Lincoln Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Lincoln Elementary School
Street	650 Liberty Lane
City, State, Zip	Madera, CA 93637-2687
Phone Number	(559) 675-4600
Principal	Robyn Royston
Email Address	robynroyston@maderausd.org
School Website	www.madera.k12.ca.us/lincoln
County-District-School (CDS) Code	20-65243-6112312

2023-24 District Contact Information

District Name	Madera Unified School District
Phone Number	559.675.4500
Superintendent	Todd Lile
Email Address	toddlile@maderausd.org
District Website	www.madera.k12.ca.us

2023-24 School Description and Mission Statement

Principal's Message

Welcome to Lincoln Elementary School, where pride runs deep! Lincoln Elementary is one of 28 elementary/middle/comprehensive/alternative high schools in Madera Unified School District. During the 2023-2024 school year, 850 TK-6th grade students were enrolled at the school, with classes arranged on a traditional calendar. Our team is deeply commited to providing our students with a well rounded, memorable, and exciting educational experience. We believe in setting high expectations for all and work tirelessly to provide students the differentiated supports they need to be successful in meeting those expectations both academically and behaviorally.

At Lincoln, learning is fun! All students are challenged at their individual academic level. Teachers provide engaging lessons that are part of units of study where students become gold miners (4th grade), revolutionaries in the Road to the Revolution(5th grade), or interactive statues in an Ancient Egyptian Wax Museum (6th grade). STEM, Art, Music, Dramatic Literacy, and Physical Fitness enhance the learning experience for all as every student receives instruction in these areas as well.

Teachers and students are sorted into a house systemin order to build connections across grade levels. Our houses embody pertinent traits/characteristics that we believe students need to be successful learners; Curiosity, Resilience, Integrity, and Gratitude. Each house works together to build community through a variety of activities including games, house contests, etc.

Special Education Program: Lincoln is fully vested in the Center-Based Model of educating our special education students. The students are in the general education classroom for the majority of their day. They are provided support from a special education staff member during a portion of their time. They are also pulled out of the general education environment for more

2023-24 School Description and Mission Statement

intense work as is determined appropriate by the special education teacher and based on the needs determined in each special education student's Individualized Education Plan (IEP). Lincoln has four full-time and one part time special education teachers and ten full-time special education aides to support our students. Lincoln has three Special Day Classes (SDC). The classes are a TK-1st class, a 1st-3rd grade class, and a 4-6th grade class.

English Learner Program: All of Lincoln's teachers are trained to teach culturally diverse populations. ELD (English Language Development) is taught to our English learners for 45 minutes a day during our designated instruction time. Our teachers also provide integrated standards based supports throughout the rest of the day. Teacher teams work together to ensure students are able to access all content and feel confident to try new things and learn by making mistakes.

As your child's first teacher we value your insight and seek to have strong staff-student-parent relationships. We must work together to guarantee that our students meet/exceed the high expectations that we have set for their learning. We welcome your questions, comments, and feedback. We are so very excited to have you as a part of our Lion Community!

Mission Statement: Together, we will bring our personal best by upholding high expectations in order to unlock student's full potential.

Vision Statement: The Lincoln Experience will empower students to thrive as lifelong learners with confidence and a drive to succeed.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	129
Grade 1	110
Grade 2	110
Grade 3	125
Grade 4	110
Grade 5	136
Grade 6	135
Total Enrollment	855

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.3%
Male	47.7%
American Indian or Alaska Native	0.4%
Asian	5.6%
Black or African American	1.6%
Filipino	0.6%
Hispanic or Latino	79.9%
Two or More Races	2%
White	8.2%
English Learners	17.2%
Foster Youth	0.9%
Homeless	3.3%
Migrant	0.7%
Socioeconomically Disadvantaged	77.2%
Students with Disabilities	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

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)	26.40	70.21	821.90	85.09	228366.10	83.12
Intern Credential Holders Properly Assigned	0.60	1.76	25.70	2.67	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.20	0.53	44.60	4.62	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	1.33	15.10	1.57	12115.80	4.41
Unknown	9.80	26.14	58.40	6.05	18854.30	6.86
Total Teaching Positions	37.60	100.00	966.00	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)	27.90	72.03	850.50	83.46	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	2.58	28.20	2.77	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.10	0.46	59.00	5.79	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	23.70	2.33	11953.10	4.28
Unknown	9.60	24.90	57.50	5.64	15831.90	5.67
Total Teaching Positions	38.70	100.00	1019.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.20	0.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.20	0.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	0.50	0.00
Total Out-of-Field Teachers	0.50	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	4.6	4.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Madera Unified held a public hearing on September 24, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and instructional materials are adopted according to a cycle developed by the California Department of Education, making the textbooks/instructional materials used in the school the most current available. Textbooks and instructional materials approved for use by the state are reviewed by a selection committee of teachers and administrators and a recommendation is made to the School Board for their approved use at the local level. All recommended materials are available for parent examination at the district office prior to adoption.

Year and month in which the data were collected	July 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance: Step Up to Literacy, 2014 McGraw Hill California Wonders, 2017 Benchmark Adelante, 2017 Board Approved: May 10, 2016	Yes	0.0%
Mathematics	California Math in Focus: Singapore Math, 2012 McGraw Hill My Math, 2014 Big Ideas Math, 2015 Board Approved: April 29, 2014	Yes	0.0%
Science	Twig Science, 2020 Board Approved June 11, 2019	Yes	0.0%
History-Social Science	California History-Social Science: myWorld Interactive, 2019 California History-Social Science: myWorld Interactive, Ancient Civilizations, 2019 TCI Social Studies Alive! California Series, 2016 Board Approved: May 8, 2018	Yes	0.0%
Foreign Language	Mc Dougal Avancemos 2013	Yes	0.0%

School Facility Conditions and Planned Improvements

Lincoln Elementary was originally constructed in 1993 and is comprised of 26 standard classrooms and ten portables, a multipurpose room/ cafeteria, library, staff lounge, and playground.

We have three playgrounds for students to enjoy. We have large, open grassy areas that accommodate all physical activity. In 2023, we had new ADA approved equipment added to our Kindergarten playground to ensure the inclusion of all students. We will look to expand this effort to our other two playgrounds in the coming year. We will also be adding a TK complex to the site which will provide more classrooms (six in total) and involve a small redesign of current play space for our 1st and 2nd grade students.

Cleaning Process

The principal works daily with the custodial staff of 3 full-time to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Maintenance and Repair

On a regular basis, classrooms and facilities are inspected by the custodial staff and administration to identify needed classroom repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority is given to emergency repairs.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar–for–dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

Year and month of the most recent FIT report	8/4/2023

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		"rm 204: stain in ceiling wall/tile needs to be replaced. 300 building restrooms: boys and girls tile counters are cracked and need repair. rm 408: 2 ceiling tiles have stains. rm 504: rm 401: wall near sink needs to be painted." rm 504: Hole in ceiling tile. rm 706: ceiling tile has a hole, celing cords are hanging, back wall based board is peeling. rm 707: Ceiling cord is hanging, ceiling tile needs to be replaced. rm 304: ceiling tile needs to be replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			rm 706: ceiling tile has a hole, celing cords are hanging, back wall based board is peeling.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		rm 202: "500 building restroom: both boys and girls tile on sink need to be replaced.

School Facility Conditions and Planned Improvements

			300 building restrooms: boys and girls tile counters are cracked and need repair." Cafeteria: restroom light need a cover.
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		rm 504: Hole in ceiling tile. rm 312:
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X		rm 707: Screen needs to be replaced

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	23	25	30	31	47	46
Mathematics (grades 3-8 and 11)	23	26	16	18	33	34

2022-23 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	502	492	98.01	1.99	25.46
Female	275	271	98.55	1.45	28.52
Male	227	221	97.36	2.64	21.72
American Indian or Alaska Native	--	--	--	--	--
Asian	22	22	100.00	0.00	63.64
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	406	397	97.78	2.22	22.17
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	16	94.12	5.88	12.50
White	48	48	100.00	0.00	31.25
English Learners	78	72	92.31	7.69	5.63
Foster Youth	--	--	--	--	--
Homeless	14	11	78.57	21.43	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	387	379	97.93	2.07	21.43
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	53	50	94.34	5.66	2.00

2022-23 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	503	498	99.01	0.99	26.36
Female	275	273	99.27	0.73	23.44
Male	228	225	98.68	1.32	29.91
American Indian or Alaska Native	--	--	--	--	--
Asian	22	22	100.00	0.00	50.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	407	402	98.77	1.23	23.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	17	100.00	0.00	23.53
White	48	48	100.00	0.00	36.17
English Learners	78	77	98.72	1.28	11.69
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	21.43
Military	--	--	--	--	--
Socioeconomically Disadvantaged	388	383	98.71	1.29	23.30
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	53	50	94.34	5.66	16.00

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.

Science test results include the CAST 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 CAST 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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	9.02	8.76	15.25	14.88	29.47	30.29

2022-23 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	139	137	98.56	1.44	8.76
Female	75	75	100.00	0.00	9.33
Male	64	62	96.88	3.12	8.06
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	115	113	98.26	1.74	7.96
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	19	19	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	108	106	98.15	1.85	9.43
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	13	92.86	7.14	0.00

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.

2022-23 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.   The administration of the PFT during 2021-22 and 2022-23 school years, 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	89%	93%	97%	98%	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.

2023-24 Opportunities for Parental Involvement

There are a number of opportunities for families to be involved at Lincoln. We utilize Parent Square to inform families of upcoming events, meetings, and more! This information is also available on our school marquee and school website. Below are just a few of the task teams, committees and clubs that families can participate in.

1. School Site Council (SSC): This group of parents and staff members approve the School Plan for Student Achievement (SPSA), Title 1 Budget, Safety Plan, and more. All parents are welcome to attend and hear about how we are allocating and spending funds to enhance the educational program at Lincoln.

2. English Learners Advisory Committee (ELAC): This group of parents provides input and feedback to the site Principal and SSC on the site plan, budget, safety plan, etc. specifically looking at English Learner Achievement and Programs.

3. Parent Advisory Council (PAC): This group of parents advise district leadership in matters of District finances and the LCAP.

4. Lincoln Parent Faculty Club (LPFC): Our parent-faculty club is very active! They plan and organize a number of school events. We meet monthly and discuss various needs of the school site. Jog-a-thon, Fall Carnival, a holiday hotcake breakfast, candy sales, field trips, etc. are just a few of the events on campus that parent-club assists with.

Other means of connection are: Parent Teacher Conferences (held four times per year), Back to School Night (Fall), Open House (Spring), and the various MULES Sport Seasons. We have a variety of extracurricular activties that we offer as well: book fairs, Wax Museum, talent show, band, and choir performances, math and literacy nights, etc.

For more information on how to become involved, contact the school at (559) 675-4600. Lincoln also houses a Parent Resource Center. The Parent Resource Centers (PRCs) are dedicated centers where parents may access resources, use computers, participate in activities, and gather for meetings. The Centers are part of a concerted effort to create more welcoming, useful spaces for parents within our schools.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	902	892	257	28.8
Female	468	465	130	28.0
Male	434	427	127	29.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	2	66.7
Asian	50	50	14	28.0
Black or African American	14	14	4	28.6
Filipino	6	6	2	33.3
Hispanic or Latino	714	705	199	28.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	17	17	7	41.2
White	82	81	25	30.9
English Learners	169	165	49	29.7
Foster Youth	10	10	3	30.0
Homeless	33	31	11	35.5
Socioeconomically Disadvantaged	701	692	217	31.4
Students Receiving Migrant Education Services	8	8	2	25.0
Students with Disabilities	92	92	31	33.7

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.24	0.80	2.33	0.18	3.95	5.03	0.20	3.17	3.60
Expulsions	0.00	0.00	0.11	0.00	0.25	0.31	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.33	0.11
Female	0.85	0
Male	3.92	0.23
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.52	0.14
Native Hawaiian or Pacific Islander	0	0
Two or More Races	5.88	0
White	2.44	0
English Learners	1.78	0
Foster Youth	0	0
Homeless	3.03	0
Socioeconomically Disadvantaged	2.57	0.14
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.35	0

2023-24 School Safety Plan

The safety of students and staff is our number one priority at Lincoln Elementary. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety Plan was last reviewed and updated in November 2023 by the School Safety Committee and approved by the School Site Council. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. In addition, an emergency "Go Bag" is stocked with first aid supplies and an updated list of emergency contact numbers. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lock down drills are held every three months on a rotating basis with other drills. Students are supervised before and after school by certificated staff, classified staff, principal and vice principal. Certificated staff, classified staff, principal and vice principal help with supervision during lunch and break periods. There is a designated area for student drop off and pick up. Visitors & volunteers must sign-in in the office and get a visitors or volunteer pass when entering the school campus. We utilize both Raptor and Titan.

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.

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	19	7	4	
1	19	5	12	
2	21	2	12	
3	22	2	15	
4	24	3	12	
5	26	2	3	
6	23	2	7	
Other	18	3	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	20	2	15	
1	20	7	6	
2	20	2	15	
3	20	2	12	
4	25	3	12	
5	25	2	8	
6	26	2	8	
Other	17	3		1

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2022-23 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	855

2022-23 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
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	8521.11	2346.46	6174.65	77766
District	N/A	N/A	3671.58	$77,690
Percent Difference - School Site and District	N/A	N/A	50.8	-4.4
State	N/A	N/A	$7,607	$90,632
Percent Difference - School Site and State	N/A	N/A	-6.6	-12.8

Fiscal Year 2022-23 Types of Services Funded

MUSD provides programs and services to support and assist students with Core Instruction, Early Literacy, Intervention, Tutoring, Migrant, After School Programs, Special Education, English Language Development, Career and Technical Education, Supplemental Education Services, and Teacher Professional Development through the use of Title I, II, III, IV, 21st Century, Carl Perkins, Lottery, ROP, and LCFF Base, Supplemental, and Concentration funds.--

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$47,813	$55,550
Mid-Range Teacher Salary	$76,198	$84,645
Highest Teacher Salary	$97,406	$111,284
Average Principal Salary (Elementary)	$129,854	$139,860
Average Principal Salary (Middle)	$132,984	$146,440
Average Principal Salary (High)	$139,061	$158,447
Superintendent Salary	$225,000	$278,268
Percent of Budget for Teacher Salaries	25.65%	32.21%
Percent of Budget for Administrative Salaries	4.57%	4.89%

Professional Development

Our school is committed to improving the performance of all students through a comprehensive professional development plan focused around our school-wide goals. Staff development days are designed to support staff to refine existing skills, learn new instructional strategies and gain knowledge needed for effective implementation of the curriculum, instruction and assessment. The Professional Learning Community process is highly valued and teachers have weekly opportunities to collaborate with their colleagues focusing on unit planning, data analysis, response to intervention academic and behavior strategies, student engagement, and English Language Development.

The district continues to offer a variety of professional development opportunities for staff on diverse topics. Professional Development is available through district workshops, conference attendance, and online learning. Teachers receive support from in- class coaching as well as feedback from administrators. New teachers have an assigned mentor that they work alongside with that provides coaching support and feedback.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	8	8