

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	3101 Pacific View Drive
City, State, Zip	Corona del Mar, CA 92625
Phone Number	(949) 515-6955
Principal	Dr. Kristin DeMicco
Email Address	kdemicco@nmusd.us
School Website	http://lincoln.nmusd.us/
Grade Span	K-6
County-District-School (CDS) Code	30-66597-6029219

2024-25 District Contact Information

District Name	Newport-Mesa Unified School District
Phone Number	(714) 424-5033
Superintendent	Dr. Wesley Smith
Email Address	superintendent@nmusd.us
District Website	www.nmusd.us

2024-25 School Description and Mission Statement

At Lincoln Elementary we believe that every child's assets and voice are crucial to the success of our learning community. We are committed to developing strong academic skills, to teaching our students the importance of having respect and empathy for others, to nurturing creativity, and to highlighting for students that the willingness to take risks is an important part of the learning process.

Lincoln's instructional program is carefully planned to engage students' interests and to bring about maximum progress at each grade level. The strong academic program is supported by specialized teachers/instruction in science, PE, STEM, music, and

2024-25 School Description and Mission Statement

visual arts. In addition to district-funded programs, our incredible parent community funds a full time Innovation Lab teacher on our campus. Students also have opportunities to participate in extra-curricular band and chorus.

Lincoln participates in PBIS - Positive Behavioral Interventions and Supports - which is a district-wide initiative geared toward continuing to infuse schools with positive reinforcements for expected behaviors plus opportunities for students to learn from their mistakes. Lincoln's behavior tenants are highlighted in the school's R.O.A.R.S. expectations: Respect Others, Own Your Actions, Always Do Your Best, Responsibility, and Show Empathy. Lincoln students take a great deal of pride in the campus and work hard to keep it clean and orderly and to develop a positive culture on the campus. We have an active student council as well as a committed Peer Assistance Leadership (PALs) club on campus.

Lincoln is truly an incredible environment for students to learn and grow. Students are inspired to envision and achieve their full potential through an education designed to focus on developing the whole child. Lincoln parents, staff, and community members work together in powerful ways to make Lincoln an inviting, supportive, rigorous, and creative place for all who enter our campus.

Lincoln's Vision Statement:

To inspire students to envision and achieve their full potential.

Lincoln's Mission Statement:

The mission of Abraham Lincoln Elementary School is for all students to be:

- Responsible, Respectful, Safe, and Self-Directed
- Compassionate Citizens
- Creative, Critical Thinkers
- Collaborators and Communicators
- Problem Solvers
- Engaged on a global- and civic-front
- Technologically Informed and Responsible

Lincoln's Themes:

Learn, Lead, Achieve!

Kindness; It's a Lincoln Thing!

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	50
Grade 1	30
Grade 2	35
Grade 3	44
Grade 4	49
Grade 5	43
Grade 6	43
Total Enrollment	294

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.7
Male	47.3
Asian	20.4
Black or African American	2
Filipino	1
Hispanic or Latino	16
Native Hawaiian or Pacific Islander	0.7
Two or More Races	8.2
White	51
English Learners	16.3
Socioeconomically Disadvantaged	31
Students with Disabilities	11.2

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)	17.30	100.00	861.90	93.55	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	7.80	0.85	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.60	0.73	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	44.90	4.88	18854.30	6.86
Total Teaching Positions	17.30	100.00	921.40	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)	17.40	100.00	869.90	93.80	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.90	0.10	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.80	0.31	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	3.80	0.42	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	49.80	5.37	15831.90	5.67
Total Teaching Positions	17.40	100.00	927.40	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)	19.20	100.00	881.50	93.37	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.70	0.08	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.40	0.68	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	12.40	1.32	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	43.00	4.56	14303.80	5.15
Total Teaching Positions	19.20	100.00	944.20	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	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	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

The Newport-Mesa Unified School District follows the state's curriculum cycle to adopt/approve updated, high quality textbooks/instructional materials. Students are provided with an adequate supply of Board-approved textbooks/instructional materials for all subject areas. The reading/language arts and mathematics curricula are aligned with district and state content standards. Teachers also select supplementary instructional materials to meet the specific needs of their students. History/Social Science and Science curriculum instruction are aligned with district and state content standards. Individual schools support instruction by providing technology and a library/media center. Internet access is available in the library/media center and in all classrooms. Teachers and administrators have been trained to use technology and the internet as an instructional tool in the classroom. Each school continues to develop a way of integrating technology into curriculum and instruction.

Year and month in which the data were collected 10/15/2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK: McGraw-Hill: Big Books & My Word Book, 2022 Grades K-6: McGraw-Hill: California Wonders, 2017 Grade K - Reading/Writing Workshop Texts (11 Units) Grade 1 - Reading/Writing Workshop Texts and Literature Anthology texts (4 Volumes) Grades 2-6 - Reading/Writing Workshop text and Literature Anthology text	Yes	0%
Mathematics	TK: The Math Learning Center: Bridges in Mathematics, 2017 TK student materials include manipulatives, number mats, and story collections. Grades K-5 - Imagine Learning: Illustrative Math, 2024 Grade 6: McGraw-Hill: Illustrative Mathematics, Course 1, 2018	Yes	0%
Science	TK: McGraw-Hill: World of Wonders Literacy and Language Flip Chart, 2017 Grades K-6: Savvas Learning: Elevate Science, 2024	Yes	0%

	*Science Specialists supplement this curriculum with the hands-on, inquiry-based science kits.		
History-Social Science	TK: McGraw-Hill: World of Wonders Literacy and Language Flip Chart, 2017 Grades K-5: Studies Weekly: Social Science Consumables, 2023 Grade 6: McGraw-Hill: Impact California: World History and Geography, Ancient Civilizations, 2019	Yes	0%

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

School Facility Conditions and Planned Improvements

LINCOLN - 30,720 Classroom Sq. Ft.

This school was built in 1961 and was rehabilitated in 1992. There are 28 permanent classrooms, a multi-purpose room, a gym, a library, a computer lab and an administration building. The gym locker rooms were converted to four classrooms. The school was modernized in 2006.

280 work orders were completed for Lincoln in the 2023-2024 fiscal year. This site was last inspected on 07/07/24.

Year and month of the most recent FIT report	07/07/24
---	----------

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)	73	74	58	59	46	47
Mathematics (grades 3-8 and 11)	65	64	47	48	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	189	182	96.30	3.70	74.18
Female	100	95	95.00	5.00	76.84
Male	89	87	97.75	2.25	71.26
American Indian or Alaska Native	0	0	0	0	0
Asian	41	39	95.12	4.88	87.18
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	28	27	96.43	3.57	48.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	76.47
White	95	91	95.79	4.21	76.92
English Learners	17	12	70.59	29.41	16.67
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	13	13	100.00	0.00	76.92
Socioeconomically Disadvantaged	60	58	96.67	3.33	62.07
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	23	95.83	4.17	39.13

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	189	185	97.88	2.12	64.13
Female	100	96	96.00	4.00	61.46
Male	89	89	100.00	0.00	67.05
American Indian or Alaska Native	0	0	0	0	0
Asian	41	40	97.56	2.44	80.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	28	27	96.43	3.57	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	64.71
White	95	93	97.89	2.11	68.48
English Learners	17	16	94.12	5.88	43.75
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	13	13	100.00	0.00	69.23
Socioeconomically Disadvantaged	60	60	100.00	0.00	54.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	23	95.83	4.17	31.82

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)	51.22	50.00	36.27	36.63	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	47	42	89.36	10.64	50.00
Female	27	23	85.19	14.81	60.87
Male	20	19	95.00	5.00	36.84
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	26	23	88.46	11.54	43.48
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	16	14	87.50	12.50	50.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

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
Grade 5	98	98	98	98	98

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 School has an active parent community and a PTA that supports the school in a number of ways. For example, our parents provide additional funding to support STEM at the school site through a full time innovation lab teacher who delivers instruction to students in TK-6th grade. Our PTA also funds a part time hourly teachers to provide PE instruction as well as academic enrichment. The PTA provides each teacher with funding for classroom materials, and they provide Mini Grant opportunities for teachers as well. As needed, the Lincoln PTA also works collaboratively with school administration to bring guest speakers and parent education opportunities to the parent community. In the spirit of building school community, the PTA helps plan family events at the school site including LCFF funded family events. The Lincoln PTA communicates with parents through an annual calendar of important dates, an active Instagram page, and through updates sent through school communication channels.

We are pleased to have our parents involved in the education of their children on a daily basis and fortunate to have the support of so many willing volunteers who help out in classrooms, on field trips, and at special events. Volunteers are asked to complete the district's volunteer requirements prior to being granted volunteer status, and our office staff is happy to assist with these procedures.

In addition to PTA and volunteering, parents have the opportunity to join our School Site Council and English Learner Advisory Committee. These groups help develop our academic and social emotional goals for the year, and they contribute to our school safety plan as well.

Thanks to LCFF funding in the area of parent engagement, we are able to collaborate with our parents groups to bring parent education to our campus each year. For example, Dr. Weichman gives parent education presentations in the areas of raising resilient children and managing student technology use.

All parents are encouraged to stay actively involved in their child/children's education. Back to School Night, Parent Teacher Conferences, Open House, PTA General Association Meetings, School Site Council, Monthly Flag Decks, and family/community events are examples of ways can stay connected to what is happening at our school. In addition, teachers and administration frequently communicate with families via Parent Square as well as through classroom specific channels (Google Classroom, Schoology, Seesaw, etc.)

2024-25 Opportunities for Parental Involvement

“For more information about opportunities to become involved in the school, please contact Dr. Kristin DeMicco at (949) 515-6955.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	322	318	30	9.4
Female	170	168	14	8.3
Male	152	150	16	10.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	63	63	1	1.6
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	55	53	13	24.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	29	29	0	0.0
White	160	158	14	8.9
English Learners	58	54	5	9.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	107	106	14	13.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	37	37	6	16.2

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 data.

Suspensions								
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
0	0.29	0.31	2.87	3.36	2.59	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
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
0	0	0	0.04	0.05	0.02	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.31	0.00
Female	0.00	0.00
Male	0.66	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.82	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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

State education code requires schools to review and update the Comprehensive School Safety Plan (as needed) at least once each year. These plans must be submitted to the local Board of Education for adoption by March 1st. In Newport-Mesa Unified School District, plans are reviewed with staff at the beginning of the school year, evaluated and revised December through

2024-25 School Safety Plan

January, then submitted to the Board of Education in February. By following this cycle, schools open each August with a fully approved Comprehensive School Safety Plan in place for fall-winter and allows for training and adjustments through mid-year.

Creating and maintaining a safe and orderly environment is essential for learning. We maintain a comprehensive school safety plan and have emergency preparedness coordinators to train and instruct our staff. Our safety plan addresses disaster preparedness, personal characteristics of students and staff, school rules, routines and procedures, and Lincoln Elementary School physical and social environment. Our school safety team meets to address safety issues for students and employees. Lincoln participates in school-wide fire drills every month and intruder and earthquake drills at least two times each year.

The 2024-2025 School Safety Plan was approved by the School Site Council on January 23, 2024 and approved by the Local Board of Education on February 13, 2024. The plan was last updated and reviewed with Lincoln faculty on August 12, 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	19	5		1
1	18	6		
2	21		6	
3	17	8		
4	18	8		
5	25		12	
6	29		8	

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	16	5	1	
1	13	5		
2	22		4	
3	21		5	
4	19	6		
5	20	6		
6	24		9	
Other	22		1	

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	20	6		
1	15	6		
2	18	6		
3	22		8	
4	25		8	
5	22		8	
6	22		8	
Other	10	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	294

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)	.875
Psychologist	0.6
Social Worker	.14
Nurse	.6
Speech/Language/Hearing Specialist	0.7
Resource Specialist (non-teaching)	
Other	2.5

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	\$16,097	\$4,599	\$11,498	\$113,885
District	N/A	N/A	\$10,483	\$109,509
Percent Difference - School Site and District	N/A	N/A	17.8	3.9
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	6.5	15.2

Fiscal Year 2023-24 Types of Services Funded

The types of programs and services available at the school that support and assist students include

- Weekly STEM classes taught by a full time Innovation Lab teacher (funded by our PTA)
- Gifted and Talented Education (GATE)
- Chromebooks for students in TK-6th grade
- Reading and Math Intervention and Supports during school hours in Small Group and Whole Group Settings
- Extension / Enrichment during school hours in Small Group and Whole Group Settings
- Art classes taught by a district-funded teacher
- Extra PE Classes funded by our PTA
- Recess Art Classes funded by our PTA
- Extracurricular Band and Chorus (Grades 4-6)
- Full-time counselor and part time behavior specialist to support student's social emotional learning and well-being
- Parent Education/Family Nights
- Language support and instruction for English Learner Students

Fiscal Year 2023-24 Types of Services Funded

- Special Education
- Supplemental instructional materials in mathematics, reading/language arts, science and social science (examples include: Lexia and Accelerated Reader)
- Translation for Home-School Communication

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	\$59,754	\$59,551
Mid-Range Teacher Salary	\$102,690	\$93,855
Highest Teacher Salary	\$143,242	\$120,219
Average Principal Salary (Elementary)	\$164,114	\$151,525
Average Principal Salary (Middle)	\$177,460	\$158,215
Average Principal Salary (High)	\$192,390	\$171,087
Superintendent Salary	\$376,300	\$300,043
Percent of Budget for Teacher Salaries	26.98	31
Percent of Budget for Administrative Salaries	5.07	4.91

Professional Development

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	4	4	4