed to meeting the diverse needs of all our students. Lincoln Eagles are disciplined, motivated, and display great citizenship. Our school is proud of a tradition of high academics while still focusing on the development of the whole child. Lincoln's parents are actively involved and provide support in and out of the classroom through volunteerism and fundraising. For over 50 years, Lincoln has established a tradition of high standards wherein our students and staff strive for academic excellence and continual self-improvement.

If you have any questions about the SARC, please feel free to contact me at (559) 897- 5141.

Sincerely,  
Lauren Galli, Principal

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 2	209
Grade 3	215
Total Enrollment	424

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.5
American Indian or Alaska Native	0.0
Asian	0.9
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	68.4
Native Hawaiian or Pacific Islander	0.0
Two or More Races	3.3
White	26.2
English Learners	16.5
Foster Youth	0.5
Homeless	4.5
Migrant	0.0
Socioeconomically Disadvantaged	73.1
Students with Disabilities	12.3

#### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.00	95.51	91.40	94.72	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.90	4.49	3.00	3.11	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.20	0.21	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.50	0.52	12115.80	4.41
<b>Unknown</b>	0.00	0.00	1.30	1.44	18854.30	6.86
<b>Total Teaching Positions</b>	20.90	100.00	96.50	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Our textbooks are from the most recent State-approved list and consistent with the content and cycles of the Curriculum Frameworks. Each student has access to his or her own textbooks and instructional materials to use in class and to take home. In our most recent adoption, each grade level was provided with the opportunity to examine the choices for math and ELA adoption. Each teacher gave a first, second, and third choice. The results were compiled into a grade level recommendation. The District Best Practices Committee analyzed those recommendations and a recommendation was given to the Superintendent and School Board. The teacher's first recommendation was adopted.

**Year and month in which the data were collected** November 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Houghton Mifflin Harcourt (2-3) Adopted in 2016	Yes	0%
<b>Mathematics</b>	McGraw Hill - My Math Adopted in 2014	Yes	0%
<b>Science</b>	TWIG Adopted 2020	Yes	0%
<b>History-Social Science</b>	Harcourt Adopted in 2006	Yes	0%

## School Facility Conditions and Planned Improvements

Lincoln Elementary School was originally constructed in 1952 and has been regularly maintained. The Lincoln Elementary School campus is currently comprised of 31 classrooms, a multipurpose room/cafeteria, a library, one computer lab, one staff lounge, and a playground. There are three custodians that work overlapping shifts, a grounds team, and a support maintenance staff. The teachers, principal, and classified staff provide supervision before, during, and after school.

**Cleaning Process:** The principal works daily with the custodial staff of three to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The District Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the District Office for review.

**Maintenance and Repair:** District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs.

**Facility Improvements:** New LED lights for the outdoor corridors and inside the buildings were added. Fencing was added around the entire school. A new telephone system was added. The library was remodeled in the last few years. Recently a new HVAC system was installed for the classrooms connected to that system.

**Year and month of the most recent FIT report**

September 27, 2022

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

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

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	54	N/A	49	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	53	N/A	36	N/A	33

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
<b>All Students</b>	222	218	98.20	1.80	54.13
<b>Female</b>	115	113	98.26	1.74	57.52
<b>Male</b>	107	105	98.13	1.87	50.48
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	151	150	99.34	0.66	48.67
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	60	57	95.00	5.00	64.91
<b>English Learners</b>	36	36	100.00	0.00	27.78
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	14	14	100.00	0.00	50.00
<b>Military</b>	26	26	100.00	0.00	61.54
<b>Socioeconomically Disadvantaged</b>	157	155	98.73	1.27	48.39
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	38	37	97.37	2.63	27.03

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
<b>All Students</b>	222	218	98.20	1.80	52.75
<b>Female</b>	115	113	98.26	1.74	50.44
<b>Male</b>	107	105	98.13	1.87	55.24
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	151	150	99.34	0.66	43.33
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	60	57	95.00	5.00	75.44
<b>English Learners</b>	36	36	100.00	0.00	25.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	14	14	100.00	0.00	50.00
<b>Military</b>	26	26	100.00	0.00	50.00
<b>Socioeconomically Disadvantaged</b>	157	155	98.73	1.27	42.58
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	38	37	97.37	2.63	24.32

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT				28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	NT	NT	NT	NT	NT
<b>Female</b>	NT	NT	NT	NT	NT
<b>Male</b>	NT	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	NT	NT	NT	NT	NT
<b>Asian</b>	NT	NT	NT	NT	NT
<b>Black or African American</b>	NT	NT	NT	NT	NT
<b>Filipino</b>	NT	NT	NT	NT	NT
<b>Hispanic or Latino</b>	NT	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	NT	NT	NT	NT	NT
<b>Two or More Races</b>	NT	NT	NT	NT	NT
<b>White</b>	NT	NT	NT	NT	NT
<b>English Learners</b>	NT	NT	NT	NT	NT
<b>Foster Youth</b>	NT	NT	NT	NT	NT
<b>Homeless</b>	NT	NT	NT	NT	NT
<b>Military</b>	NT	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	NT	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	NT	NT	NT	NT	NT
<b>Students with Disabilities</b>	NT	NT	NT	NT	NT

## 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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
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## 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.

#### 2022-23 Opportunities for Parental Involvement

Parents and the community are very supportive of the education program at Lincoln Elementary School and participate on the School Site Council (SSC) and English Learners Advisory Committee (ELAC). Parents also volunteer in classrooms and on field trips. Lincoln Elementary School receives assistance from the Kingsburg Community Assistance Programs (KCAPS). KCAPS provides students from needy families with backpacks, coats, clothes, and food.

Parents who wish to participate in Lincoln Elementary School's leadership teams (SSC or ELAC), school committees, school activities (parade-float decoration), or become a volunteer may contact Principal Lauren Galli at (559) 897-5141.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	454	446	5	1.1
Female	222	219	2	0.9
Male	232	227	3	1.3
American Indian or Alaska Native	0	0	0	0.0
Asian	4	4	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	308	301	5	1.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	14	14	0	0.0
White	123	122	0	0.0
English Learners	80	78	1	1.3
Foster Youth	6	6	1	16.7
Homeless	26	26	0	0.0
Socioeconomically Disadvantaged	336	328	5	1.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	69	69	1	1.4

### 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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.14	1.31	2.45
Expulsions	0.00	0.09	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.49	1.54	0.57	2.51	0.20	3.17
Expulsions	0.00	0.00	0.00	0.30	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.54	0.00
Female	0.90	0.00
Male	2.16	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	1.30	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	7.14	0.00
White	1.63	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.49	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2022-23 School Safety Plan

Lincoln Elementary School provides a safe and clean environment for students, staff, and volunteers. Safety of students and staff is a primary concern of Lincoln Elementary School. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. At the beginning of the year, the District Safety Committee meets to review safety issues. Key elements of the safety plan include: identifying the level of threat, protective options, staff initial action/response, incident coordinator, and incident management team.

In order to stay connected, the administrative staff all have cell phones and digital two-way radios for emergencies. There are many digital two-way radios on Lincoln's campus for staff to communicate with during emergency situations. Fire drills are held monthly and earthquake and lockdown drills are held periodically too.

Teachers, paraprofessionals, and the principal supervise students throughout the day. There is a designated area for student drop-off and pickup. The school is gated, with open access during non-school hours only. Visitors must register at the office and receive identification badges that must be displayed at all times. Kingsburg Elementary Charter School District encourages volunteers in the classroom, field trips, and with special projects. All school volunteers in direct contact with students are required to complete a District application form, provide evidence of a clear tuberculosis (TB) screening, and receive a Megan's Law check. The District clears all volunteers with the local police department through an automated record check. Volunteers working more than 10 days per month will need to fill out additional forms and be fingerprinted.

The School Safety Plan was last reviewed and updated on 8/11/2022.

## 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.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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				
1				
2	22		9	
3	22		10	
4				
5				
6				



## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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				
1				
2	25	1	7	1
3	23	2	6	
4				
5				
6				

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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				
1				
2	26		8	1
3	24		9	
4				
5				
6				

## 2021-22 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

## 2021-22 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Speech/Language/Hearing Specialist</b>	1.0
<b>Resource Specialist (non-teaching)</b>	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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
<b>School Site</b>	\$5,609	\$235	\$5,374	81373
<b>District</b>	N/A	N/A	\$8,447	\$70,792
<b>Percent Difference - School Site and District</b>	N/A	N/A	-44.5	13.9
<b>State</b>	N/A	N/A	\$6,594	\$84,612
<b>Percent Difference - School Site and State</b>	N/A	N/A	-20.4	-3.9

## 2021-22 Types of Services Funded

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

- LCFF
- Title I
- Lottery Prop 20
- ESEA (ESSA) T IV Part A
- Education Protection Act
- CRF funds
- ESSER funds

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
<b>Beginning Teacher Salary</b>	\$45,733	\$51,591
<b>Mid-Range Teacher Salary</b>	\$64,905	\$79,620
<b>Highest Teacher Salary</b>	\$100,021	\$104,866
<b>Average Principal Salary (Elementary)</b>	\$111,088	\$131,473
<b>Average Principal Salary (Middle)</b>	\$109,139	\$135,064
<b>Average Principal Salary (High)</b>		\$137,679
<b>Superintendent Salary</b>	\$187,785	\$205,661
<b>Percent of Budget for Teacher Salaries</b>	29%	33%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers staff development days annually during which teachers are given a variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. This year new teachers received two pre-service days. Also, teachers have the opportunity to receive additional development throughout the school year. Professional development topics include SIOP, technology professional learning communities, and curriculum alignment to the standards, writing and math.

Kingsburg Elementary Charter School District's New Teacher Induction program provides new teachers (those with less than three years of full-time teaching experience) and affected veteran teachers with personal support, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence. In addition, the district also provides time and resources for collaboration, planning, and professional development for all staff.

In recent years the Tulare County Office of Education has worked with our teachers to help them understand the process of writing and guided reading. These trainings happen during the school year. In 21-22, our professional development was focused on math, with The Fresno County Office of Education providing the training. In 2022, teachers have received professional development in the areas of Press Intervention, Guided Reading, ELD, and CAASPP.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	0.5	4	5