



Lincoln Elementary School

850 North Eaton Avenue • Dinuba, CA 93618 • (559) 595-7260 • Grades K-6

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Dinuba Unified School District

1327 E. El Monte Way
Dinuba, CA 93618
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District Governing Board

Bev Keel-Worrell
Miriam Cendejas
Mary Villarreal
Ron Froese
Sandra Kizirian

District Administration

Joe Hernandez, Ed.D.
Superintendent
Marti Kochevar
Assistant Superintendent
Peggy Garispe
Chief Business Officer
Vicky Armstrong
Chief Academic Officer

District Mission

"Empowering each student to
succeed in life."

District Vision

"End generational poverty through
education."

School Description

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 imbedded language supports within their school day. Social 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 help to break the cycle of poverty we see generationally in Dinuba.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	92
Grade 1	90
Grade 2	87
Grade 3	84
Grade 4	91
Grade 5	91
Grade 6	92
Total Enrollment	627

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	1.4
Asian	1.3
Filipino	0.6
Hispanic or Latino	91.7
White	4
Socioeconomically Disadvantaged	77.8
English Learners	34
Students with Disabilities	7
Foster Youth	1.3
Homeless	3.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Lincoln Elementary	17-18	18-19	19-20
With Full Credential	28	27	28
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Dinuba Unified School	17-18	18-19	19-20
With Full Credential	◆	◆	283
Without Full Credential	◆	◆	27
Teaching Outside Subject Area of Competence	◆	◆	8

Teacher Misassignments and Vacant Teacher Positions at Lincoln Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

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.

Textbooks and Instructional Materials

Year and month in which data were collected: 8/2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	All in good condition. California Journeys– Houghton Mifflin is the adopted English Language Arts Curriculum. Adopted in 2016. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	All in good condition. <i>Go Math</i> is the adopted Mathematics Curriculum. Adopted in 2014. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	All in good condition. Twig Science is the adopted Science Curriculum. Adopted in 2019. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	All in good condition. History Social Science - Pearson/Scott Foresman is the adopted Social Science Curriculum for k-5 and Holt is for Grade 6. Adopted in 2006. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 6/23/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	BOYS REST ROOM (NEAR 12): 2. EXHAUST FAN IS NOT WORKING. 4. WATER DAMAGE TO WALL BELOW WINDOW. WALL ABOVE URNINAL STUCCO CHIPPING AWAY EXPOSING CHICKEN WIRE (RUSTING). SOAP DISPENSER IS MISSING. 7. ONLY ONE OF TWO LIGHT BULBS IS WORKING. 9. FAUCETS HAVE LOW FLOWS. BOYS REST ROOM (NEAR 13): 2. DIRTY VENT. 7. ONE LIGHT PANEL IS OUT. 9. FAUCETS HAVE HIGH PRESSURE. GIRLS REST ROOM (NEAR 13): 2. DIRTY VENT. 4. HOLE IN WALL ABOVE STALL DIVIDER. 7. ONE LIGHT PANEL IS OUT.
Interior: Interior Surfaces	Poor	1: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT BULBS ARE OUT. 9. DRINKING FOUNTAIN LEAKS AT HANDLE AND HAS A CONSTANT DRIP. 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. 9. FAUCET HAS A

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>11: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE HOLES. 7. EXTERIOR ELECTRICAL COVER IS MISSING IN EAVES. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE.</p> <p>12: 4. CEILING TILE HAS A HOLE. CEILING TILES HAVE WATER STAINS. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>14: 4. CEILING TILE HAS A WATER STAIN. 10. PLUG IN AIR FRESHENER.</p> <p>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.</p> <p>17: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN.</p> <p>18: 4. CEILING TILE HAS A HOLE. 7. LIGHT COVER IS MISSING IN RR. EXTERIOR ELECTRICAL COVER IS MISSING IN EAVES. 9. FAUCET AND DRINKING FOUNTAIN HAVE LOW FLOWS.</p> <p>2: 4. CEILING TILE HAS A HOLE. 9. FAUCET IS LOOSE AT THE BASE AND HAS A LOW FLOW.</p> <p>3: 4. CEILING TILE IS BROKEN. CARPET IS STAINED. 7. EXTERIOR ELECTRICAL COVER MISSING IN EAVES.</p> <p>31: 4. CEILING TILES ARE LOOSE. CEILING TILE IS MISSING. 7. EXTERIOR LIGHT COVER IS MISSING.</p> <p>6: 4. CEILING TILE HAS A HOLE. FORMICA TRIM IS PEELING ON COUNTER TOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR ELECTRICAL COVER MISSING IN EAVES. EXTERIOR LIGHT FIXTURE RING IS MISSING. MULTIPLE LIGHT BULBS ARE OUT. 9. FAUCET IS LOOSE AT THE BASE.</p> <p>7: 4. CEILING TILE HAS A HOLE. CEILING TILE BROKEN. 6. LIVE COCKROACH PRESENT IN SINK BASIN. 9. DRINKING FOUNTAIN CAP IS MISSING.</p> <p>8: 4. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT BULBS ARE OUT. 14. TRIP HAZARD ON WALKWAY TO CLASSROOM FROM PLAY FIELDS.</p> <p>9: 4. CEILING TILE IS BROKEN. 7. ONE LIGHT DIFFUSER IS BROKEN.</p> <p>ADMIN: 4. CEILING TILE HAS A WATER STAIN.</p> <p>BOYS REST ROOM (NEAR 12): 2. EXHAUST FAN IS NOT WORKING. 4. WATER DAMAGE TO WALL BELOW WINDOW. WALL ABOVE URNINAL STUCCO CHIPPING AWAY EXPOSING CHICKEN WIRE (RUSTING). SOAP DISPENSER IS MISSING. 7. ONLY ONE OF TWO LIGHT BULBS IS WORKING. 9. FAUCETS HAVE LOW FLOWS.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>CAFETERIA: 4. CEILING TILE IS LOOSE. WATER DAMAGE TO CEILING BY THE STAGE.</p> <p>GIRLS REST ROOM (NEAR 12): 4. WATER DAMAGE TO CEILING AND WALL. 8. TOILET MISSING. 9. ONE FAUCET HAS A LOW FLOW. ONE FAUCET HAS NO FLOW. SINK CAP IS MISSING.</p> <p>GIRLS REST ROOM (NEAR 13): 2. DIRTY VENT. 4. HOLE IN WALL ABOVE STALL DIVIDER. 7. ONE LIGHT PANEL IS OUT.</p> <p>LEARNING DIRECTOR: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. 7. ONE LIGHT DIFFUSER IS MISSING.</p> <p>LIBRARY: 4. CEILING TILE IS BROKEN. 7. TWO LIGHT PANELS ARE EXTREMELY DIM. TWO ELECTRICAL COVERS ARE MISSING.</p>
<p>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</p>	<p>Good</p>	<p>6: 4. CEILING TILE HAS A HOLE. FORMICA TRIM IS PEELING ON COUNTER TOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR ELECTRICAL COVER MISSING IN EAVES. EXTERIOR LIGHT FIXTURE RING IS MISSING. MULTIPLE LIGHT BULBS ARE OUT. 9. FAUCET IS LOOSE AT THE BASE.</p> <p>7: 4. CEILING TILE HAS A HOLE. CEILING TILE BROKEN. 6. LIVE COCKROACH PRESENT IN SINK BASIN. 9. DRINKING FOUNTAIN CAP IS MISSING.</p>
<p>Electrical: Electrical</p>	<p>Poor</p>	<p>1: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT BULBS ARE OUT. 9. DRINKING FOUNTAIN LEAKS AT HANDLE AND HAS A CONSTANT DRIP.</p> <p>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. 9. FAUCET HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>11: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE HOLES. 7. EXTERIOR ELECTRICAL COVER IS MISSING IN EAVES. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE.</p> <p>13: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. FAUCET HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>15: 7. ONE LIGHT PANEL IS OUT. EXTERIOR ELECTRICAL COVERS ARE MISSING IN EAVES. 10. FIRE EXTINGUISHER IS MISSING. 14. TRIP HAZARD ON WALKWAY.</p> <p>18: 4. CEILING TILE HAS A HOLE. 7. LIGHT COVER IS MISSING IN RR. EXTERIOR ELECTRICAL COVER IS MISSING IN EAVES.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>9. FAUCET AND DRINKING FOUNTAIN HAVE LOW FLOWS.</p> <p>19: 7. TWO LIGHT PANELS ARE EXTREMELY DIM. TWO ELECTRICAL COVERS ARE MISSING.</p> <p>20: 7. TWO LIGHT PANELS ARE EXTREMELY DIM. TWO ELECTRICAL COVERS ARE MISSING. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>3: 4. CEILING TILE IS BROKEN. CARPET IS STAINED. 7. EXTERIOR ELECTRICAL COVER MISSING IN EAVES.</p> <p>31: 4. CEILING TILES ARE LOOSE. CEILING TILE IS MISSING. 7. EXTERIOR LIGHT COVER IS MISSING.</p> <p>5: 7. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>6: 4. CEILING TILE HAS A HOLE. FORMICA TRIM IS PEELING ON COUNTER TOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR ELECTRICAL COVER MISSING IN EAVES. EXTERIOR LIGHT FIXTURE RING IS MISSING. MULTIPLE LIGHT BULBS ARE OUT. 9. FAUCET IS LOOSE AT THE BASE.</p> <p>8: 4. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT BULBS ARE OUT. 14. TRIP HAZARD ON WALKWAY TO CLASSROOM FROM PLAY FIELDS.</p> <p>9: 4. CEILING TILE IS BROKEN. 7. ONE LIGHT DIFFUSER IS BROKEN.</p> <p>BOYS REST ROOM (NEAR 1): 7. ONE LIGHT PANEL IS OUT.</p> <p>BOYS REST ROOM (NEAR 12): 2. EXHAUST FAN IS NOT WORKING. 4. WATER DAMAGE TO WALL BELOW WINDOW. WALL ABOVE URNINAL STUCCO CHIPPING AWAY EXPOSING CHICKEN WIRE (RUSTING). SOAP DISPENSER IS MISSING.</p> <p>7. ONLY ONE OF TWO LIGHT BULBS IS WORKING. 9. FAUCETS HAVE LOW FLOWS.</p> <p>BOYS REST ROOM (NEAR 13): 2. DIRTY VENT. 7. ONE LIGHT PANEL IS OUT. 9. FAUCETS HAVE HIGH PRESSURE.</p> <p>GIRLS REST ROOM (NEAR 13): 2. DIRTY VENT. 4. HOLE IN WALL ABOVE STALL DIVIDER. 7. ONE LIGHT PANEL IS OUT.</p> <p>LEARNING DIRECTOR: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. 7. ONE LIGHT DIFFUSER IS MISSING.</p> <p>LIBRARY: 4. CEILING TILE IS BROKEN. 7. TWO LIGHT PANELS ARE EXTREMELY DIM. TWO ELECTRICAL COVERS ARE MISSING.</p> <p>PRINCIPAL: 7. ELECTRICAL COVER IS MISSING EXPOSING WIRES.</p> <p>STAGE: 7. ONE LIGHT DIFFUSER IS MISSING.</p> <p>WORK ROOM (NEAR 5): 7. ONE LIGHT DIFFUSER MISSING.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	<p>Poor</p>	<p>1: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT BULBS ARE OUT. 9. DRINKING FOUNTAIN LEAKS AT HANDLE AND HAS A CONSTANT DRIP. 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. 9. FAUCET HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>11: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE HOLES. 7. EXTERIOR ELECTRICAL COVER IS MISSING IN EAVES. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE.</p> <p>12: 4. CEILING TILE HAS A HOLE. CEILING TILES HAVE WATER STAINS. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>13: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. FAUCET HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>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.</p> <p>18: 4. CEILING TILE HAS A HOLE. 7. LIGHT COVER IS MISSING IN RR. EXTERIOR ELECTRICAL COVER IS MISSING IN EAVES. 9. FAUCET AND DRINKING FOUNTAIN HAVE LOW FLOWS.</p> <p>2: 4. CEILING TILE HAS A HOLE. 9. FAUCET IS LOOSE AT THE BASE AND HAS A LOW FLOW.</p> <p>20: 7. TWO LIGHT PANELS ARE EXTREMELY DIM. TWO ELECTRICAL COVERS ARE MISSING. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>22: 9. DRINKING FOUNTAIN HAS NO FLOW.</p> <p>4: 9. FAUCET IS LOOSE AT THE BASE.</p> <p>6: 4. CEILING TILE HAS A HOLE. FORMICA TRIM IS PEELING ON COUNTER TOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR ELECTRICAL COVER MISSING IN EAVES. EXTERIOR LIGHT FIXTURE RING IS MISSING. MULTIPLE LIGHT BULBS ARE OUT. 9. FAUCET IS LOOSE AT THE BASE.</p> <p>7: 4. CEILING TILE HAS A HOLE. CEILING TILE BROKEN. 6. LIVE COCKROACH PRESENT IN SINK BASIN. 9. DRINKING FOUNTAIN CAP IS MISSING.</p> <p>BOYS REST ROOM (NEAR 12): 2. EXHAUST FAN IS NOT WORKING. 4. WATER DAMAGE TO WALL BELOW WINDOW. WALL ABOVE URNINAL STUCCO CHIPPING AWAY EXPOSING CHICKEN WIRE (RUSTING). SOAP DISPENSER IS MISSING. 7. ONLY ONE OF TWO LIGHT BULBS IS</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>WORKING. 9. FAUCETS HAVE LOW FLOWS.</p> <p>BOYS REST ROOM (NEAR 13): 2. DIRTY VENT. 7. ONE LIGHT PANEL IS OUT. 9. FAUCETS HAVE HIGH PRESSURE.</p> <p>BOYS REST ROOM (NEAR LIBRARY): 9. ONE FAUCET HAS NO FLOW.</p> <p>GIRLS REST ROOM (NEAR 12): 4. WATER DAMAGE TO CEILING AND WALL. 8. TOILET MISSING. 9. ONE FAUCET HAS A LOW FLOW. ONE FAUCET HAS NO FLOW. SINK CAP IS MISSING.</p> <p>KITCHEN: 9. FAUCET LEAKS AT HANDLE AND FITTING.</p> <p>NURSE: 9. FAUCET HAS A CONSTANT DRIP.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	<p>Good</p>	<p>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. 9. FAUCET HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>13: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. FAUCET HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>14: 4. CEILING TILE HAS A WATER STAIN. 10. PLUG IN AIR FRESHENER.</p> <p>15: 7. ONE LIGHT PANEL IS OUT. EXTERIOR ELECTRICAL COVERS ARE MISSING IN EAVES. 10. FIRE EXTINGUISHER IS MISSING. 14. TRIP HAZARD ON WALKWAY.</p>
<p>Structural: Structural Damage, Roofs</p>	<p>Good</p>	
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	<p>Good</p>	<p>15: 7. ONE LIGHT PANEL IS OUT. EXTERIOR ELECTRICAL COVERS ARE MISSING IN EAVES. 10. FIRE EXTINGUISHER IS MISSING. 14. TRIP HAZARD ON WALKWAY.</p> <p>8: 4. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT BULBS ARE OUT. 14. TRIP HAZARD ON WALKWAY TO CLASSROOM FROM PLAY FIELDS.</p>
<p>Overall Rating</p>	<p>Fair</p>	<p>Carpets worn and Wavy throughout the school. All discrepancies are being addressed through submitted work orders.</p>

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	45	43	43	45	50	50
Math	41	34	31	34	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	20.9	23.3	12.8

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	357	352	98.60	42.90
Male	184	183	99.46	40.44
Female	173	169	97.69	45.56
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	328	323	98.48	42.11
White	13	13	100.00	61.54
Socioeconomically Disadvantaged	287	284	98.95	37.32
English Learners	136	135	99.26	27.41
Students with Disabilities	39	37	94.87	8.11
Students Receiving Migrant Education Services	13	13	100.00	69.23
Foster Youth	--	--	--	--
Homeless	18	18	100.00	0.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	356	350	98.31	34.29
Male	184	183	99.46	36.07
Female	172	167	97.09	32.34
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	328	322	98.17	33.85
White	12	12	100.00	41.67
Socioeconomically Disadvantaged	286	283	98.95	29.33
English Learners	136	136	100.00	25.00
Students with Disabilities	39	36	92.31	2.78
Students Receiving Migrant Education Services	13	13	100.00	53.85
Foster Youth	--	--	--	--
Homeless	18	18	100.00	0.00

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

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. Our volunteers support the school in a variety of ways. In the classrooms they help with material preparation, one-on-one tutoring, reading and working with small groups of students, assisting with classroom projects, and chaperoning field trips. 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. 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.

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.

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 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. 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 are connected via walkie-talkies for immediate response to classrooms and on 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.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.8	1.4	2.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.7	8.2
Expulsions Rate	0.3	0.2	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	23	1	3		24	1	3		23	1	3	
1	23		3		26		3		30		3	
2	28		3		30		3		29		3	
3	25		3		30		3		28		3	
4	23		2		27		3		30		3	
5	29		3		28		3		30		3	
6	25		3		31		3		31		3	
Other**	22		1									

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

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 have also received training in the area of Trauma Informed Practices. 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.

2017-18: 2 days

2018-19: 2 days

2019-20: 2 days

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

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,417	\$49,084
Mid-Range Teacher Salary	\$71,897	\$76,091
Highest Teacher Salary	\$96,141	\$95,728
Average Principal Salary (ES)	\$115,466	\$118,990
Average Principal Salary (MS)	\$121,240	\$125,674
Average Principal Salary (HS)	\$140,350	\$137,589
Superintendent Salary	\$179,747	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	35%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,883	\$610	\$5,273	\$77,575
District	N/A	N/A	\$9,266	\$77,881.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-54.9	-0.1
School Site/ State	-43.2	-2.0

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

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

Types of Services Funded

State and Federal funds are used to help supplement and support core programs to increase student achievement by providing professional development for teachers and staff, purchasing additional materials and supplies, and providing additional academic support for students.

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 playground equipment.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.