

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	440 North Allyn Avenue
City, State, Zip	Ontario
Phone Number	909-983-9803
Principal	Jessica Perry
Email Address	jessica.perry@omsd.net
School Website	https://www.omsd.net/Domain/24
Grade Span	P-6
County-District-School (CDS) Code	36678190137760

2025-26 District Contact Information

District Name	Ontario-Montclair School District
Phone Number	(909) 459-2500
Superintendent	Dr. James Q. Hammond
Email Address	info@omsd.net
District Website	https://www.omsd.net

2025-26 School Description and Mission Statement

Lincoln Elementary School is a Pre-K through 6th grade community dedicated to educational excellence for all students. Our committed staff supports the academic, social, and personal growth of both General and Special Education students within a safe, inclusive, and collaborative environment. Teachers design engaging, research-based lessons that allow students to demonstrate their learning in a variety of meaningful ways.

Effective instruction is supported through data-driven practices and ongoing assessments that identify learning needs and guide timely interventions. Collaboration with families, support staff, and community agencies ensures students develop the skills needed to be independent, confident, and successful both academically and socially.

2025-26 School Description and Mission Statement

Lincoln values inclusion and ensures all students have the opportunity to fully participate in school activities. Special Education students are integrated throughout the school day, promoting belonging and positive relationships. Technology plays a key role in instruction, with every Kindergarten through sixth-grade student provided an iPad or computer, along with specialized communication tools as needed. We actively partner with families through school events and consistent communication as we celebrate student achievement and growth.

Sincerely,
Jessica Perry
Principal

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	113
Grade 1	70
Grade 2	64
Grade 3	66
Grade 4	82
Grade 5	71
Grade 6	64
Total Enrollment	530

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4
Male	50.6
American Indian or Alaska Native	0.6
Asian	1.3
Black or African American	4.7
Filipino	0.2
Hispanic or Latino	88.7
Native Hawaiian or Pacific Islander	0.6
Two or More Races	0.2
White	3.8
English Learners	35.7
Foster Youth	0.6
Homeless	10.8
Socioeconomically Disadvantaged	90.9
Students with Disabilities	31.7

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)	28.6	84.64	888.8	90.57	234405.2	84
Intern Credential Holders Properly Assigned	0	0	5.9	0.61	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	2.96	17.5	1.78	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.1	3.52	9.7	0.99	11953.1	4.28
Unknown/Incomplete/NA	3	8.88	59.3	6.04	15831.9	5.67
Total Teaching Positions	33.7	100	981.4	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)	26.5	78.43	891.1	92.2	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	6	0.62	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	8.88	18	1.87	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.3	3.85	5.1	0.53	11746.9	4.23
Unknown/Incomplete/NA	3	8.88	46.2	4.79	14303.8	5.15
Total Teaching Positions	33.7	100	966.6	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)	30	88.78	893	92.39	230039.4	100
Intern Credential Holders Properly Assigned	1	2.96	9.3	0.96	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	7.8	0.82	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.8	2.37	13.1	1.36	12112.8	4.34
Unknown/Incomplete/NA	2	5.92	43.1	4.46	13705.8	4.91
Total Teaching Positions	33.7	100	966.5	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
Permits and Waivers	1.00	1	0
Misassignments	0.00	2	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	3	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	1.10	1.3	0.8
Total Out-of-Field Teachers	1.10	1.3	0.8

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	6	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

Year and month in which the data were collected August 2025

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	TK PreK On My Way (Scholastic) - Adopted 2022 Not a state adoption, as the state does not adopt TK text books. K-6 Wonders (McGraw-Hill) - Adopted 2016 6-8 Collections (Houghton Mifflin Harcourt - Adopted 2016	0%
Mathematics	TK PreK On My Way (Scholastic) - Adopted 2022 Not a state adoption, as the state does not adopt TK text books. K-8 - Eureka Math* (Great Minds)- Adopted 2015 -- K-8 mathematics materials were selected by OMSD stakeholders to adopt due to the level of rigor of the program and a strong alignment with the California State Standards. Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 Adopted May, 2020	0%
Science	TK PreK On My Way (Scholastic) - Adopted 2022 Not a state adoption, as the state does not adopt TK text books. K-5 California Inspire Science (McGraw Hill) - Adopted 2019 6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019	0%
History-Social Science	K-5 Studies Weekly Adopted 2023 Not a state adoption, however, the district has determined through local review, that the materials are still aligned to current state standards. 6-8 My World Interactive (Pearson) - Adopted 2018	0%

Foreign Language	N/A	0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984 Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.	0%
Visual and Performing Arts	TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008 Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards. TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008 Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards. TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008 Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A
Note: Cells with N/A values do not require data.		

School Facility Conditions and Planned Improvements

Lincoln Elementary School has adequate classroom, staff, and ancillary spaces. Lincoln Elementary School has 30 classrooms, front office, library and cafeteria in the main building and 15 portable classrooms. The main campus was built in 1976 and was known as a developmental center. In 1982, general education classes were added and the name was changed to Lincoln. The portable classrooms were constructed started in 1982 and the last ones were in 2000 due to adding 1st - 6th grades and increased enrollment. During the 23-24 SY, three additional portables were dropped and both playgrounds were renovated. There are no current or planned improvements.

To promote safety, Lincoln Elementary School is a closed campus; gates are closed during the school day and visitors must enter through the main office to sign in at front desk prior to entering school premises. Visitors must present their California ID badges and staff must present their district badge through our RAPTOR system. Signage has been placed at all gates directing visitors to check in at the office. All staff members have been provided with district ID badges. Ontario Elementary School offers student supervision before school, during school and after school. Supervision in the mornings is done by administrative team, support team, and noon aides. Recess duty supervision is offered by teachers, and noon aides. Adult noon aides supervise lunch and lunch recess. After school supervision is offered by administration team, support staff as well as teachers.

Ontario-Montclair School District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The Ontario-Montclair School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the Ontario-Montclair School District uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available at the school office or Ontario-Montclair School District office. The LEA governing board has adopted cleaning standards for all schools in the Ontario-Montclair School District. A summary of these standards is available at the school office or at the Ontario-Montclair School District office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

08/28/2025

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			*Building A-Custodial Closet-Floor need to be re-epoxied where fire alarm and panel are located-FY25-26-52265-Completed * Building A-Administration/Waiting Area-Patch the paint above the file cabinets surrounding alarm keypad #FY25-26-52271-completed
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			* Portables-P1-Classroom-Remove wood and debris located north of portable-#FY25-26-52267-completed * Building A-Exterior-Remove trees on east side of P3 #FY25-26-52270-Recieved on 9/12/25
Electrical	X			* Building A-Pool-Remove wiring taped to floor in the pool office and add to 5400 raceway #FY25-26-52266-completed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Building A-Boys Blue Restroom-Replace broken floor tile at north and west entrance-# FY25-26-52264-Completed
Safety: Fire Safety, Hazardous Materials	X			Building A-Rm 17-Remove items blocking access to storage room-completed on 8/29/2025
Structural: Structural Damage, Roofs	X			* Portables-P2 Classroom-Replace protable skirting as needed on west and east side of the portables #FY25-26-52268-recieved on 9/12/2025 * Portables-P3 Classroom-Repair/replace portable skirting on S/E corner of building-FY25-26-52269; Received on 9/12/25
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)	30	30	41	44	47	48
Mathematics (grades 3-8 and 11)	27	30	31	34	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	283	278	98.23	1.77	30.22
Female	148	145	97.97	2.03	34.48
Male	135	133	98.52	1.48	25.56
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	14	14	100.00	0.00	42.86
Filipino	--	--	--	--	--
Hispanic or Latino	252	247	98.02	1.98	29.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	98	96	97.96	2.04	7.29
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	172	170	98.84	1.16	27.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	86	81	94.19	5.81	3.70

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
All Students	283	278	98.23	1.77	29.86
Female	148	145	97.97	2.03	27.59
Male	135	133	98.52	1.48	32.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	14	14	100.00	0.00	28.57
Filipino	--	--	--	--	--
Hispanic or Latino	252	247	98.02	1.98	29.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	98	96	97.96	2.04	14.58
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	172	170	98.84	1.16	25.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	86	81	94.19	5.81	6.17

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)	13.85	13.24	20.6	24.25	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	70	68	97.14	2.86	13.24
Female	32	31	96.88	3.12	6.45
Male	38	37	97.37	2.63	18.92
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	61	59	96.72	3.28	13.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	22	22	100.00	0.00	4.55
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	46	100.00	0.00	13.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	20	90.91	9.09	5.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

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	77.90%	77.90%	77.90%	77.90%	77.90%

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

There are many opportunities for parent involvement at Lincoln Elementary School. An active School Site Council (SSC) and School English Learner Parent Advisory Committee (SELPAC) continue to be in place and meet consistently throughout the school year. The agenda for the meetings is given to participants and all parent are invited to attend. The School Site council follows the State Guidelines and also includes teachers, site staff, and administration. Both groups are included in discussions regarding school site decisions and the SSC approves all budget-related items.

Lincoln School also hosts Potluck with the Principal- a one-hour time for an open dialogue between Families and the principal to discuss topics or concerns shared by families and is translated in both English and Spanish. Lastly, Lincoln Elementary School has an Outreach Consultant who is a direct link to our families and our community. The Outreach Consultant works very closely with parents to ensure student and parent needs are met.

We have services available through Family Solutions, which provides parenting classes including sessions on strategies that parents can use at home with their children. The partnership has services such as health care and counseling for students without insurance.

We also hold parent informational meetings and provide parents with training. Some of the topics we have addressed include GATE, Behavior Classes, Social Emotional Learning/Competencies, Eureka Math, and Special Education. This is a time for parents to become informed on what is happening on different topics. Parents come and learn about the different ways to help support at home. They always leave with handouts and resources to use at home.

All school events such as parent conferences, back to school night, family night, and award assemblies provide an opportunity for parents to visit Lincoln and learn about the wonderful things that are happening on the site.

For additional information, contact J Tovar, ORC at (909) 983-9803.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	561	546	49	9.0
Female	273	264	21	8.0
Male	288	282	28	9.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	25	25	8	32.0
Filipino	--	--	--	--
Hispanic or Latino	498	484	39	8.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	22	21	0	0.0
English Learners	213	209	16	7.7
Foster Youth	--	--	--	--
Homeless	71	71	11	15.5
Socioeconomically Disadvantaged	508	494	47	9.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	209	202	30	14.9

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
0.17	0	0	1.56	1.19	1.56	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	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	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	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.

2025-26 School Safety Plan

Lincoln School reviews its school Safety Plan annually. The Safety plan was adopted by the school site council and presented to staff in November 2025. The plan describes procedures for the safe operation of the school including care, and evacuation of students and staff during fire, earthquakes and other disasters that would require evacuation. Practice drills are held on a regular basis to ensure that all students and staff know and execute the correct safety procedures and evacuation. In addition, there is a Search and rescue committee that meets to discuss specific site concerns and review protocols.

Students are on school grounds before, during, and after school. School employees provide supervision at all times. Locked gates and fences keep unauthorized adults from being on campus. Visitors must enter through the front office where they check-in with the RAPTOR system and are given a visitor's badge to wear while on campus. All district employees are required to wear identification badges and staff is instructed to question anyone seen on campus without proper identification.

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	15	6	1	0
1	21	0	3	0
2	24	0	3	0
3	20	1	2	0
4	24	0	3	0
5	29	0	2	0
6	14	2	2	0
Other	8	10	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	11	6	0	0
1	23	0	2	0
2	16	1	2	0
3	24	0	3	0
4	19	1	2	0
5	14	2	3	0
6	24	0	2	0
Other	12	7	1	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	10	8		
1	26		2	
2	26		2	
3	18	1	2	
4	24		3	
5	14	2	2	
6	14	2	2	
Other	11	7		

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
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5

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	\$13,950	\$7,942	\$6,008	\$115,358
District	N/A	N/A	1494.40	\$110,380
Percent Difference - School Site and District	N/A	N/A	120.3	9.7
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-56.8	18.0

Fiscal Year 2024-25 Types of Services Funded

* LCFF-Discretionary Fund

Purpose: allocate resources that will effectively enhance and support student success.

* Title 1-Federal Funds

Purpose-Support low income students and improve academic achievement

* CCSPP-California community schools Partnership Program

Purpose: Integrate academic, health, and social services to create a supportive learning environment.

* Prop 28-State funded

Purpose: Provides additional funding for visual and performing art in public school.

*ELOP-Expanded Learning Opportunity Program

Purpose: Provides academic, and recreational programs for students outside of regular school hours.

Fiscal Year 2024-25 Types of Services Funded

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	\$69,782	\$61,597
Mid-Range Teacher Salary	\$105,685	\$98,902
Highest Teacher Salary	\$129,830	\$126,340
Average Principal Salary (Elementary)	\$183,587	\$158,383
Average Principal Salary (Middle)	\$189,187	\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary	\$386,975	\$288,332
Percent of Budget for Teacher Salaries	31.51%	31.29%
Percent of Budget for Administrative Salaries	4.89%	5.38%

Professional Development

The Ontario Montclair School District offers research based professional development for certificated, classified and management employees aligned with the district's long-term goals. Professional development is designed to help employees enhance their knowledge and develop needed skills to provide quality services in order to maximize student learning and achievement. Professional development courses and programs are developed and coordinated through the school's Principal. The focus of all professional development is based on the instructional and management priorities outlined in the goals and objectives of our strategic and school improvement plans.

Professional development at the site and district levels address the core curriculum, instructional strategies, standards-based instruction, and classroom management. In addition, district level professional development includes workshop sessions and classroom support for beginning teachers (Induction), courses for teachers working towards their teaching credentials, technology training and classroom support, leadership development for administrators, compliance related workshops and a variety of job specific and mandated trainings for classified employees.

Lincoln administration has followed the district's lead in focusing on standards through data-driven curriculum planning and evaluation of instruction, teaching strategies, and staff development. The teaching staff has participated in STPT/data (structured teacher planning time) meetings every two-three months. The STPT meetings include grade level teachers and administrators. Both evaluations of progress and support are provided to individual teachers through coaching, administrator, and walk-throughs. In all training, coaching, consulting and discussions of progress, appropriate data is referred to and used to help clarify, set goals, and drive instructional practice.

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	28	28	28