Lincoln Elementary School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 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. A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Lincoln Elementary School
Street	6910 N. Gettysburg Place
City, State, Zip	Stockton, CA, 95207-2513
Phone Number	(209) 953-8652
Principal	Rebecca Sprinkle
Email Address	rsprinkle@lusd.net
School Website	www.le.lusd.net
Grade Span	K-6
County-District-School (CDS) Code	39685696041917

2024-25 District Contact Information

District Name	Lincoln Unified School District
Phone Number	209-953-8700
Superintendent	Kelly Dextraze
Email Address	kdextraze@lusd.net
District Website	www.lusd.net

2024-25 School Description and Mission Statement

Lincoln Elementary School Mission Statement:
We believe all children can learn and we will establish high standards of learning that we expect all students to achieve. It is our job to create an environment in our classrooms that engages students in academic work that results in a high level of achievement. We are confident that with our support and help, students will master challenging curricula, and we expect them to do so. We are prepared to work collaboratively with colleagues, students, and parents to achieve this shared educational purpose.

2024-25 School Description and Mission Statement

Lincoln Elementary School goals and vision include the following:
* Students will show an increase in progress towards proficiency of the Common Core English Language Arts standards.
* Students will show an increase in progress towards proficiency of the Common Core Mathematics standards.
* Student engagement will improve through activities and strategies in the areas of science, social studies and the arts.
* The school will expand opportunities for family participation and education.
* The suspension rate will decrease from the previous school year. Attendance rates for all students will increase from the previous school year.
* All English learners will show growth towards meeting English Language proficiency and grade level academic standards.

Lincoln Elementary has a diverse student population with many challenges and needs. The school staff is well equipped to meet this challenge and serve our students in all curricular, behavioral, and social-emotional needs. In order to achieve these goals, several indicators are used throughout the year.   DIBELS reading assessment is used for all Kindergartner's through Third graders as well I-Ready for Kindergarten through Sixth grade. For mathematics we use I-Ready for Kindergarten through Sixth grade, along with CAASPP Math scores for Third through Sixth grade. Both math and reading assessments are formally progress monitored three times a year. Student planners and Journals are used as an indicator of student engagement, science, writing, and organization. Teachers are checking planners daily/weekly and will use rubrics for science and writing at least quarterly. Family attendance at designated school events will be used to show an increase in participation. After each event, data is taken to show participation. Overall school wide suspension and attendance rates will be used to show the expected outcomes. This is checked three times a year. For our English Learners, we use the ELPAC and reclassification as our indicators. Both of these indicators are reviewed twice a year.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	95
Grade 1	72
Grade 2	70
Grade 3	76
Grade 4	82
Grade 5	105
Grade 6	97
Total Enrollment	597

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	50.1
American Indian or Alaska Native	0.2
Asian	5.4
Black or African American	11.7
Filipino	1
Hispanic or Latino	64.8
Native Hawaiian or Pacific Islander	0.5
Two or More Races	6.7
White	8.9
English Learners	19.3
Foster Youth	0.3
Homeless	6.5
Migrant	0.2
Socioeconomically Disadvantaged	88.3
Students with Disabilities	13.6

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)	23.50	88.68	350.40	79.19	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	7.55	19.60	4.44	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	11.60	2.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	38.20	8.64	12115.80	4.41
Unknown/Incomplete/NA	1.00	3.77	22.50	5.10	18854.30	6.86
Total Teaching Positions	26.50	100.00	442.60	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)	24.00	88.89	340.20	78.99	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.70	22.60	5.25	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	8.00	1.88	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	32.10	7.45	11953.10	4.28
Unknown/Incomplete/NA	2.00	7.41	27.60	6.42	15831.90	5.67
Total Teaching Positions	27.00	100.00	430.70	100.00	279044.80	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.

2022-23 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)	19.70	86.81	315.70	79.39	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	23.80	5.99	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	8.79	19.30	4.86	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	29.00	7.31	11746.90	4.23
Unknown/Incomplete/NA	1.00	4.40	9.70	2.45	14303.80	5.15
Total Teaching Positions	22.70	100.00	397.70	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	1
Misassignments	0.00	0.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	2

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	4.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.40	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Following a public hearing the LUSD Board of Education has found that sufficient textbooks and instructional materials are available to each student in Reading/Language Arts, Mathematics, Science History/Social Science and Health. All students, including English Learners have textbooks or instructional materials, or both, to use in class or to take home.

Year and month in which the data were collected	Dec 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders Adoption Year 2023 McGraw-Hill Wonders California, 2017 Edition McGraw-Hill WondersWorks California, 2017 Edition Adoption Year 2016 McGraw-Hill CA StudySync, 2017 Edition Adoption Year 2017	Yes	0%
Mathematics	HMH Into Math Adoption Year 2024	Yes	0%
Science	Exploring Science - National Geographic/Cengage Adoption Year 2022 CA Inspire McGraw Hill Adoption Year 2022	Yes	0%
History-Social Science	Scott Foresman History/Social Science for California, 2006 Edition Adoption Year 2006 Teacher's Curriculum Institute History Alive California Middle School Program, 2017 Edition Adoption Year 2019	Yes	0%
Foreign Language			0%

Health		0%
Visual and Performing Arts		0%

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

School Facility Conditions and Planned Improvements

Our facilities are managed by our maintenance department in cooperation with our lead day custodian. Our custodian does site inspections weekly of all of our facility and reports any items in need of attention or repair. The custodian reports any maintenance concerns to the district maintenance department. The maintenance department makes all repairs in a timely manner.   The School Safety Officer also inspects the school daily and will report to administration if something is wrong. Our custodial staff cleans classrooms daily and while in the classroom will inspect the rooms for anything that might need to be repaired. The custodial staff is responsible for cleaning all common areas on a daily basis.

Year and month of the most recent FIT report				December 2024

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	39	35	45	41	46	47
Mathematics (grades 3-8 and 11)	31	29	28	28	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	369	365	98.92	1.08	34.52
Female	190	187	98.42	1.58	40.11
Male	179	178	99.44	0.56	28.65
American Indian or Alaska Native	0	0	0	0	0
Asian	19	19	100.00	0.00	52.63
Black or African American	47	47	100.00	0.00	10.64
Filipino	--	--	--	--	--
Hispanic or Latino	240	239	99.58	0.42	35.98
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	23	95.83	4.17	43.48
White	33	32	96.97	3.03	40.63
English Learners	63	62	98.41	1.59	17.74
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	36	35	97.22	2.78	28.57
Socioeconomically Disadvantaged	319	316	99.06	0.94	32.59
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	70	69	98.57	1.43	2.90

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	369	365	98.92	1.08	29.32
Female	190	187	98.42	1.58	25.13
Male	179	178	99.44	0.56	33.71
American Indian or Alaska Native	0	0	0	0	0
Asian	19	19	100.00	0.00	31.58
Black or African American	47	47	100.00	0.00	12.77
Filipino	--	--	--	--	--
Hispanic or Latino	240	239	99.58	0.42	30.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	23	95.83	4.17	30.43
White	33	32	96.97	3.03	43.75
English Learners	63	62	98.41	1.59	11.29
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	36	35	97.22	2.78	14.29
Socioeconomically Disadvantaged	319	316	99.06	0.94	26.90
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	70	69	98.57	1.43	7.25

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	21.65	19.23	24.92	25.81	30.29	30.73

2023-24 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	105	104	99.05	0.95	19.23
Female	43	42	97.67	2.33	23.81
Male	62	62	100.00	0.00	16.13
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	15	15	100.00	0.00	6.67
Filipino	--	--	--	--	--
Hispanic or Latino	67	66	98.51	1.49	18.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	22	22	100.00	0.00	9.09
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	95	94	98.95	1.05	18.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	27	100.00	0.00	7.41

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.

2023-24 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 requires only participation results 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

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.

2024-25 Opportunities for Parental Involvement

Lincoln Elementary has a PTA that provides support to teachers and students for learning in and out of the classroom. There is a School Site Council Board that meets about five times a year to go over the process of the school plan. They make suggestions of the goals that need to be written by looking at school wide data. This committee has great discussions of what is working and what changes should be made to make more of a positive impact on student learning and success. Our Title 1 teacher hosts quarterly ELAC meetings with great discussions and input from our parents. During the ELAC meeting, there is always some type of parent engagement activity that is offered to help make the parents feel welcome and connected to the school and as a parent community. At all of the parent meetings, parents are given opportunities to ask questions and give suggestions on how to make Lincoln Elementary thrive even more than it currently is. Contact Information: Becky Sprinkle, Principal   Office Phone- (209)953-8651 or Email - rsprinkle@lusd.net

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	664	649	179	27.6
Female	332	323	90	27.9
Male	332	326	89	27.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	33	33	9	27.3
Black or African American	84	82	29	35.4
Filipino	--	--	--	--
Hispanic or Latino	423	418	111	26.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	49	44	10	22.7
White	60	57	15	26.3
English Learners	124	123	20	16.3
Foster Youth	--	--	--	--
Homeless	49	47	26	55.3
Socioeconomically Disadvantaged	586	575	169	29.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	109	108	27	25.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	4.36	4.56	1.51	6.62	6.80	5.81	3.17	3.60	3.28
Expulsions	0.45	0.47	0.00	0.76	0.61	0.79	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.51	0.00
Female	1.51	0.00
Male	1.51	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	2.38	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.89	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	1.61	0.00
Foster Youth	0.00	0.00
Homeless	2.04	0.00
Socioeconomically Disadvantaged	1.54	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.75	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Emergency Response Procedures were developed in coordination with the California Safe Schools program and are revised and updated each year with the support of LUSD security and LUSD School Resource Officer. These are detailed in the School Safety Plan and support responses needed depending on the type of emergency. The staff is trained on procedures to follow during an emergency. The staff and students participate in regular drills to practice the procedures. The School Safety Plan was last reviewed, updated, and approved on January 17, 2024.

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.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		3	
1	24		3	
2	24		3	
3	20	1	4	
4	31		3	
5	29		3	
6	32		3	
Other	10	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
K	24		3	
1	24		3	
2	24		3	
3	25		3	
4	29		3	
5	31		3	
6	27		3	
Other	12	2		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	24		3	
1	24		3	
2	23		3	
3	23		3	
4	26		3	
5	31		3	
6	32		3	
Other	12	2		

2023-24 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	597

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$4,432	$756	$3,677	$61,726
District	N/A	N/A	$4,878	$86,208
Percent Difference - School Site and District	N/A	N/A	-28.1	-33.1
State	N/A	N/A	$10,771	$94,694
Percent Difference - School Site and State	N/A	N/A	-98.2	-42.2

Fiscal Year 2023-24 Types of Services Funded

Lincoln Elementary is a Title 1 funded school. Intervention services are provided by credentialed teachers, paraprofessionals and primary language assistants during the school day. Students who are not working at grade level receive intervention services. We have an after school program that supports student homework and gives the students enrichment activities in a safe environment. During the school day we offer a Peer Mediation program, group and individual counseling, music programs, student council and leadership opportunities, along with designated and integrated English Language Development within the classroom. We offer a Language, Speech, and Hearing program along with a resource program if students are in need of those services. There are times during the school year where grade levels are offering after school tutoring and intervention based on specific skills. This tutoring happens with a teacher from that grade level in an after school setting.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$58,745	$58,855
Mid-Range Teacher Salary	$83,424	$92,519
Highest Teacher Salary	$114,171	$114,665
Average Principal Salary (Elementary)	$147,293	$142,791
Average Principal Salary (Middle)	$147,293	$151,078
Average Principal Salary (High)	$184,773	$167,094
Superintendent Salary	$254,890	$281,086
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

Lincoln Unified School District provided four professional development days for staff annually as part of the contract, with site based follow up scheduled during the year. Early dismissal on Mondays also provides teachers with additional time each week to collaborate and articulate with other grade level or department teachers. Teachers work in teams to analyze data, determine essential standards and plan instruction. Professional learning is provided to support implementation of new curriculum, best

Professional Development

practices and instructional strategies to support the achievement of all students. In addition, new teachers are provided with three days of professional learning before the start of school each year. Our goal is to continue to have a highly trained professional staff that supports success for all students in the classroom. Lincoln Unified School District is committed to supporting school district staff through quality professional development. Staff meetings are used for professional development throughout the year.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	4