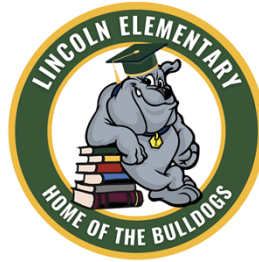


Lincoln Elementary School

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	11031 State Street.
City, State, Zip	Lynwood, CA 90262
Phone Number	(310) 603-1518
Principal	George Guerrero
Email Address	gguerrero@mylUSD.org
School Website	https://lincoln.mylusd.org/
Grade Span	K-6
County-District-School (CDS) Code	19647746020242

2025-26 District Contact Information

District Name	Lynwood Unified School District
Phone Number	(310) 886-1600
Superintendent	Dr. Patrick Gittisriboongul
Email Address	pgittis@mylUSD.org
District Website	http://www.lynwood.k12.ca.us

2025-26 School Description and Mission Statement

Principal's Message

Our mantra is "Great Families. Great Students. Great School." What makes Lincoln Elementary truly great is our longstanding tradition of academic excellence and our celebration of every culture and language represented within our community. Our students, families, faculty, and staff come from richly diverse backgrounds, and together we create a welcoming, inclusive environment that supports the success of all learners.

The vision of Lincoln Elementary is for every student to achieve his or her greatest potential and to build a strong foundation for

2025-26 School Description and Mission Statement

future success in college, career, and responsible citizenship in a global society. Our community is united in the shared goal of ensuring that all students become lifelong learners and productive citizens—empowered by equitable access to meaningful, relevant, and engaging learning experiences that honor each individual’s strengths and aspirations.

Our staff is deeply committed to the academic and social-emotional success of our students. We are fortunate to have knowledgeable, experienced, and dedicated educators who devote themselves to making a meaningful difference every day. Lincoln Elementary offers comprehensive, student-centered instructional programs designed to support the whole child, including:

Orton-Gillingham Multi-Sensory and UFLI approaches to reading instruction

Positive Behavior Intervention Systems (PBIS)

AVID

Maker-space classroom

Mental Health Collaborative

Targeted Reading Intervention

Targeted Math Intervention

Focus for Improvement

- Our primary focus for the 2024–2025 school year is to increase student achievement in English Language Arts and Mathematics. We administer district-wide common assessments every 20 school days to monitor student progress. Following each assessment window, staff engage in Data Reflection Sessions to analyze results and plan responsive instruction aligned to students’ individual needs. Additionally, we use i-Ready assessments three times per year (September, December, and May) to track student growth in reading and math.
- Our progress monitoring extends beyond reflection sessions. In alignment with our Single Plan for Student Achievement (SPSA), members of the School Site Council—five parents, three teachers, one administrator, and one classified employee—conduct classroom visits to observe program implementation and instructional quality. These efforts support our commitment to meeting or exceeding state standards on the SBAC.

Lincoln Elementary School, with the support of our Community Case Manager and Community Liaison, takes great pride in fostering strong partnerships with parents and community members. We welcome families and visitors to participate in a wide range of campus activities, including Parent Visitation Days, Awards Assemblies, Family Math and Literacy Nights, Multicultural Assemblies, and other special events. We firmly believe that collaboration among parents, staff, and the community is essential to promoting meaningful academic progress for all students.

We remain proud of our longstanding traditions, our school pride, and the vibrant community that defines Lincoln Elementary School.

George Guerrero
Principal

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	61
Grade 1	42
Grade 2	36
Grade 3	53
Grade 4	45
Grade 5	50
Grade 6	41
Total Enrollment	328

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	50.3
Male	49.7
Black or African American	1.8
Filipino	0.3
Hispanic or Latino	97.9
English Learners	25.9
Foster Youth	0.6
Homeless	3.7
Migrant	2.7
Socioeconomically Disadvantaged	95.4
Students with Disabilities	9.8

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)	17	100	473.5	89.37	234405.2	84
Intern Credential Holders Properly Assigned	0	0	5.2	0.99	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	5.8	1.11	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	18	3.41	11953.1	4.28
Unknown/Incomplete/NA	0	0	27.1	5.11	15831.9	5.67
Total Teaching Positions	17	100	529.8	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)	22.3	100	449.1	86.9	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	4	0.77	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	18.4	3.57	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	17.8	3.46	11746.9	4.23
Unknown/Incomplete/NA	0	0	27.3	5.3	14303.8	5.15
Total Teaching Positions	22.3	100	516.8	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)	15	97.85	419	82.99	230039.4	100
Intern Credential Holders Properly Assigned	0	0	9.9	1.98	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	20	3.98	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	14.1	2.79	12112.8	4.34
Unknown/Incomplete/NA	0.3	2.22	41.7	8.26	13705.8	4.91
Total Teaching Positions	15.3	100	504.9	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

Lynwood USD adopts instructional materials from the approved lists provided by the California Department of Education. As part of the adoption process, the district pilots potential programs with teachers to gather input and evaluate their effectiveness. This collaborative approach ensures that the instructional materials selected meet the diverse needs of our students and align with the California's content standards.

Year and month in which the data were collected

01/2025

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	McGraw Hill - World of Wonders for Pre-K and TK, 2018 Houghton Mifflin Harcourt - Journeys CA Student Edition Set for Grades Kindergarten - 5th, 2017 SRA McGraw Hill - Study Sync: CA Student Edition for Grade 6	0
Mathematics	McGraw Hill - My Math for Pre-K and TK, 2018 Houghton Mifflin Harcourt - California Go Math for Grades Kindergarten - 6th, 2015	0
Science	McGraw Hill - Inspire Science for Pre-K and TK, 2018 McGraw Hill - CA Inspire Science for Grades Kindergarten - 6th, 2019	0
History-Social Science	Savvas Learning Company - My World Interactive for Pre-K and TK, 2019 Savvas Learning Company - My World Interactive for Grades Kindergarten - 5th, 2019 Savvas Learning Company - Ancient Civilizations for Grade 6, 2019	0

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

School Facility Conditions and Planned Improvements

Lincoln Elementary provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed during the 1930s; ongoing maintenance ensures school facilities are kept safe and in good working condition, and continue to provide adequate space for students and staff.

During the winter break 2024 new exterior LED light fixture upgrades were installed at entry and exit areas throughout the campus to provide a safe environment. The school site is in the planning phase to receive new energy efficient air condition equipment at various buildings. The phase 1 installation of HVAC units installed at the kinder building during the summer break. A new play structure and play yard area is in design.

Year and month of the most recent FIT report

12/26/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Set of boy & girl's restroom are currently being upgrade with new flooring, paint and fixtures.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X	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)	32	34	31	34	47	48
Mathematics (grades 3-8 and 11)	26	26	20	23	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	189	186	98.41	1.59	34.41
Female	87	85	97.70	2.30	38.82
Male	102	101	99.02	0.98	30.69
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	185	182	98.38	1.62	33.52
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	46	44	95.65	4.35	2.27
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	145	142	97.93	2.07	32.39
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	25	24	96.00	4.00	4.17

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	189	186	98.41	1.59	25.81
Female	87	85	97.70	2.30	23.53
Male	102	101	99.02	0.98	27.72
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	185	182	98.38	1.62	25.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	46	44	95.65	4.35	9.09
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	145	142	97.93	2.07	24.65
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	25	24	96.00	4.00	8.33

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)	19.51	21.28	11.64	13.54	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	48	47	97.92	2.08	21.28
Female	24	24	100.00	0.00	25.00
Male	24	23	95.83	4.17	17.39
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	47	46	97.87	2.13	21.74
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	38	97.44	2.56	18.42
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	92%	81%	98%	77%	96%

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

Parent and Community Engagement at Abraham Lincoln Elementary School

At Abraham Lincoln Elementary School, we offer parents numerous opportunities to engage and actively participate in their children’s education. Parents can volunteer in classrooms, attend regular parent information and educational meetings, and contribute to the instructional program by joining school committees such as the English Language Advisory Committee (ELAC), School Site Council (SSC), and our Volunteer Program. This program is thoughtfully coordinated by our Community Liaison and supported by our School Case Manager.

Commitment to Collaboration

Lincoln Elementary is deeply committed to fostering collaboration with parents and the broader community to ensure student success. We genuinely value the input and support of all stakeholders, recognizing that parent involvement is a cornerstone of student achievement. We take pride in our ongoing efforts to develop and maintain strong home-school relationships. Our dedicated School Community Manager and Social-Emotional Counselor work tirelessly to nurture a robust partnership among the school, parents, and community members.

Effective Communication

We utilize multiple channels to maintain open and consistent communication with parents and the community, including our District Website, social media platforms, school notices, automated phone calls, and the Lincoln marquee. Additionally, we collect valuable feedback through annual parent surveys and needs assessments, which help us address questions, concerns, and suggestions. Monthly Parent Advisory Council meetings and other school events offer further opportunities for collaboration and engagement, supported by our Parent Center.

Parent Volunteer Program

Our Community Liaison coordinates a highly-regarded volunteer program for parents interested in contributing to the school. Parents can assist in classrooms or participate in activities facilitated by the Parent Center. This program has been particularly praised for offering flexible opportunities, allowing parents to support the school even if they feel hesitant about working directly in classrooms.

Key Contacts

Community Liaison: Janeth Montes | (310) 603-1518

School Case Manager: Sonia Gutierrez | (310) 603-1518

Social Emotional Counselor: Isabela Herrera| (310) 603-1518

At Abraham Lincoln Elementary, we believe that working together as a team—parents, school staff, and the community—paves the way for progress and ensures the success of every student.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	348	342	110	32.2
Female	172	172	54	31.4
Male	176	170	56	32.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	341	335	107	31.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	90	89	30	33.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	333	327	108	33.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	40	37	13	35.1

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
1.69	1.03	1.15	2.9	3.27	2.79	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	1.15	0.00
Female	0.00	0.00
Male	2.27	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	1.17	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	2.22	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.20	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.50	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

Safety Measures at Lincoln Elementary School

The safety and well-being of students and staff remain the highest priority at Lincoln Elementary School. Administrators and teachers actively monitor the campus to maintain a secure environment. Students are supervised at all times, with additional staff providing oversight during key periods, including before school, recess, lunchtime (campus monitors and school administration), and P.E. (teachers).

Arrival and Dismissal Procedures

To ensure the safety of kindergarten students, parents or caregivers must meet their children at the designated entrance and exit gate on Los Flores. Teachers escort kindergarten students to the gate. Kindergarteners are only released to their parents or authorized caregivers.

Parents of students in grades one through six are advised to wait on the Los Flores or Poplar sides of the campus to pick up their children. Teachers are diligent in ensuring students reach their families promptly and safely.

Visitor Protocols

Lincoln Elementary welcomes parents and community members to visit the campus, but requires all visitors to follow specific safety protocols. Visitors must enter through the main office, sign in upon arrival, produce an Identification ID that will be run through our Raptor platform, and wear an identification badge throughout their stay.

School Safety Plan

The school's safety plan is revised annually each spring by the Safe School Committee and the School Site Council. Any updates are promptly communicated to all staff members. The plan addresses the following key areas:

- Child abuse reporting procedures
- Teacher notification of potentially dangerous students
- Disaster response protocols
- Procedures for safe campus entry and exit
- Sexual harassment policies
- Suspension and expulsion policies
- Dress code guidelines
- Discipline policies

Lincoln Elementary complies with all laws, regulations, and standards regarding hazardous materials and earthquake safety. The school's disaster preparedness plan outlines specific steps to safeguard students and staff during emergencies.

Drill and Emergency Preparedness

To reinforce safety readiness, Lincoln Elementary conducts disaster drills monthly, complemented by regular fire drills. These measures ensure that students and staff are well-prepared to respond effectively in the event of an emergency.

By maintaining rigorous safety protocols and fostering a secure campus environment, Lincoln Elementary School demonstrates its unwavering commitment to the well-being of its community.

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	16	2	2	0
1	24	1	2	0
2	20	1	2	0
3	22	1	2	0
4	22	1	2	0
5	24	0	4	0
6	28	1	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	20	2	0	0
1	21	1	1	0
2	27	0	2	0
3	24	0	2	0
4	25	0	2	0
5	29	0	1	0
6	28	0	2	0
Other	26	0	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	21		2	
1	25		1	
2	27		1	
3	27		2	
4	25		1	
5	29		1	
6	27		1	
Other	27		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	360

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	3

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	10,900.99	840.14	10,060.85	120,651.73
District	N/A	N/A	5,006.89	108,606.51
Percent Difference - School Site and District	N/A	N/A	67.1	10.5
State	N/A	N/A	11,146	103,743
Percent Difference - School Site and State	N/A	N/A	-10.2	15.1

Fiscal Year 2024-25 Types of Services Funded

The Lynwood Unified School District is committed to academic excellence by providing the best possible learning opportunities for all students. Our district provides a wide variety of academic programs and socio-emotional services for students to reach their academic goals. Some of the programs and services provided for students in Lynwood Unified School District include:

- Title I
- Migrant Education
- Title III - Interventions
- LCAP
- English Language Proficiency Assessments for California (ELPAC)
- AVID
- Special Education Services
- Resources for Foster Youth and Homeless Students
- Common Assessment Data Compilation
- Socio-emotional and Mental Health Counseling and Resources
- Resources for Pregnant and Parenting Teens
- Positive Behavior and Support (PBIS)
- Assistance with Health Insurance Enrollment
- Afterschool Programs
- Academic Fieldtrips

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	\$60,886	\$62,783
Mid-Range Teacher Salary	\$92,083	\$97,783
Highest Teacher Salary	\$118,476	\$128,020
Average Principal Salary (Elementary)	\$148,791	\$160,224
Average Principal Salary (Middle)	\$150,920	\$166,992
Average Principal Salary (High)	\$167,880	\$180,971
Superintendent Salary	\$292,136	\$313,465
Percent of Budget for Teacher Salaries	26.31%	30.05%
Percent of Budget for Administrative Salaries	5.12%	5%

Professional Development

Professional development at Lincoln Elementary is intentionally designed to address the demonstrated needs of students and staff. Multiple data sources—including state and local assessments, intervention data, and local surveys—inform the planning and implementation of the districtwide professional development program for LUSD and Lincoln Elementary.

Lincoln is implementing the district's multi-year professional development plan, which provides comprehensive training for coaches, administrators, teachers, and support staff. Professional development days are embedded in the instructional calendar, including two designated days at the start of the school year, in-class coaching for math instruction, ongoing data analysis and planning sessions, and regular staff meetings focused on instructional improvement.

Topics addressed in Lincoln's Professional Development program include, but are not limited to:

- Curriculum, Instruction, and Assessment Alignment
- Data Analysis and Reflection
- SWUN Math
- Guided Planning
- Social-Emotional Learning
- Positive Behavioral Interventions & Supports (PBIS)
- Trauma-Informed Practices
- Educational Technology
- Site Administration Training and Coaching
- ELD and Academic Language Development for English Learners
- Guided Planning Support
- Research-Based Professional Development Aligned to Student Needs
- Human Trafficking Awareness
- Suicide Prevention Awareness
- School Site Staff Meetings

Teachers participate in ongoing professional learning each year to enhance instructional practice and deepen their knowledge of content areas. Time is deliberately allocated annually for continuing education and training. The district supplements this work with a monitoring system designed to ensure the effectiveness of professional development, including follow-up sessions and site visits conducted by district professional development facilitators.

Lincoln further strengthens continuous improvement through regular school site staff meetings, where collaborative reflection, planning, and instructional refinement take place.

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

Professional Development

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	182	180	180