

# Lincoln Elementary School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

## 2025-26 School Contact Information

<b>School Name</b>	Lincoln Elementary School
<b>Street</b>	705 California St.
<b>City, State, Zip</b>	Salinas, CA 93901
<b>Phone Number</b>	(831) 753-5625
<b>Principal</b>	John Jimenez
<b>Email Address</b>	john.jimenez@salinascityesd.org
<b>School Website</b>	<a href="https://www.salinascityesd.org/lincoln">https://www.salinascityesd.org/lincoln</a>
<b>Grade Span</b>	TK-6
<b>County-District-School (CDS) Code</b>	27-66142-6026546

## 2025-26 District Contact Information

<b>District Name</b>	Salinas City Elementary School District
<b>Phone Number</b>	(831) 753-5600
<b>Superintendent</b>	Rebeca Andrade
<b>Email Address</b>	randrade@salinascityesd.org
<b>District Website</b>	www.salinascityesd.org

## 2025-26 School Description and Mission Statement

Lincoln School is dedicated to the success of all students, both academically, biliterally, and emotionally, so that they are prepared for the challenges that lie ahead. We support growth for the school staff and families and encourage the development of the entire bilingual educational community. We will work together to foster a community of learning for all the stakeholders so we can achieve essential skills and be lifelong bilingual learners. This year, we did not qualify for Title 1 school funding, which educates 678 students daily. Our school is composed of 27 General Ed Classes, Pre-school, TK through sixth grade. We also host 1 Smart Start Pre-school class on-site. Approximately 28.3 percent of our student population qualify for Free and Reduced Lunch. 20.6% of our students are English Learners.

The history of Lincoln School begins in 1870 with the construction of the first school in "Salinas City" (as it was called at the time). Known as the "East End School", it was a two-room, two-story lathe and plaster building on the southeast corner of Front and Alisal streets, which was later expanded to accommodate more students. The population of Salinas was only about 600, but was growing quickly, and soon a second school was needed. The West End School was built in 1874, and for many years, these two schools served children living on the east or west sides of Main St., respectively. Sometime after 1900, the name of the East End School was officially changed to Lincoln School. It is a beautiful structure, a "jewel" and a big part of Salina's history.

Lincoln School is located in the heart of Salinas, California, just blocks away from the historic downtown district. The school was closed in 2005 due to the financial hardships of the school district and declining enrollment. In 2007, Superintendent Dr. Donna Alonzo Vaughan unveiled her vision of Lincoln's rebirth as a "growing school". Through the hard work of dedicated administrators, teachers, and staff, and families, it was reopened for the 2008-2009 school year as a primary Neighborhood/Choice school, starting with kindergarten and first grades, and just 56 students. As the school continued to grow grade by grade, in 2011-2012, a Dual-Immersion Program began in the lower grades. In 2014-2015, our SEI Program promoted its first 6th-grade class, and in 2016-2017, our DI Program promoted its first 6th-grade class. In addition to our DI and SEI Programs, we also have an AM and PM Smart Start DI preschool class. Lincoln houses approximately 700 students. Lincoln School is a school-wide Dual Immersion Program due to the great success and community demand for Dual Immersion bilingual education.

Lincoln School has a rigorous academic program in which all stakeholders are knowledgeable about the high expectations to

## 2025-26 School Description and Mission Statement

which students and staff are held accountable. Students are expected to take responsibility for their learning. Staff and families work together to ensure these high expectations are met. Our staff realizes the need to work together both within and across grade levels. Teachers collaborate daily to analyze curriculum data, assess the effectiveness of our assessments, review practices, and plan. The principal meets with staff members to review data and provide assistance.

We are all dedicated to the implementation of the Common Core State Standards. The district has provided our site with a technology site representative who represents us at the district tech meetings and is a positive support on-site. Positive Behavioral Intervention Support and OLWEUS Bully Prevention programs are in full implementation. Students, staff, and community are working together to support a positive school climate and ensure that these programs are successfully integrated into our school culture and climate at Lincoln School.

It is our goal that all of our students, staff, parents, and the Lincoln community feel a sense of belonging and truly follow and live by the three R's: Respectful, Responsible, and Ready to Learn. Our parent organizations are a huge part of our growing success and help us to create a caring community of learners in which high academic standards are expected and where there is a feeling of unity, caring, and success for all.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	139
Grade 1	94
Grade 2	92
Grade 3	86
Grade 4	89
Grade 5	80
Grade 6	66
<b>Total Enrollment</b>	<b>646</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.3
Male	47.5
Non-Binary	0.2
American Indian or Alaska Native	0.5
Asian	0.3
Black or African American	0.2
Filipino	0.3
Hispanic or Latino	90.6
Two or More Races	1.7
White	5.3
English Learners	21.1
Homeless	11.8
Migrant	0.6
Socioeconomically Disadvantaged	28.3
Students with Disabilities	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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	23	88.46	312.5	83.44	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	5	1.34	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2	7.69	47	12.55	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1	3.85	8	2.14	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	2	0.53	15831.9	5.67
<b>Total Teaching Positions</b>	26	100	374.5	100	279044.8	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	25.6	96.24	319	81.94	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	13	3.34	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	3.76	42.3	10.87	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	6	1.54	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	9	2.31	14303.8	5.15
<b>Total Teaching Positions</b>	26.6	100	389.3	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	23	82.14	314.5	79.72	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	16.5	4.18	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2	7.14	56.5	14.32	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3	10.71	3	0.76	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	4	1.01	13705.8	4.91
<b>Total Teaching Positions</b>	28	100	394.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	2.00	1	2
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	2.00	1	2

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	1.00	0	2
<b>Local Assignment Options</b>	0.00	0	1
<b>Total Out-of-Field Teachers</b>	1.00	0	3

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.3	4	7.4
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Salinas City Elementary School District has made every effort to comply with the Instructional Quality Commission of the California State Board of Education. Curriculum frameworks have provided guidance for implementing the content standards adopted by the state and the district. Approved supplemental materials have also been provided for school sites to support instructional differentiation and the Response to Intervention program model.

Year and month in which the data were collected

August 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance/Adelante February 13, 2017	0%
<b>Mathematics</b>	Eureka Math, Great Minds, 2015 (English) / April 13, 2015 Eureka Math, Great Minds, 2016 (Spanish) / October 10, 2016	0%
<b>Science</b>	National Geographic Learning - Cengage 2022	0%
<b>History-Social Science</b>	SAVVASS, My World Interactive, K-6, 2019	0%
<b>Foreign Language</b>	Benchmark Adelante February 13, 2017	0%
<b>Health</b>	ETR, Health Smart, K-5, 2009; A Talk in Time, 6th	0%
<b>Visual and Performing Arts</b>	Silver Burdett, Music, K-6	0%

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

## School Facility Conditions and Planned Improvements

The district administration is committed to providing safe, clean, and well-maintained school facilities for students and staff. During the 2024–2025 school year, maintenance staff conducted multiple safety inspections, including a comprehensive facilities inspection in compliance with state regulations. The results of the state-mandated facilities inspection are included elsewhere in this report and are also available for review at the district office. Additional information specific to this school's facilities is provided below.

Classroom space is adequate to support current enrollment. The campus consists of permanent buildings and classrooms, as well as modular classrooms. Modular facilities are used to support instructional and extracurricular programs, accommodate

## School Facility Conditions and Planned Improvements

fluctuating student enrollment, reduce class size, and meet state-established student capacity standards. The school provides adequate playground space and age-appropriate equipment for student recreation. Administrative spaces are also deemed adequate by the school principal.

The district operates and maintains a comprehensive suite of safety and security systems at the school site, including individualized card-access controls, mechanically assisted gate operators, and magnetic locks programmed to meet specific security requirements. All visitors are required to check in during instructional hours before entering the campus.

Facility maintenance and repairs are performed by district maintenance staff with an emphasis on exceeding established standards for cleanliness, safety, and good repair. Maintenance services are managed using a team-based approach, with the maintenance team leader maintaining regular communication with the school principal and head custodian. A computerized work order system is used to request, assign, track, and complete all maintenance and repair tasks.

Daily cleaning of classrooms and restrooms is provided by school custodial staff under the direction of the principal and guidance of the head custodian. The district's operations department secretary coordinates substitute custodial staffing and procures custodial equipment and supplies. The Maintenance Supervisor maintains regular communication with both operations staff and the school to ensure ongoing facility needs are met.

Year and month of the most recent FIT report

03/14/25

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X		
<b>Electrical</b>		X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X	
<b>Safety:</b> Fire Safety, Hazardous Materials		X		
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	52	50	25	25	47	48
<b>Mathematics</b> (grades 3-8 and 11)	49	47	22	22	35	37

## 2024-25 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	320	318	99.38	0.62	50.00
Female	168	166	98.81	1.19	54.22
Male	152	152	100.00	0.00	45.39
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	288	286	99.31	0.69	46.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	85.00
English Learners	53	53	100.00	0.00	13.21
Foster Youth	0	0	0	0	0
Homeless	50	50	100.00	0.00	30.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	110	110	100.00	0.00	36.36
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	24	23	95.83	4.17	8.70

## 2024-25 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
<b>All Students</b>	320	318	99.38	0.62	47.17
<b>Female</b>	168	166	98.81	1.19	40.36
<b>Male</b>	152	152	100.00	0.00	54.61
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	288	286	99.31	0.69	44.76
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	20	20	100.00	0.00	65.00
<b>English Learners</b>	53	53	100.00	0.00	15.09
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	50	50	100.00	0.00	38.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	110	110	100.00	0.00	33.64
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	24	23	95.83	4.17	4.35

## 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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	25.76	25	15.3	14.83	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	80	80	100.00	0.00	25.00
Female	40	40	100.00	0.00	27.50
Male	40	40	100.00	0.00	22.50
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	73	73	100.00	0.00	23.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	13	13	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	13	13	100.00	0.00	15.38
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	31	100.00	0.00	16.13
Students Receiving Migrant Education Services	--	--	--	--	--
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.

## 2024-25 California Physical Fitness Test Participation Rates

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	100%	100%	100%	100%	100%

## 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.

#### 2025-26 Opportunities for Parental Involvement

Parents play an important and vital role in the school community. Our School Site Council approves the school's Single Plan for Student Achievement and budget. This group of parents, teachers, and administrators meets 8-9 times a year to monitor the Single Plan for Student Achievement and to discuss issues of concern to the school community. In addition, we have an active English Learner Advisory Committee (ELAC) that monitors the programs for English Learners and trains parents to assist students in school and provide leadership. Our Parent Teacher Organization is involved in many aspects of our school, including fundraising, volunteering, and enhancing programs for all of our students. ELAC meets monthly, and our Parent Teacher Organization meets quarterly. Our Home School Compact provides an agreement between teacher, parents, and students about how to support student achievement and school culture and climate. To become more involved, please call or visit the school office - (831) 753-5625. You can also visit our school website, social media, or contact staff to find out how to participate in school activities. Lincoln also has an active PTO that helps our school with fundraising for student activities. We also have many parents who volunteer for a variety of school activities every year. Parents can also attend our Cafecitos and volunteer for parent volunteer activities.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	655	651	94	14.4
Female	339	339	48	14.2
Male	315	311	46	14.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	594	590	87	14.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	11	11	1	9.1
White	34	34	2	5.9
English Learners	138	138	25	18.1
Foster Youth	--	--	--	--
Homeless	77	77	12	15.6
Socioeconomically Disadvantaged	201	200	41	20.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	63	62	16	25.8

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.99	0.77	1.07	1.81	1.89	1.71	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0.01	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.07	0.00
Female	0.00	0.00
Male	2.22	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	1.18	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	0.72	0.00
Foster Youth	0.00	0.00
Homeless	3.90	0.00
Socioeconomically Disadvantaged	2.49	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.

## 2025-26 School Safety Plan

Lincoln School has a fully surrounding security fence with five electronically controlled gates: 4 pedestrian and 1 vehicle – these gates assure that all visitors enter through the main office when school is in session. The main entrance also has an electronically controlled entry door. Visitors are required to sign in at the school office and receive a visitor’s pass. Staff members report anyone without a pass to the school office. Students who leave before the end of the school day must be signed out by a responsible adult at the school office.

We review discipline and safety procedures with the staff throughout the school year. We review discipline and safety procedures with School Site Council and families, as needed.

Playground rules have been developed and reviewed with students to ensure safety on the campus. Staff members use walkie-talkies or cell phones to communicate with the office from the playground. There is an intercom system, and intercom telephones are located in each classroom. Improved door hardware was recently installed that allows teachers to lock any door on our campus and in the district, from the inside. Students may be on campus 10 minutes before the start of instruction. Students report to their classroom and are supervised by their teacher. Teachers supervise students during recesses, and during lunchtime, classified staff provide supervision and administration support as needed.

We review and revise our School Safety Plan annually, and it is approved by the School Site Council. The plan includes procedures for various emergencies, exit routes, First Aid training, and inventories of emergency supplies. The plan is available in our school office and is also available inside our Lincoln Leopards folders. The safety plan is shared with school staff during a staff meeting. We conduct the following emergency response drills at the noted minimum frequency: fire/monthly (after school programs, 3 times annually); lockdown & shelter-in-place (after school programs 2 times annually), and earthquake/twice a year. We share safety concerns at staff meetings, and we review discipline and safety procedures with the staff throughout the school year. We review discipline and safety procedures with School Site Council and families, as needed. We also participated in the California Great Shake Out in October to review emergency procedures in case of an earthquake during the school day.

## 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.

## 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	22	1	4	0
1	22	0	4	0
2	24	0	4	0
3	21	1	3	0
4	25	0	3	0
5	27	0	3	0
6	28	0	2	0
Other	0	0	0	0

## 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	23	0	4	0
1	23	0	4	0
2	23	0	4	0
3	24	0	4	0
4	27	0	3	0
5	23	0	3	0
6	27	0	3	0
Other	0	0	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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		4	
1	24		4	
2	23	1	3	
3	22	1	3	
4	30		3	
5	27		3	
6	22	1	2	

## 2024-25 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	0

## 2024-25 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.8
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	0.8
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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
<b>School Site</b>	7933	162	7771	68123.45
<b>District</b>	N/A	N/A	8220	\$90,670
<b>Percent Difference - School Site and District</b>	N/A	N/A	-5.6	-25.0
<b>State</b>	N/A	N/A	\$11,146	\$101,700
<b>Percent Difference - School Site and State</b>	N/A	N/A	-32.4	-34.3

## Fiscal Year 2024-25 Types of Services Funded

### SITE-FUNDED SERVICES:

Site-Funded Services for the 2023-2024 school year:

1. Teacher-led after-school interventions
2. 6th Grade Science Camp
3. Músicos After School Music Program
4. Ballet Folklórico
5. After-School Sports Recreation Enrichment
6. EL Boot Camp

Site-Funded Services for the 2023-2024 school year included:

1. Teacher-led after-school interventions
2. 6th Grade Science Camp
3. Músicos After School Music Program

## Fiscal Year 2024-25 Types of Services Funded

4. Ballet Folklórico
5. After-School Sports Recreation Enrichment
6. EL Boot Camp

### DISTRICT - FUNDED SERVICES:

District-funded services provide opportunities to support all students to master grade-level standards in English Language Arts and Mathematics. District funding also supports the social-emotional Well-being of all students. Priorities include differentiated instruction, with the implementation of a variety of meaningful educational learning experiences and highly qualified staff.

District-Funded Services for the 2024-2025 School Year include:

1. Extended School Year (ESY)
2. ASES/BEST after-school program
3. Jump Into English - After school and summer programs
4. Jump Into Math - After school and summer programs
5. Music (YOSAL)
6. Visual and performing Arts through Monterey County Arts Council
7. Mental Health Counselor
8. Parent Coordinator
9. Educational Technology Coach
10. Academic enrichment field trips
11. MTSS Coach
12. Academic Coach
13. Positive school events such as Red Ribbon Week, Kindness Challenge, etc.
14. Occupational Therapists
15. Behavior Technicians
16. School and Community resources from the Family Resource Center
17. Nutritious Meals
18. Grade Level Release Teacher
19. School Vice Principal

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
<b>Beginning Teacher Salary</b>	\$58,027	\$61,597
<b>Mid-Range Teacher Salary</b>	\$96,523	\$98,902
<b>Highest Teacher Salary</b>	\$116,082	\$126,340
<b>Average Principal Salary (Elementary)</b>	\$118,177	\$158,383
<b>Average Principal Salary (Middle)</b>		\$165,207
<b>Average Principal Salary (High)</b>		\$162,237
<b>Superintendent Salary</b>	\$231,680	\$288,332
<b>Percent of Budget for Teacher Salaries</b>	24.11%	31.29%
<b>Percent of Budget for Administrative Salaries</b>	4.15%	5.38%

## Professional Development

### SITE-PROVIDED PROFESSIONAL DEVELOPMENT:

For the 2023-2024 school year, Lincoln Elementary staff is participating in the following professional development:

1. GLAD en Español
2. Levered Math
3. My SBAC Coach / My Writing Coach
4. Dual Immersion PD
5. Science of Reading Early Literacy
6. MTSS/PBIS
7. Big 5 Safety Security Training

For the 2022-2023 school year, Lincoln Elementary staff is participated in the following professional development:

1. GLAD en Español
2. Levered Math
3. My SBAC Coach / My Writing Coach
4. Dual Immersion PD

### DISTRICT-PROVIDED PROFESSIONAL DEVELOPMENT:

The major theme of professional development is to improve Tier I services for all students. The primary focus is to strengthen the Instructional Core, build meaningful relationships between staff and students, and provide continuous learning opportunities for teachers to enhance the skills necessary to provide optimal learning experiences for all students.

District Professional Development for the 2025-2026 School Year:

1. Orenda Education
2. The Big Five Emergency Response Protocols
3. MTSS & PBIS Implementation
4. Classroom Management & Engagement Strategies
5. Technology Integration (e.g., Smart Board Training)
6. Data systems training (Clever, AERIES, Illuminate)
7. Behavioral Supports / Playwork / De-escalation

District Professional Development for the 2024-2025 School Year:

1. Orenda Education
2. The Big Five Emergency Response Protocols
3. Understanding Whole Group and Small Group Instruction
4. Specialized Program Individualizing Reading Excellence (SPIRE) Training
5. SCESD partners with the Monterey County Office of Education to run a CTC-approved Teacher Induction Program for new teachers working toward their clear credential.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	4