

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

School Name	Lincoln Elementary School
Street	850 North Eaton Avenue
City, State, Zip	Dinuba, CA 93618
Phone Number	(559) 595-7260
Principal	Melissa Vega
Email Address	mvega@dinuba.k12.ca.us
School Website	https://www.dinuba.k12.ca.us/Lincoln
County-District-School (CDS) Code	54-75531-6053987

2022-23 District Contact Information

District Name	Dinuba Unified School District
Phone Number	(559) 595-7200
Superintendent	Joe Hernandez, Ed.D.
Email Address	jhernandez@dinuba.k12.ca.us
District Website Address	dusd.dinuba.k12.ca.us

2022-23 School Overview

Lincoln Elementary School is a Transitional Kindergarten through Sixth Grade elementary school where staff and families believe that students are destined for greatness. Our goal is to work together to inspire and educate students so that they can reach their maximum potential academically, socially, and intellectually. At Lincoln Elementary School we know that despite obstacles students face in their homes and in the community, they can and should attend school in a safe and supportive learning environment and receive instruction that prepares them to leave each grade on or above grade level in reading, writing, and math. To achieve this, teachers collaborate weekly in grade-level teams to plan standards-based lessons and units, reflect on teaching practices and strategies, and to analyze student work and data. Students who are struggling academically have access to tiered supports and interventions to close achievement gaps. English Learners receive English Language Development instruction as well as embedded language supports within their school day. Social emotional needs are addressed and supported through daily Positivity Project lessons in the classrooms and behavioral needs of students are met and supported through Positive Behavior Intervention and Support framework. With a whole-child approach to education, we can help position students for success in college or careers and help to break the cycle of poverty we see generationally in Dinuba.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	98
Grade 1	89
Grade 2	75
Grade 3	85
Grade 4	92
Grade 5	85
Grade 6	87
Total Enrollment	611

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6
Male	51.4
American Indian or Alaska Native	0.7
Asian	1.3
Black or African American	0.3
Filipino	0.7
Hispanic or Latino	91.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	5.6
English Learners	33.7
Foster Youth	0.8
Homeless	0.2
Migrant	2.8
Socioeconomically Disadvantaged	82.5
Students with Disabilities	4.3

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.00	100.00	235.30	86.41	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	11.00	4.04	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.90	2.54	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.80	3.24	12115.80	4.41
Unknown	0.00	0.00	10.20	3.76	18854.30	6.86
Total Teaching Positions	22.00	100.00	272.30	100.00	274759.10	100.00

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

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

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	
Total Teachers Without Credentials and Misassignments	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	
Total Out-of-Field Teachers	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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

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

All adopted text books are aligned with state standards for each content area. There are sufficient copies of all text books for each child to have an individual copy of the text.

Year and month in which the data were collected

8/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All in good condition. California Journeys is the adopted English Language Arts Curriculum. Adopted in 2016.	Yes	0
Mathematics	All in good condition. Illustrative Math is the adopted Mathematics Curriculum. Adopted in 2021.	Yes	0
Science	All in good condition. Twig Science is the adopted Science Curriculum. Adopted in 2019.	Yes	0
History-Social Science	All in good condition. History Social Science - Studies Weekly is the adopted Social Science Curriculum for K-6. Adopted in 2020.	Yes	0
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements

Overall, our facility is in fair condition, given that it dates from the 1950s. The grounds and buildings are cleaned and maintained regularly. We have modified existing buildings to make them more useful for today's needs. Classroom roofs were replaced during the 2006–2007 school year and a fence at the front of the school was reinstalled a few years ago allowing the school to be more secure in the event of an emergency. Additional improvements that have taken place over the past few years include the remodeling of some student restrooms, installing tack board on classroom walls, and repairing and maintaining the blacktop areas on the playgrounds, exterior paint in 2019, and new swing sets on the playground. During the summer of 2019, fencing was also installed in the interior of the school separating the playground from the classrooms. During the summer of 2021 the interior of the office was painted and in 2022 an outdoor shade structure was installed for outdoor eating and learning.

Year and month of the most recent FIT report

6/26/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			18: 2. EXHAUST FAN IS NOT FUNCTIONING IN RR. 4. CEILING TILE HAS A WATER STAIN. FLOOR TILE IS BROKEN. Done 15. DOOR CLOSER IS BROKEN/MISSING. SREW IS LOOSE IN THRESHOLD. GIRLS REST ROOM (NEAR 13): 2. DIRTY VENT. EXHAUST FAN IS NOT FUNCTIONING. 7. ONE LIGHT PANEL IS OUT. 9. VALVE COVER IS MISSING.
Interior: Interior Surfaces	X			15: 4. CARPET IS STAINED. 7. ELECTRICAL COVER IS LOOSE IN EAVES. 10. FIRE EXTINGUISHER IS MISSING. done 14. TRIP HAZARD ON WALKWAY. 16: 4. SINK COUNTER TOP HAS DRY ROT BEHIND SINK. 11. PAINT IS PEELING ON DOOR FRAME. BOYS REST ROOM (NEAR 12): 4. WATER DAMAGE TO WALL BELOW WINDOW. WALL ABOVE URNINAL STUCCO CHIPPING AWAY EXPOSING CHICKEN WIRE (RUSTING). 9. FAUCETS HAVE LOW FLOWS. SINK CAP IS MISSING.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			STAFF REST ROOM(NEAR 12): 6. POSSIBLE TERMITE DAMAGE TO DOOR FRAME.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		1: 7. LIGHT DIFFUSER IS MISSING. 9. DRINKING FOUNTAIN AND FAUCET LEAK AT HANDLES 10. FIRE EXTINGUISHER IS MISSING. Done 11: 4. CEILING TILE HAS A HOLE. 9. FAUCET IS LOOSE AT THE BASE. 10. FIRE EXTINGUISHER IS MISSING. Done 12: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 7. LIGHT DIFFUSER IS MISSING. Done 9. FAUCET IS LOOSE AT BASE. EXTERIOR DRINKING FOUNTAINS HAVE NO FLOW. 2: 4. CEILING TILE HAS A WATER STAIN. done 9. FAUCET IS LOOSE AT THE BASE.

School Facility Conditions and Planned Improvements

			<p>4: 9. FAUCET IS LOOSE AT THE BASE. 10. EVACUATION MAP IS NOT POSTED. Done 5: 9. FAUCET IS LOOSE AT BASE. DRINKING FOUNTAIN HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING. Done 6: 4. CEILING TILE IS BROKEN. FORMICA TRIM IS PEELING ON COUNTER TOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET IS LOOSE AT THE BASE. 7: 9. DRINKING FOUNTAIN HAS NO FLOW. 10. FIRE EXTINGUISHER IS MISSING. Done BOYS REST ROOM (NEAR 1): 2. DIRTY VENT. 4. SOAP DISPENSER COVER IS MISSING. 9. EXTERIOR DRINKING FOUNTAIN HAS A LEAK. BOYS REST ROOM (NEAR 12): 4. WATER DAMAGE TO WALL BELOW WINDOW. WALL ABOVE URNINAL STUCCO CHIPPING AWAY EXPOSING CHICKEN WIRE (RUSTING). 9. FAUCETS HAVE LOW FLOWS. SINK CAP IS MISSING. BOYS REST ROOM (NEAR LIBRARY): 8. ONE URINAL CONSTANTLY RUNS. GIRLS REST ROOM (NEAR 12): 4. WATER DAMAGE TO CEILING AND WALL. 8. TOILET IS MISSING. 9. FAUCETS HAVE LOW FLOWS. SINK CAP IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALLS. 15. WINDOW IS BOARDED UP. GIRLS REST ROOM (NEAR 13): 2. DIRTY VENT. EXHAUST FAN IS NOT FUNCTIONING. 7. ONE LIGHT PANEL IS OUT. 9. VALVE COVER IS MISSING. GIRLS REST ROOM (NEAR LIBRARY): 9. FAUCET HANDLE IS BROKEN.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	<p>X</p>		<p>16: 4. SINK COUNTER TOP HAS DRY ROT BEHIND SINK. 11. PAINT IS PEELING ON DOOR FRAME. GIRLS REST ROOM (NEAR 12): 4. WATER DAMAGE TO CEILING AND WALL. 8. TOILET IS MISSING. 9. FAUCETS HAVE LOW FLOWS. SINK CAP IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALLS. 15. WINDOW IS BOARDED UP. KITCHEN: 11. PAINT IS PEELING ON INTERIOR WALL AND DOOR.</p>
<p>Structural: Structural Damage, Roofs</p>	<p>X</p>		<p>21: 12. DRY ROT ON SIDING.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	<p>X</p>		<p>10: 4. CEILING TILE IS BROKEN. FORMICA TRIM IS LOOSE ON COUNTER TOP. FORMICA IS CHIPPING ON COUNTER TOP. 7. LIGHT DIFFUSER IS LOOSE. 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING. 18: 2. EXHAUST FAN IS NOT FUNCTIONING IN RR. 4. CEILING TILE HAS A WATER STAIN. FLOOR TILE IS BROKEN. Done 15. DOOR CLOSER IS BROKEN/MISSING. SREW IS LOOSE IN THRESHOLD.</p>

School Facility Conditions and Planned Improvements

			<p>5: 9. FAUCET IS LOOSE AT BASE. DRINKING FOUNTAIN HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING. Done GIRLS REST ROOM (NEAR 12): 4. WATER DAMAGE TO CEILING AND WALL. 8. TOILET IS MISSING. 9. FAUCETS HAVE LOW FLOWS. SINK CAP IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALLS. 15. WINDOW IS BOARDED UP.</p>
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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
English Language Arts/Literacy (grades 3-8 and 11)	N/A	41	N/A	46	N/A	47
Mathematics (grades 3-8 and 11)	N/A	26	N/A	25	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
All Students	357	349	97.76	2.24	40.97
Female	168	162	96.43	3.57	47.53
Male	189	187	98.94	1.06	35.29
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	324	318	98.15	1.85	40.25
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	21	19	90.48	9.52	47.37
English Learners	108	105	97.22	2.78	13.33
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	307	301	98.05	1.95	38.54
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	20	20	100.00	0.00	5.00

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
All Students	357	352	98.60	1.40	25.57
Female	168	164	97.62	2.38	28.66
Male	189	188	99.47	0.53	22.87
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	324	321	99.07	0.93	23.99
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	21	19	90.48	9.52	42.11
English Learners	108	108	100.00	0.00	5.56
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	307	303	98.70	1.30	23.10
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	20	20	100.00	0.00	0.00

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
Science (grades 5, 8 and high school)	NT	22.09	NT	19.58	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
All Students	88	86	97.73	2.27	22.09
Female	43	41	95.35	4.65	26.83
Male	45	45	100	0	17.78
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	75	73	97.33	2.67	17.81
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	26	26	100	0	7.69
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	74	73	98.65	1.35	23.29
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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
Grade 5	99%	99%	99%	99%	99%

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

[Input Section 5: 2022-23 Opportunities for Parental Involvement](#)

At Lincoln Elementary School we take pride in working closely with families and the community in the education of our students. Our parent and community volunteers are part of the cadre of “educators” at our school and strengthen our school program through the many hours that they serve our students and staff. Due to COVID-19 protocols our parent volunteer program looked a little different during the 2021-22 school year and parents were supporting teachers and students by taking classroom prep home to work on and returning it once completed. This school year, parents are, once again, able to volunteer on campus and are doing so in several ways including material preparation in and for the classrooms, reading and working with small groups of students, and assisting with classroom projects. Parent and community volunteers also help in the office and the school library with shelving books, helping with the Book Fair, photocopying, and disseminating flyers.

Besides volunteering, there are other opportunities for parents to become involved. One opportunity to serve is on the School Site Council (SSC). The SSC works closely with the principal to develop and then annually update the School Plan for Student Achievement (SPSA). Parents of English Learners are encouraged to participate in the English Learner Advisory Committee (ELAC). The ELAC committee is an advisory committee to the School Site Council and serves to represent and support the needs of our students learning English. This year we launched our Leopard PAC (Parent Advisory Committee). This is a group of parents interested in supporting the school in various ways including volunteering in the classroom and helping the school with planning and running community events. The kick-off meeting was a Parent Volunteer Orientation where parents were oriented to Lincoln School and to working on campus with the staff and students. The purpose of our Leopard PAC is to engage parents in supporting educational and recreational needs of Lincoln School and it serves as a vehicle for parent involvement and education. One more great opportunity for parent and family involvement is our Parent Workshops, led by the Learning Director, Josie Velazquez. Our Parent Workshops is a series of workshops that help to build a strong family-school connection for the purpose of improving student achievement academically, behaviorally, and social-emotionally. These workshops are offered in English and Spanish.

If you would like more information about opportunities for parental involvement, please contact Anna De La Cruz, Community Liaison, at 559-595-7260.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	645	627	193	30.8
Female	320	309	100	32.4
Male	325	318	93	29.2
American Indian or Alaska Native	4	4	1	25.0
Asian	8	8	2	25.0
Black or African American	3	2	0	0.0
Filipino	4	4	0	0.0
Hispanic or Latino	588	573	180	31.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	38	36	10	27.8
English Learners	217	213	70	32.9
Foster Youth	7	6	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	538	526	167	31.7
Students Receiving Migrant Education Services	22	22	10	45.5
Students with Disabilities	36	35	11	31.4

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	0.92	2.25	2.45
Expulsions	0.00	0.16	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	0.00	1.09	0.04	3.13	0.20	3.17
Expulsions	0.00	0.00	0.00	0.33	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.09	0.00
Female	0.31	0.00
Male	1.85	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	1.02	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.63	0.00
English Learners	1.38	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.30	0.00
Students Receiving Migrant Education Services	4.55	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

A safe campus is a priority of Lincoln Elementary School. The site is fenced with wrought iron fencing at the front of school which was installed quite recently in order to ensure a more secure campus. During the summer of 2019, fencing was also installed in the interior of the school separating the playground from the classrooms, not only preventing people visiting the campus during evenings and weekends from accessing the hallways and classrooms, but allowing for added security during the school day. All gates are locked during the school day except for one open gate at the front of the campus where all visitors must enter through in order to check-in to the office upon arrival. Visitors are required not only to check-in at the office, but to wear a visitor sticker for easy identification while on campus. Each classroom is equipped with a "Lock Block" device which helps to ensure classroom doors can be locked quickly and safely during lock down drills and/or in the event there is a need to secure the campus. Certificated and classified staff members conduct student supervision on campus before school, during recesses and lunches in the cafeteria and on the playground, and after school to ensure student safety. Adults supervising students wear brightly colored vests so that they are identifiable on the playground and communicate with the office and each other using walkie-talkies. We routinely conduct fire, earthquake, and emergency drills. An Emergency Response Code System has been developed in order to quickly and appropriately respond to student behavior and other student needs during the school day. The Emergency Response Team members are connected via walkie-talkies for immediate response to classrooms and other areas of campus when necessary.

A Positive Behavior Intervention and Supports framework has been implemented and behavior expectations have been established for all the areas of the school (classroom, playground, bathrooms, cafeteria, library, office, hallways, etc.). Students are taught and know the behavior expectations called "PAWS," which stands for personal best, always responsible, work and play safely, and show respect. Students have opportunities to be rewarded and recognized for exemplifying these qualities. Lincoln Elementary School was recognized by the California PBIS Coalition as a "Platinum" level school during the 2021-22 school year for our PBIS implementation. The Student Agenda/Handbook includes the PBIS expectations, rewards, and the steps for correcting inappropriate behavior.

Our School Safety Plan is updated each school year and is approved by the School Site Council.

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	20	2	2	
1	30		3	
2	30		3	
3	30		3	
4	28		3	
5	31		3	
6	29		3	

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	25	1	3	
1	22		3	
2	30		3	
3	29		3	
4	30		3	
5	29		3	
6	30		3	

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	25	1	3	
1	30		3	
2	25		3	
3	28		3	
4	31		3	
5	28		3	
6	29		3	

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	611

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
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.5

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
School Site	\$6,007	\$153	\$5,854	\$82,406
District	N/A	N/A	\$3,980	\$83,819
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	-11.9	

2021-22 Types of Services Funded

State and Federal funds are used to help supplement and support core programs to increase student achievement. Student achievement is increased by providing professional development for teachers and staff, purchasing additional materials and supplies, and providing additional academic support for students. Additional academic supports provided are after school tutoring, after school reading intervention, and reading intervention within the school day by a credentialed Reading Support Teacher.

Student Body funds are raised annually through school fundraisers such as a school carnival, T-shirt sales, and a book fair. These funds help pay for field trips, student incentive programs, and library books.

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
Beginning Teacher Salary	\$52,441	\$52,478
Mid-Range Teacher Salary	\$76,298	\$80,810
Highest Teacher Salary	\$102,025	\$101,276
Average Principal Salary (Elementary)	\$122,534	\$127,080
Average Principal Salary (Middle)	\$128,661	\$134,264
Average Principal Salary (High)	\$148,941	\$147,200
Superintendent Salary	\$199,851	\$242,351
Percent of Budget for Teacher Salaries	26%	33%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

Current Professional Development includes training teachers and staff in reading strategies such as selecting appropriate texts (text complexity) for standards-based ELA lessons, close reading, constructed response, and Guided Reading in order to increase the percentage of students reading on grade level according to DRA and STAR and to increase the percentage of students scoring at the "standard met" and "standard exceeded" on the SBAC. Teachers and staff also receive training and support with the math curriculum, Illustrative Math. Professional Development is delivered during designated district professional development days, weekly PLC meetings, biweekly staff meetings, conference attendance, and release days. Implementation is supported through a coaching model provided by site coaches, district coaches, and, at times, program consultants.

Staff Development days are built in the district school calendar. The numbers listed below indicate the number of district staff development days during the indicated school years.

2020-21: 2 days
 2021-22: 2 days
 2022-23: 2 days

Additional support is provided to grade levels through district and on-site English Language Arts and Math days, as needed.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2