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.

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/.

2025-26 School Contact Information

School Name	Lincoln Elementary School
Street	850 North Eaton Avenue
City, State, Zip	Dinuba, CA 93618
Phone Number	(559) 595-7260
Principal	Melissa Vega, Principal
Email Address	mvega@dinuba.k12.ca.us
School Website	lincoln.dinuba.k12.ca.us
Grade Span	K-6
County-District-School (CDS) Code	54-75531-6053987

2025-26 District Contact Information

District Name	Dinuba Unified School District
Phone Number	(559) 595-7200
Superintendent	Marti Kochevar
Email Address	MKochevar@dinuba.k12.ca.us
District Website	dinuba.k12.ca.us

2025-26 School Description and Mission Statement

Lincoln Elementary School is a Transitional Kindergarten through Sixth Grade elementary school where staff and families believe that students are destined for greatness. Our goal is to work together to inspire and educate students so that they can reach their maximum potential academically, socially, and intellectually. At Lincoln Elementary School, we know that despite obstacles students face in their homes and in the community, they can and should attend school in a safe and supportive learning environment and receive instruction that prepares them to leave each grade on or above grade level in reading, writing, and math. To achieve this, teachers collaborate weekly in grade-level teams to plan standards-based lessons and units, reflect on teaching practices and strategies, and to analyze student work and data. Students who are struggling academically have access to tiered supports and interventions to close achievement gaps.

2025-26 School Description and Mission Statement

English Learners receive English Language Development instruction as well as embedded language supports within their school day. Social-emotional needs are addressed and supported through daily lessons from The Positivity Project in the classrooms. Behavior standards (PAWS- personal best, always responsible, work and play safely, and show respect) are taught across school settings and behavioral needs of students are met and supported through a Positive Behavior Intervention and Support framework. With a whole-child approach to education, we can help position students for success in college or careers and help to break the cycle of poverty we see generationally in Dinuba.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	90
Grade 1	70
Grade 2	78
Grade 3	77
Grade 4	87
Grade 5	78
Grade 6	83
Total Enrollment	563

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6
Male	49.4
Asian	1.1
Black or African American	0.7
Filipino	0.5
Hispanic or Latino	92.5
White	5.2
English Learners	28.8
Foster Youth	0.2
Homeless	5.9
Migrant	6.2
Socioeconomically Disadvantaged	75.8
Students with Disabilities	8.2

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.

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)	21	95.45	225	80.95	234405.2	84
Intern Credential Holders Properly Assigned	0	0	13.1	4.71	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	4.1	1.5	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	14.1	5.08	11953.1	4.28
Unknown/Incomplete/NA	1	4.55	21.5	7.76	15831.9	5.67
Total Teaching Positions	22	100	277.9	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21	95.45	227	81.84	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	11.6	4.21	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	5.9	2.15	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	15.4	5.58	11746.9	4.23
Unknown/Incomplete/NA	1	4.55	17.2	6.21	14303.8	5.15
Total Teaching Positions	22	100	277.4	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21	95.45	227.7	82.45	230039.4	100
Intern Credential Holders Properly Assigned	0	0	11.5	4.17	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	4.4	1.61	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	16.8	6.1	12112.8	4.34
Unknown/Incomplete/NA	1	4.55	15.6	5.66	13705.8	4.91
Total Teaching Positions	22	100	276.1	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
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	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

All students at Lincoln Elementary School have access to high-quality, state-adopted textbooks and instructional materials that align with current California Content Standards. Textbooks in core subjects were adopted within the last five years, and digital access is provided where applicable. Supplemental resources are available for students with specific needs and the school ensures that each student has their own copy of required materials for classroom use and for at home, when needed.

Year and month in which the data were collected	8/2023

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All in good condition. HMH: Into Reading is the adopted English Language Arts Curriculum. Adopted in 2023.	0
Mathematics	All in good condition. Illustrative Math is the adopted Mathematics Curriculum. Adopted in 2021.	0
Science	All in good condition. Twig Science is the adopted Science Curriculum. Adopted in 2019.	0
History-Social Science	All in good condition. History Social Science - Studies Weekly is the adopted Social Science Curriculum for K-6. Adopted in 2020.	0
Foreign Language	N/A	
Health	N/A	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements

Overall, our facility is in fair condition, given that it dates from the 1950s. The grounds and buildings are cleaned and maintained regularly. We have modified existing buildings to make them more useful for today's needs. Classroom roofs were replaced during the 2006-2007 school year and a fence at the front of the school was reinstalled a few years ago allowing the school to be more secure in the event of an emergency.

School Facility Conditions and Planned Improvements

Additional improvements that have taken place over the past few years include the remodeling of some student restrooms, installing tack board on classroom walls, and repairing and maintaining the blacktop areas on the playgrounds, exterior paint in 2019, and new swing sets on the playground. During the summer of 2019, fencing was also installed in the interior of the school separating the playground from the classrooms. During the summer of 2021, the interior of the office was painted and in 2022 an outdoor shade structure was installed for outdoor eating and learning. The most recent updates have been to the playground with a new play structure on the intermediate playground, updates to the play structures on the kindergarten and primary playgrounds including shade over the play areas, a cement pad poured on the kindergarten playground for tricycle riding, and a brand new HVAC system in the cafeteria.

Year and month of the most recent FIT report	7/28/2025

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	10: cabinet doors need paint 11: cabinet doors need paint 2: cabinets need to be painted, stained ceiling tile (work order submitted) 3: cabinets need to be painted, drinking fountain has no water stained ceiling tile (work order submitted) 4: water stain in light fixture, stained ceiling tiles (work order submitted), cabinet doors need paint 7: cabinet doors need paint, diffuser to light hanging (work order submitted) 8: stained ceiling tiles (work order submitted) cabinet doors need to be painted BOYS RR: one urinal doesn't flush, needs to be painted, wads of paper stuck to ceiling/walls GIRLS RR: needs paint, has paper wads on walls/ceilings, first sink has a continuous flow HANDICAP RESTROOM: linoleum lifting & rusty
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			BOYS RR: one urinal doesn't flush, needs to be painted, wads of paper stuck to ceiling/walls GIRLS RR: needs paint, has paper wads on walls/ceilings, first sink has a continuous flow
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			3: cabinets need to be painted, drinking fountain has no water stained ceiling tile (work order submitted) BOYS RR: one urinal doesn't flush, needs to be painted, wads of paper stuck to ceiling/walls GIRLS RR: needs paint, has paper wads on walls/ceilings, first sink has a continuous flow
Safety: Fire Safety, Hazardous Materials	X			6:00
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 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
English Language Arts/Literacy (grades 3-8 and 11)	41	50	47	50	47	48
Mathematics (grades 3-8 and 11)	29	35	29	31	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	315	312	99.05	0.95	50.00
Female	167	164	98.20	1.80	54.88
Male	148	148	100.00	0.00	44.59
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	292	289	98.97	1.03	48.44
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	18	18	100.00	0.00	72.22
English Learners	80	79	98.75	1.25	35.44
Foster Youth	0	0	0	0	0
Homeless	11	11	100.00	0.00	45.45
Military	0	0	0	0	0
Socioeconomically Disadvantaged	267	264	98.88	1.12	49.24
Students Receiving Migrant Education Services	17	17	100.00	0.00	47.06
Students with Disabilities	23	23	100.00	0.00	13.04

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
All Students	315	312	99.05	0.95	35.26
Female	167	164	98.20	1.80	37.20
Male	148	148	100.00	0.00	33.11
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	292	289	98.97	1.03	32.53
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	18	18	100.00	0.00	72.22
English Learners	80	80	100.00	0.00	17.50
Foster Youth	0	0	0	0	0
Homeless	11	11	100.00	0.00	27.27
Military	0	0	0	0	0
Socioeconomically Disadvantaged	267	264	98.88	1.12	34.85
Students Receiving Migrant Education Services	17	17	100.00	0.00	35.29
Students with Disabilities	23	23	100.00	0.00	17.39

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
Science (grades 5, 8 and high school)	18.29	20	17.17	17.58	30.73	32.52

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	75	75	100.00	0.00	20.00
Female	37	37	100.00	0.00	32.43
Male	38	38	100.00	0.00	7.89
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	66	66	100.00	0.00	18.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	18	18	100.00	0.00	5.56
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	61	61	100.00	0.00	22.95
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

At Lincoln Elementary School we take pride in working closely with families and the community in the education of our students. Our parent and community volunteers are part of the cadre of "educators" at our school and strengthen our school program through the many hours that they serve our students and staff. Lincoln Elementary School parents are able to volunteer on campus and are doing so in several ways including material preparation in and for the classrooms, reading and working with small groups of students, and assisting with classroom projects. Parent and community volunteers also help in the school library with shelving books, helping with the Book Fair, photocopying, disseminating flyers, and helping with school activities and projects.

Besides volunteering, there are other opportunities for parents to become involved. One opportunity to serve is on the School Site Council (SSC). The SSC works closely with the principal to develop and then annually update the School Plan for Student Achievement (SPSA). Parents of English Learners are encouraged to participate in the English Learner Advisory Committee (ELAC). The ELAC committee is an advisory committee to the School Site Council and serves to represent and support the needs of our students learning English. Leopard PAC (Parent Advisory Committee) meetings are held a few times per year. This is a group of parents interested in supporting the school in various ways including volunteering in the classroom and helping the school with planning and running community events. The annual kick-off meeting is a Parent Volunteer Orientation where parents are oriented to Lincoln School and to working on campus with the staff and students. The purpose of our Leopard PAC is to engage parents in supporting educational and recreational needs of Lincoln School and it serves as a vehicle for parent involvement and education. This group also provides input into what sorts of events and workshops they would like to see at Lincoln School through the Community Schools grant. One more great opportunity for parent and family involvement is our Community Events. Our Community Events are held monthly and help to build a strong family-school connection for the purpose of improving student achievement academically, behaviorally, and social-emotionally. They are also opportunities to connect our families with resources from within the community that can support them in various ways.

If you would like more information about opportunities for parental involvement, please contact Anna De La Cruz, Community Liaison, at 559-595-7260.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	580	573	93	16.2
Female	296	291	44	15.1
Male	284	282	49	17.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	536	530	86	16.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	30	30	5	16.7
English Learners	176	174	21	12.1
Foster Youth	--	--	--	--
Homeless	38	37	9	24.3
Socioeconomically Disadvantaged	503	497	84	16.9
Students Receiving Migrant Education Services	35	35	5	14.3
Students with Disabilities	52	52	16	30.8

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
0.64	0.68	0.86	3.37	3.3	2.16	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	0.19	0.15	0.27	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	0.86	0.00
Female	0.34	0.00
Male	1.41	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	0.93	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	1.70	0.00
Foster Youth	0.00	0.00
Homeless	2.63	0.00
Socioeconomically Disadvantaged	0.99	0.00
Students Receiving Migrant Education Services	2.86	0.00
Students with Disabilities	1.92	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

A safe campus is a priority of Lincoln Elementary School. The site is fenced with wrought iron fencing at the front of school which was installed quite recently in order to ensure a more secure campus. During the summer of 2019, fencing was also installed in the interior of the school separating the playground from the classrooms, not only preventing people visiting the campus during evenings and weekends from accessing the hallways and classrooms, but allowing for added security during the school day. All gates are locked during the school day except for one open gate at the front of the campus where all visitors must enter through in order to check-in to the office upon arrival. Visitors are required, not only to check-in at the office, but to wear a visitor sticker for easy identification while on campus. During the summer of 2022, cameras were installed throughout campus, adding another layer of security. Certificated and classified staff members conduct student supervision on campus. Supervision includes before school, during recesses and lunches in the cafeteria and on the playground, and after school to ensure student safety. Walkie-talkies are used by supervision staff to communicate between the playground, cafeteria, and the office during supervision. Fire, earthquake, secure campus, and lockdown drills are routinely conducted.

An Emergency Response Code System has been developed in order to quickly and appropriately respond to student behavior and other student needs during the school day. The Emergency Response Team is made up of site administration (Principal and Learning Director), School Psychologist, Special Education Teachers, Special Education Instructional Assistants, and Behavior Intervention Assistants. Members of the Emergency Response Team are trained in Ukeru (a restraint-free, trauma-informed response to behavior), are equipped to safely manage and prevent difficult behavior, and are connected via walkie-talkies for immediate response to classrooms and other areas of campus when necessary.

A Positive Behavior Intervention and Supports framework has been implemented and behavior expectations have been established for all the areas of the school (classroom, playground, bathrooms, cafeteria, library, office, hallways, etc.). Students are taught and know the behavior expectations called "PAWS," which stands for personal best, always responsible, work and play safely, and show respect. Students have opportunities to be rewarded and recognized for exemplifying these qualities. Lincoln Elementary School has been recognized by the California PBIS Coalition as a "Platinum" level school for our PBIS program. The Student Agenda/Handbook includes the PBIS expectations, rewards, and the steps for correcting inappropriate behavior.

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	24	1	3	0
1	26	0	3	0
2	30	0	3	0
3	26	0	3	0
4	30	0	3	0
5	31	0	3	0
6	29	0	3	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	21	2	1	0
1	23	0	3	0
2	25	0	3	0
3	27	0	3	0
4	25	0	3	0
5	28	0	3	0
6	30	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		3	
1	23		3	
2	26		3	
3	26		3	
4	29		3	
5	26		3	
6	28		3	

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	560

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
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	2

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
School Site	$8,070	$803	$7,267	$101,994
District	N/A	N/A	$13,443	$99,885
Percent Difference - School Site and District	N/A	N/A	-59.6	2.1
State	N/A	N/A	$11,146	$100,065
Percent Difference - School Site and State	N/A	N/A	-42.1	1.9

Fiscal Year 2024-25 Types of Services Funded

At Lincoln Elementary School, our commitment to providing a well-rounded and supportive educational experience is reflected in the variety of services funded to enhance the academic, social, and emotional development of our students. LCAP and Title I funds are allocated to support a comprehensive curriculum that includes core academic subjects such as English language arts, mathematics, science, and social studies. To meet the diverse needs of our students, resources are also allocated for support services, including counseling, reading intervention, special education, and English language development. These services aim to foster an inclusive and supportive learning environment for all students. Professional development opportunities for our teachers and staff to enhance their skills and keep them up-to-date in the best practices in education, technology integration and resources, and enrichment opportunities such as educational field trips and GATE are also funded to support student growth and achievement at Lincoln School.

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
Beginning Teacher Salary	$64,153	$62,145
Mid-Range Teacher Salary	$93,336	$97,088
Highest Teacher Salary	$124,810	$120,436
Average Principal Salary (Elementary)	$149,900	$151,343
Average Principal Salary (Middle)	$157,395	$159,514
Average Principal Salary (High)	$182,204	$177,261
Superintendent Salary	$236,500	$294,805
Percent of Budget for Teacher Salaries	27.18%	29.95%
Percent of Budget for Administrative Salaries	5.14%	5.4%

Professional Development

Current Professional Development includes training and supporting teachers and staff in content areas such as English language arts and math, in the use of the new adopted ELA and math curriculum, and in use of supplemental programs such as Achieve 3000, Heggerty, and UFLI to support literacy growth of our students. Professional Development is delivered during designated district professional development days, weekly PLC meetings, biweekly staff meetings, conference attendance, and release days. Implementation is supported through a coaching model provided by site coaches, district coaches, and, at times, program consultants.

Staff Development days are built in the district school calendar. The numbers listed below indicate the number of district staff development days during the indicated school years.

2023-24: 2 days

2024-25: 2 days

2025-26: 4 days

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

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	4