Lincoln Elementary School
2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/
	For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 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

2021-22 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

2021-22 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

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	101
Grade 1	67
Grade 2	89
Grade 3	88
Grade 4	89
Grade 5	86
Grade 6	89
Total Enrollment	609

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.8
Asian	1.5
Black or African American	0.7
Filipino	0.5
Hispanic or Latino	91.8
White	4.8
English Learners	33.3
Foster Youth	0.8
Homeless	0.5
Socioeconomically Disadvantaged	81.3
Students with Disabilities	5.9

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

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

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)	22.0	100.0	235.3	86.4	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	11.0	4.0	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	6.9	2.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	8.8	3.2	12115.8	4.4
Unknown	0.0	0.0	10.2	3.8	18854.3	6.9
Total Teaching Positions	22.0	100.0	272.3	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 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– Houghton Mifflin 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

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 tackboard on classroom walls, and repairing and maintaining the blacktop areas on the playgrounds, exterior paint in 2019, and new swingsets on the playground.

Year and month of the most recent FIT report	6/10/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			16: 4. SINK COUNTER TOP HAS DRY ROT BEHIND SINK. SINK CABINET HANDLE IS BROKEN. CEILING TILE IS BROKEN. 9. FAUCET HAS A CONSTANT DRIP. Work orders submitted 3: 4. CEILING TILE IS BROKEN. Replaced CARPET IS STAINED. Scheduled to be replaced summer 2022 10. FIRE EXTINGUISHER IS MISSING. replaced BOYS REST ROOM (NEAR 12): 4. WATER DAMAGE TO WALL BELOW WINDOW. WALL ABOVE URINAL STUCCO CHIPPING AWAY EXPOSING CHICKEN WIRE (RUSTING). SOAP DISPENSER IS MISSING (NO SOAP). 7. ONLY ONE OF TWO LIGHT BULBS IS WORKING. 9. FAUCETS HAVE LOW FLOWS. SINK CAP IS MISSING. Work orders submitted GIRLS REST ROOM (NEAR 12): 4. WATER DAMAGE TO CEILING AND WALL. 9. FAUCETS HAVE LOW FLOWS. SINK CAP IS MISSING. 15. WINDOW IS BOARDED UP. Work order submitted

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			6: 4. CEILING TILE IS BROKEN. FORMICA TRIM IS PEELING ON COUNTER TOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT FIXTURE RING IS MISSING. 9. FAUCET IS LOOSE AT THE BASE. Work order submitted
Electrical		X		10: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. FORMICA TRIM IS LOOSE ON COUNTER TOP. FORMICA IS CHIPPING ON COUNTER TOP. 7. LIGHT DIFFUSER IS BROKEN. 10. FIRE EXTINGUISHER IS MISSING. Replaced 15. DOOR CLOSER COVER IS MISSING. 11: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE HOLES. 7. ELECTRICAL COVER IS MISSING AT ENTRY. 9. FAUCET AND DRINKING FOUNTAIN IS LOOSE AT THE BASE. Work order submitted 10. FIRE EXTINGUISHER IS MISSING. 18: 4. CEILING TILE HAS A HOLE. CEILING TILE HAS A WATER STAIN. Replaced 7. LIGHT COVER IS MISSING IN RR. EXTERIOR ELECTRICAL COVER IS MISSING IN EAVES. 9. FAUCET AND DRINKING FOUNTAIN HAVE LOW FLOWS. Work orders submitted BOYS REST ROOM (NEAR 12): 4. WATER DAMAGE TO WALL BELOW WINDOW. WALL ABOVE URNINAL STUCCO CHIPPING AWAY EXPOSING CHICKEN WIRE (RUSTING). SOAP DISPENSER IS MISSING (NO SOAP). 7. ONLY ONE OF TWO LIGHT BULBS IS WORKING. 9. FAUCETS HAVE LOW FLOWS. SINK CAP IS MISSING. Work orders submitted LIBRARY: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 7. MULTIPLE ELECTRICAL COVERS ARE MISSING. 9. FAUCET HAS A DRIP. Work orders submitted
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		1: 4. CEILING TILE HAS WATER STAIN. Replaced 9. DRINKING FOUNTAIN LEAKS AT HANDLE AND HAS A CONSTANT DRIP. Work order submitted 10. FIRE EXTINGUISHER IS MISSING. Replaced, was out for servicing 11: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE HOLES. 7. ELECTRICAL COVER IS MISSING AT ENTRY. 9. FAUCET AND DRINKING FOUNTAIN IS LOOSE AT THE BASE. Work order submitted 10. FIRE EXTINGUISHER IS MISSING. 12: 4. CEILING TILE HAS A HOLE. CEILING TILES HAVE WATER STAINS. 9. FAUCET IS LOOSE AT BASE. DRINKING FOUNTAIN HAS A LOW FLOW. EXTERIOR DRINKING FOUNTAIN HAS A LEAK. Submitted work order 16: 4. SINK COUNTER TOP HAS DRY ROT BEHIND SINK. SINK CABINET HANDLE IS BROKEN. CEILING TILE IS BROKEN. 9. FAUCET HAS A CONSTANT DRIP. Work orders submitted

School Facility Conditions and Planned Improvements

			18: 4. CEILING TILE HAS A HOLE. CEILING TILE HAS A WATER STAIN. Replaced 7. LIGHT COVER IS MISSING IN RR. EXTERIOR ELECTRICAL COVER IS MISSING IN EAVES. 9. FAUCET AND DRINKING FOUNTAIN HAVE LOW FLOWS. Work orders submitted 2: 4. CEILING TILE HAS A HOLE. CEILING TILES ARE BROKEN. 9. FAUCET IS LOOSE AT THE BASE. Wor order submitted 20: 7. MULTIPLE ELECTRICAL COVERS ARE MISSING. 9. DRINKING FOUNTAIN HAS A LOW FLOW. Work order submitted 4: 6. LIVE COCKROACH IN SINK BASIN. 9. FAUCET IS LOOSE AT THE BASE. Work order submitted 5: 4. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. replaced9. FAUCET IS LOOSE AT BASE. Work order submitted 10. FIRE EXTINGUISHER IS MISSING. Replaced 6: 4. CEILING TILE IS BROKEN. FORMICA TRIM IS PEELING ON COUNTER TOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT FIXTURE RING IS MISSING. 9. FAUCET IS LOOSE AT THE BASE. Work order submitted BOYS REST ROOM (NEAR 12): 4. WATER DAMAGE TO WALL BELOW WINDOW. WALL ABOVE URNINAL STUCCO CHIPPING AWAY EXPOSING CHICKEN WIRE (RUSTING). SOAP DISPENSER IS MISSING (NO SOAP). 7. ONLY ONE OF TWO LIGHT BULBS IS WORKING. 9. FAUCETS HAVE LOW FLOWS. SINK CAP IS MISSING. Work orders submitted BOYS REST ROOM (NEAR 13): 9. FAUCETS HAVE HIGH PRESSURE. Work order submitted BOYS REST ROOM (NEAR LIBRARY): 8. ONE URINAL CONSTANTLY RUNS. 9. ONE FAUCET HAS NO FLOW. Work order submitted GIRLS REST ROOM (NEAR 12): 4. WATER DAMAGE TO CEILING AND WALL. 9. FAUCETS HAVE LOW FLOWS. SINK CAP IS MISSING. 15. WINDOW IS BOARDED UP. Work order submitted LIBRARY: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 7. MULTIPLE ELECTRICAL COVERS ARE MISSING. 9. FAUCET HAS A DRIP. Work orders submitted
Safety: Fire Safety, Hazardous Materials	X		3: 4. CEILING TILE IS BROKEN. Replaced CARPET IS STAINED. Scheduled to be replaced summer 2022 10. FIRE EXTINGUISHER IS MISSING. replaced
Structural: Structural Damage, Roofs	X		19: 7. TWO LIGHT PANELS ARE EXTREMELY DIM. MULTIPLE ELECTRICAL COVERS ARE MISSING. replaced13. GUTTER HAS A HOLE/DRIP. Work order submtted 21: 4. CEILING TILE IS TORN. 10. PLUG IN AIR FRESHENER. 12. DRY ROT ON SIDING. Work order submitted for dry rot

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			10: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. FORMICA TRIM IS LOOSE ON COUNTER TOP. FORMICA IS CHIPPING ON COUNTER TOP. 7. LIGHT DIFFUSER IS BROKEN. 10. FIRE EXTINGUISHER IS MISSING. Replaced 15. DOOR CLOSER COVER IS MISSING. 15: 10. FIRE EXTINGUISHER IS MISSING. 14. TRIP HAZARD ON WALKWAY. Need more details on trip hazard 17: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 15. DOOR CLOSER COVER IS MISSING. Work order submitted 8: 4. CEILING TILE HAS A HOLE. 14. TRIP HAZARD ON WALKWAY TO CLASSROOM FROM PLAY FIELDS. GIRLS REST ROOM (NEAR 12): 4. WATER DAMAGE TO CEILING AND WALL. 9. FAUCETS HAVE LOW FLOWS. SINK CAP IS MISSING. 15. WINDOW IS BOARDED UP. Work order submitted

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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	352	NT	NT	NT	NT
Female	179	NT	NT	NT	NT
Male	173	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	323	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	14	NT	NT	NT	NT
English Learners	119	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	297	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	22	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	352	NT	NT	NT	NT
Female	179	NT	NT	NT	NT
Male	173	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	323	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	14	NT	NT	NT	NT
English Learners	119	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	297	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	22	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Reading Student Groups	Star Reading Total Enrollment	Star Reading Number Tested	Star Reading Percent Tested	Star Reading Percent Not Tested	Star Reading Percent At or Above Grade Level
All Students	349	326	98.28	1.72	32.09
Female	177	172	97.18	2.82	30.51
Male	172	171	99.42	0.58	33.72
American Indian or Alaska Native	8	0	100	0	25

Asian	7	7	100	0	57.14
Black or African American	2	2	100	0	50
Filipino	3	2	100	0	33.33
Hispanic or Latino	315	309	98.1	1.9	30.16
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	14	14	100	0	64.29
English Learners	118	114	96.61	3.39	10.17
Foster Youth	5	5	100	0	20
Homeless	4	4	100	0	50
Military	4	4	100	0	50
Socioeconomically Disadvantaged	291	285	97.94	2.06	28.87
Students Receiving Migrant Education Services	7	7	100	0	28.57
Students with Disabilities	24	21	87.5	12.5	4.17

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Reading Student Groups	Star Reading Total Enrollment	Star Reading Number Tested	Star Reading Percent Tested	Star Reading Percent Not Tested	Star Reading Percent At or Above Grade Level
All Students	349	345	98.85	1.15	43.27
Female	177	174	98.31	1.69	45.76
Male	172	171	99.42	0.58	40.7
American Indian or Alaska Native	8	8	75	0	37.5
Asian	8	8	100	0	37.5
Black or African American	2	2	100	0	100
Filipino	3	3	100	0	66.67
Hispanic or Latino	315	311	98.73	1.27	42.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	14	14	100	0	57.14
English Learners	118	116	96.62	1.69	24.58
Foster Youth	5	5	100	0	20
Homeless	4	4	100	0	50
Military	4	4	100	0	25
Socioeconomically Disadvantaged	291	287	98.63	1.37	39.86

| Students Receiving Migrant Education Services | 7 | 7 | 100 | 0 | 28.57 |
| Students with Disabilities | 24 | 24 | 100 | 0 | 33.33 |

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	88	NT	NT	NT	NT
Female	40	NT	NT		
Male	48	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	82	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	30	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	75	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Input Section 5: 2021-22 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 looks a littles different during the 2021-22 school year. Typically, our parent volunteers help in the classrooms help with material preparation, one-on-one tutoring, 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. This year, parents have supported our teachers and students by taking classroom prep home to work on and returning it once completed.

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. Our Lincoln Boosters Club is a parent-run organization that serves in supporting educational and recreational needs of Lincoln School students and also serves as a vehicle for parent involvement and education. They hold at least one major fund-raising activity each year, with the goal of purchasing items that will enhance our school and benefit our students. One more great opportunity for parent and family involvement is our Parenting Partners Workshops. Parenting Partners Workshops is a 6-week series of classes that help to build a strong family-school connection for the purpose of improving student academics and reading levels so that our students are ready to reach their college/career goals. 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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	631	626	96	15.3
Female	321	319	51	16.0
Male	310	307	45	14.7
American Indian or Alaska Native	5	5	1	20.0
Asian	10	10	1	10.0
Black or African American	6	6	1	16.7
Filipino	3	3	0	0.0
Hispanic or Latino	577	572	89	15.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	30	30	4	13.3
English Learners	216	214	37	17.3
Foster Youth	10	9	3	33.3
Homeless	4	4	0	0.0
Socioeconomically Disadvantaged	539	535	89	16.6
Students Receiving Migrant Education Services	16	16	3	18.8
Students with Disabilities	37	37	9	24.3

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.28	0.00	8.19	0.04	3.47	0.20
Expulsions	0.00	0.00	0.27	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 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

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	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	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

A safe campus is a priority of Lincoln Elementary School. Our site is fenced and there is one open gate at the front of the campus where all visitors must enter and visitors are expected to check into the office upon arrival. Certificated and classified staff members

2021-22 School Safety Plan

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 has been recognized by the California PBIS Coalition as a "Platinum" level school for our PBIS program. 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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	23	1	3	
1	30		3	
2	29		3	
3	28		3	
4	30		3	
5	30		3	
6	31		3	

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	

2020-21 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	

2020-21 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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	$6,050	$550	$5,501	$77,575
District	N/A	N/A	$9,682	$80,841
Percent Difference - School Site and District	N/A	N/A	-55.1	-2.9
State			$8,444	$81,044
Percent Difference - School Site and State	N/A	N/A	-42.2	-2.1

2020-21 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 afterschool GATE modules for students performing above grade level, afterschool 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. Our Lincoln Boosters Club has raised money for student activities, rewards and incentives, recreational supplies, and additional equipment, such as Chromebooks to be used for instruction in the classrooms.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	$51,413	$51,029
Mid-Range Teacher Salary	$74,802	$78,583
Highest Teacher Salary	$100,025	$99,506
Average Principal Salary (Elementary)	$120,132	$124,576
Average Principal Salary (Middle)	$126,138	$131,395
Average Principal Salary (High)	$146,021	$144,697
Superintendent Salary	$196,414	$240,194
Percent of Budget for Teacher Salaries	32%	34%
Percent of Budget for Administrative Salaries	6%	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. This year, teachers and staff have also received training and support with the new 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.

2019-20: 2 days
2020-21: 2 days
2021-22: 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	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Dinuba Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3509	498	14.19	85.81	61.54
Female	1696	258	15.21	84.79	64.84
Male	1813	240	13.24	86.76	57.98
American Indian or Alaska Native	20	0	--	100.00	--
Asian	38	4	10.53	89.47	--
Black or African American	15	2	13.33	86.67	--
Filipino	21	5	23.81	76.19	--
Hispanic or Latino	3277	463	14.13	85.87	60.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	135	24	17.78	82.22	75.00
English Learners	1153	98	8.50	91.50	28.13
Foster Youth	26	2	7.69	92.31	--
Homeless	40	6	15.00	85.00	--
Military	18	4	22.22	77.78	--
Socioeconomically Disadvantaged	3161	435	13.76	86.24	59.63
Students Receiving Migrant Education Services	152	9	5.92	94.08	--
Students with Disabilities	296	42	14.19	85.81	9.52

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3508	504	14.37	85.63	25.65
Female	1696	260	15.33	84.67	26.15
Male	1812	244	13.47	86.53	25.10
American Indian or Alaska Native	20	0	--	100.00	--
Asian	38	4	10.53	89.47	--
Black or African American	15	2	13.33	86.67	--
Filipino	21	5	23.81	76.19	--
Hispanic or Latino	3276	467	14.26	85.74	24.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	135	26	19.26		42.31
English Learners	1153	96	8.33	91.67	6.32
Foster Youth	26	2	7.69	92.31	--
Homeless	40	6	15.00	85.00	--
Military	18	4	22.22	77.78	--
Socioeconomically Disadvantaged	3160	441	13.96	86.04	23.64
Students Receiving Migrant Education Services	152	9	5.92	94.08	--
Students with Disabilities	296	42	14.19	85.81	2.38