

Lincoln Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Lincoln Elementary School
Street	374 E. North Avenue
City, State, Zip	Reedley, CA 93654
Phone Number	(559) 305-7240
Principal	Anita Elizondo
Email Address	elizondo-a@kcusd.com
School Website	https://lincoln.kcusd.com/
Grade Span	P-5
County-District-School (CDS) Code	10622656006803

2025-26 District Contact Information

District Name	Kings Canyon Joint Unified School District
Phone Number	559-305-7010
Superintendent	John Campbell
Email Address	pack-r@kcusd.com
District Website	https://www.kcusd.com/

2025-26 School Description and Mission Statement

School Description: Lincoln Elementary School opened in 1912 and is located in the city of Reedley. Lincoln Elementary School teachers and staff are dedicated to ensuring each student's academic, social and emotional success. The entire Lincoln staff strives to support the parents and students of our school community by providing a safe and positive learning environment.

Mission Statement:

Reflecting the belief that every child can and will learn at high levels, Lincoln Elementary is committed to developing a community of lifelong learners where students have opportunities to reach their fullest potential as scholars, citizens, and leaders.

Vision Statement:

All students will learn at high levels to reach their greatest potential.

Values Statement (Collective Commitments)

We will promote and protect our shared mission, vision, and the following collective commitments:

1. Be present, work collaboratively, and actively participate in the educational process for our learning and that of our students.
2. Teach the essential learning of our agreed-upon curriculum.
3. Use actionable data as evidence of student learning to inform and improve practice and to better meet the needs of individual students.
4. Provide and receive a variety of instructional strategies that promote relevant lifelong learning.
5. Contribute to an effective system of intervention and extension while providing enrichment opportunities to all.
6. Engage in meaningful, job-embedded staff development to enhance our professional skill.
7. Agree and contribute to a safe, nurturing learning environment with common behavioral expectations, model and teach that behavior, and consistently reinforce our expectations.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	78
Grade 1	40
Grade 2	40
Grade 3	38
Grade 4	53
Grade 5	54
Total Enrollment	303

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	53.8
Male	46.2
Black or African American	0.7
Hispanic or Latino	88.4
White	1.7
English Learners	37.6
Homeless	1.3
Migrant	7.6
Socioeconomically Disadvantaged	92.7
Students with Disabilities	7.9

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)	12	80	348.8	80.05	234405.2	84
Intern Credential Holders Properly Assigned	3	20	18	4.14	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	31.6	7.27	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	26.6	6.1	11953.1	4.28
Unknown/Incomplete/NA	0	0	10.6	2.44	15831.9	5.67
Total Teaching Positions	15	100	435.7	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)	12	92.31	330.8	76.65	231142.4	83.24
Intern Credential Holders Properly Assigned	1	7.69	22.8	5.28	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	41.8	9.69	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	27.4	6.35	11746.9	4.23
Unknown/Incomplete/NA	0	0	8.7	2.03	14303.8	5.15
Total Teaching Positions	13	100	431.5	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)	13	100	320	72.66	230039.4	100
Intern Credential Holders Properly Assigned	0	0	17	3.88	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	62.1	14.1	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	27.1	6.16	12112.8	4.34
Unknown/Incomplete/NA	0	0	14	3.19	13705.8	4.91
Total Teaching Positions	13	100	440.4	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

A district textbook adoption committee is established for the process of textbook adoption. Each school site or grade level is represented on each textbook adoption committee. At Lincoln Elementary School, there are sufficient textbooks and instructional materials for each of the core content areas. Each pupil, including English Learners, have access to district adopted texts, workbooks, or other supplemental instructional materials to use in class and to take home.

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	Grade TK Teaching Strategies: Creative Curriculum https://teachingstrategies.com/product/transitional-kindergarten-curriculum/ Grades K- 2 Amplify Core Knowledge Foundation (CKLA) English Language Arts Skills and Listening & Learning, 2nd Edition June 2014 Grades 3 EngageNY English Language Arts https://www.engageny.org/resource/grade-3-english-language-arts#June 2014 Learning Without Tears: Cursive Handwriting 2025 Edition Grades 4-5 EngageNY English Language Arts https://www.engageny.org/resource/grade-4-english-language-artshttps://www.engageny.org/resource/grade-5-english-language-arts June 2014	0%
Mathematics	Grade TK Teaching Strategies: Creative Curriculum https://teachingstrategies.com/product/transitional-kindergarten-curriculum/ Grades K-5 Great Minds: Eureka Math 2018 edition	0%
Science	Grade TK Teaching Strategies: Creative Curriculum https://teachingstrategies.com/product/transitional-kindergarten-curriculum/ Grades K-5 Amplify Science: https://amplify.com/science-california-review/ 2020	0%
History-Social Science	Grade TK Teaching Strategies: Creative Curriculum https://teachingstrategies.com/product/transitional-kindergarten-curriculum/ Grades K-5: Scott Foresman, 2006 editions Kinder - "Here we Go" 1st Grade - "All Together" 2nd Grade - "People and Places" 3rd Grade - "Communities" 4th Grade - "Regions" 5th Grade - "The United States"	0%
Foreign Language	NA	NA
Health	NA	NA
Visual and Performing Arts	N/A	NA

Science Laboratory Equipment (grades 9-12)	N/A	NA
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Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

KCUSD prioritizes school campuses that are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the KCUSD Business Office.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Lincoln Elementary School has 19 classrooms, a multi-purpose room, a portable with offices, a library, and an administration building. The main campus was built in 1957. Additional relocatable classrooms were constructed in 1995 and a library was constructed in 2005. In 2019, additional lighting was added to the parking lot and the student drop off area improved. In 2021, old asphalt in front of the library building was removed and replaced with new concrete. In 2022, a new building was built for the Expanded Learning program. Additionally, all blacktops and front parking lot were resurfaced. In 2023 two new buildings were built. One currently serves as an intervention classroom and the other as a Student Support Center with 6 divided working spaces. In January 2025, a new state of the art digital marquee was installed to improve communication with parents and community.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed. A work order process is used to ensure efficient service, and that emergency repairs are given the highest priority. The Director of Maintenance, Custodial Supervisor, and the site principal work cooperatively with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Year and month of the most recent FIT report	10/2025
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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			Carpets in classrooms 2,3,4,11 and 17 need to be patched. Maintenance in process of patching.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Mosquitoes in admin office. Maintenance in process of adding zevo traps.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Northwest big toy has a crack in the slide. Slide has been ordered, received, and scheduled to be replaced.

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: Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven. 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)	51	62	51	56	47	48
Mathematics (grades 3-8 and 11)	54	59	38	42	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	145	143	98.62	1.38	62.24
Female	79	78	98.73	1.27	65.38
Male	66	65	98.48	1.52	58.46
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	141	139	98.58	1.42	63.31
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	50	48	96.00	4.00	35.42
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	114	112	98.25	1.75	59.82
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	13	100.00	0.00	30.77

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	145	145	100.00	0.00	59.31
Female	79	79	100.00	0.00	60.76
Male	66	66	100.00	0.00	57.58
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	141	141	100.00	0.00	60.99
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	50	50	100.00	0.00	38.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	114	114	100.00	0.00	59.65
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	13	100.00	0.00	15.38

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)	27.08	35.85	24.87	28.74	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	53	53	100.00	0.00	35.85
Female	24	24	100.00	0.00	29.17
Male	29	29	100.00	0.00	41.38
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	50	50	100.00	0.00	38.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	13	13	100.00	0.00	15.38
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	46	100.00	0.00	32.61
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	98%	98%	100%	98%	100%
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

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
Parent involvement and communication are essential to our school's success. Lincoln Elementary School continually strives to involve parents by exchanging information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities. Parents may serve on advisory committees and leadership teams, including Parent Teacher Club (PTC), English Learner Advisory Council (ELAC), District English Learner Advisory Committee (DELAC), School Site Council (SSC), and District Advisory Committee (DAC). Committee meetings are held on-campus in the MPR or library. Translation and child care are available. Parent involvement activities include: Annual Title I Meeting, Back to School Night, Oral Interpretation Festival, Parent Academy, Parent Education Nights such as Science, Math, and Literacy Nights, Winter Holiday Program, Pastries With Parents, monthly PTC meetings, and Trimester Awards Assemblies. School-to-home communication includes Parent Square posts and messages in voice and text format, the school website, the Student and Parent Handbook, the marquee, student report cards, and the option for families to schedule a conference with their child's teacher as needed. Communication is provided in both English and Spanish. Translation is available. Parents who would like more information on how to become involved may contact Principal Anita Elizondo at (559) 305-7240, or ask for assistance in the school office.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	332	325	15	4.6
Female	176	174	4	2.3
Male	156	151	11	7.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	297	291	14	4.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	125	122	3	2.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	310	303	15	5.0
Students Receiving Migrant Education Services	23	23	1	4.3
Students with Disabilities	35	33	4	12.1

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
0.63	0.63	0.3	5.93	6.38	5.61	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	0.30	0.00
Female	0.00	0.00
Male	0.64	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	0.34	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	0.80	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.32	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

Student and staff safety is a priority of Lincoln Elementary School. Student supervision is provided from 7:30am to 3:00pm, and all gates are locked during school hours and a doorbell is available for visitors to ring if they need to enter the office or school. All visitors must sign in at the front office, and must display valid identification or a bright green visitor's badge while on campus.

The Comprehensive School Safety Plan (CSSP) is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. Components of the plan include: child abuse reporting procedures, procedures for teacher notification of students who have engaged in, or are reasonably suspected to have engaged in acts constituting grounds for suspension or expulsion, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and suspension and expulsion policies. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. The most recent plan was approved by the governing board on February 11, 2025. The plan has since been reviewed/updated with our School Site Council on Dec. 9, 2025 and with the staff on Dec 17, 2025. An updated copy is available to the public at the school office.

The school's disaster preparedness plan includes steps for ensuring the safety of students and staff during a disaster. Emergency preparedness drills are conducted monthly and the school staff is appropriately trained. A detailed binder is located in the Lincoln office that consists of all required safety components.

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	21	0	3	0
1	19	2	0	0
2	22	0	2	0
3	26	0	2	0
4	24	0	2	0
5	28	0	2	0
6	0	0	0	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	20	1	1	0
2	19	2	0	0
3	24	0	2	0
4	24	0	2	0
5	24	0	2	0
6	0	0	0	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		2	
1	20	2		
2	20	1	1	
3	19	2		
4	27		2	
5	27		2	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
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	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	\$12,834.84	\$2,607.29	\$10,227.55	\$98,912.92
District	N/A	N/A	\$9,673.56	\$94,363.46
Percent Difference - School Site and District	N/A	N/A	5.6	4.7
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-8.6	-1.2

Fiscal Year 2024-25 Types of Services Funded

Lincoln Elementary has the following resources provided within its site budget through state funds: LCFF, State Lottery, After School Education and Safety Grant (ASES), and 21st Century Grant that supplements the After School Program.

Lincoln Elementary has the following resources provided within its site budget through federal funds: Title I - provides supplemental services and resources for student learning; professional development for instructional staff; parent involvement funding to encourage and maintain parent engagement.

Lincoln's site budget is also supported by the district under the following funding resources: Gifted and Talented Education (GATE), Migrant Education and IDEA, Special Education and Positive Behavioral Interventions & Supports (PBIS).

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	\$60,919	\$62,145
Mid-Range Teacher Salary	\$88,765	\$97,088
Highest Teacher Salary	\$129,594	\$120,436
Average Principal Salary (Elementary)	\$155,455	\$151,343
Average Principal Salary (Middle)	\$167,817	\$159,514
Average Principal Salary (High)	\$186,757	\$177,261
Superintendent Salary	\$312,323	\$294,805
Percent of Budget for Teacher Salaries	23.2%	29.95%
Percent of Budget for Administrative Salaries	5.59%	5.4%

Professional Development

Professional development at Lincoln Elementary School is designed to meet the individual needs of teachers as well as broader school and district areas of focus. Professional development includes training sessions, coaching, team collaboration, and peer observation and are consistent with our school vision and goals. The principal, teachers, instructional aides, instructional coaches, and other support personnel may take part in these activities. Lincoln Elementary School emphasizes collaborative team building, assessment and data collection, and effective teaching strategies in its Professional Learning Communities (PLC), with emphasis on instructing English Language Learners. Staff, grade level, and Leadership Team meetings provide regular opportunities for professional collaboration, as do district data analysis and interpretation committee meetings.

Staff receives district-provided Common Core State Standards (CCSS) training in ELA and Math, Professional Learning Communities, Next Generation Science Standards, Number Talks, Thinking Maps, and Positive Behavior Supports and Interventions (PBIS). During the 2017-2018, 2018-2019, 2019-2020, 2020-2021, 2021-2022, 2022-2023 school years, certificated staff in grades Transitional Kindergarten through 2nd grades continued to receive training in Foundational Skills, Listening and Learning, Literacy Stations, English Language Development, Structured Student Talk, and Support Structures for English Learners professional development. Certificated staff in grades 3rd through 5th received professional development on the Academic Vocabulary Toolkit, Amplify Science, Thinking Maps, Math, Number Talks, Building Thinking Classrooms, Smarter Balanced Interim Assessment Block Hand-Scoring, technology use and integrating technology/media into the classroom instruction. All grades have received professional development training in Thinking Maps: Path to Proficiency and Write From the Beginning and Beyond: Setting the Stage. All staff members received All4Youth Trauma training. Our sitewide Instructional Action Plan for 2025-2026 focuses on Professional Learning Communities. Data is reported to school administration regularly and feedback is provided to each grade level. There is also a focus on Reading at Lincoln and 4 staff members attended Professional Development with the California Reading & Literature Project (CRLP) on Word Recognition and Fluency Assessment, Instruction, and Intervention in the 2024-25 school year. Teacher conference opportunities are available throughout the year. Four additional staff attended a training called Unlock the Power of Artificial Intelligence in the Classroom. Beginning of the school year teacher team collaboration is allowed and teachers use this time to analyze their student data, collaboratively plan, and prepare for their incoming students. Planning Days are offered throughout the school year as needed and teachers work alongside Instructional Coach and admin for support. Additionally in the 2025-2026 school year a selected group of teachers will be attending a SPED conference in the Spring to help support academic success for students with disabilities.

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

Subject	2023-24	2024-25	2025-26
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	42	42	42
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