

Lincoln Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 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
County-District-School (CDS) Code	36678190137760

2022-23 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 Address	https://www.omsd.net

2022-23 School Overview

Welcome to Lincoln Elementary School, a pre-K to 6th grade school dedicated to providing educational excellence to both General Education and Special Education students. The Lincoln staff is dedicated to meeting our students' personal and academic needs within a safe and collaborative environment so that all are able to reach their full potential. We believe that all students must be given opportunities to express themselves in their own unique way. To this end, teachers strive to create academic rich lesson that incorporate the most up to date research based practices that allow for students to express their learning through many avenues. The Lincoln teachers also conduct regular and ongoing assessments to identify student academic gaps that are impeding individual student learning. Through ongoing analysis of this data, effective interventions are implemented to remedy these learning gaps before they escalate and effect future learning. With these approaches to instruction and intervention, we are preparing our students to be college and career ready.

We believe that all students have the right to fully participate in all school related functions and events. Therefore, we embrace inclusion opportunities wherever possible for our Special Education students and commit to working to find ways to deepen this integration school-wide. The use of technology is also a huge focus at Lincoln in order to prepare our students for the careers and the world they will shape in the future. Every first thru sixth grade student has a computer assigned exclusive to them and our kinder classes have a computer cart that they share. Special communication software tools are provided to our Special Education students to enrich their academic experience.

We hope you will partner with us as your child travels through their educational journey. We have several opportunities for parents to become active participates in their child's education. Back to School Night, Potluck with the Principal, Family Nights, Awards Assemblies, and Parent Conferences are only some of the events we host throughout the year. Please keep a look out for our flyers, join us on Twitter, Instagram and watch as we recognize and applaud your child's many successes. Lincoln Elementary School is a great place to learn and grow!

Sincerely,
Jessica Perry, Principal

Our mission at Lincoln Elementary School, a highly diverse, dynamic and uniquely integrated educational community, is to ensure all students a quality education through a commitment to excellence.

2022-23 School Overview

Lincoln Elementary School, a unique innovative learning environment, serves both general education classes and special education classes from preschool through grade six. Presently, both general and special education students participate in an integrated schedule, where all students interact during breakfast, recess, lunch, assemblies, intervention and instructional "Buddy Class" opportunities. Additionally, Lincoln's integral student body fosters opportunities for our general education students to build understanding, caring and nurturing relationships with our special education students. Simultaneously, it creates opportunities for our special education students to develop positive relationships with their same-aged general education peers.

At Lincoln Elementary we strive to provide the most effective instruction to all students enrolled in our programs. To this end, we have implemented several research-based programs that support ALL students. Each student's individual program is data-driven, with ongoing data collection and analysis. Our data-driven approach, coupled with ongoing collaboration with parents, support staff, support agencies, and classroom staff jointly contribute to the ultimate goal we have for all students, which is to be as independent and successful as possible within the larger community, as well as to excel in higher levels of education.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	90
Grade 1	86
Grade 2	86
Grade 3	80
Grade 4	75
Grade 5	87
Grade 6	68
Total Enrollment	572

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5
Male	49.5
American Indian or Alaska Native	0.2
Asian	1.2
Black or African American	3.7
Filipino	0.3
Hispanic or Latino	90.4
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.3
White	3.7
English Learners	40.7
Foster Youth	0.3
Homeless	3.7
Migrant	0.0
Socioeconomically Disadvantaged	90.4
Students with Disabilities	24.1

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

2020-21 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)	26.60	83.65	847.80	91.38	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	0.65	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.00	12.58	13.80	1.49	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.31	6.00	0.65	12115.80	4.41
Unknown	1.10	3.46	54.10	5.83	18854.30	6.86
Total Teaching Positions	31.80	100.00	927.80	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	4.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	4.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.10	
Total Out-of-Field Teachers	0.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.30	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.70	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK PreK On My Way (Scholastic) - Adopted 2022 K-6 Wonders (McGraw-Hill) - Adopted 2016	Yes	0%
Mathematics	TK PreK On My Way (Scholastic) - Adopted 2022 K-8 - Eureka Math (Great Minds)- Adopted 2015* and then in 2018* for Dual Immersion program Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 adopted May, 2020 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.	No	0%
Science	TK PreK On My Way (Scholastic) - Adopted 2022 K-5 California Inspire Science (McGraw Hill) - Adopted 2019	Yes	0%
History-Social Science	TK PreK On My Way (Scholastic) - Adopted 2022 K-5 California Vistas (Macmillan/McGraw- Hill) - Adopted 2006* *K-5 History/Social Science materials are not from the most recent state adoption; however, the district is in the selection phase to adopt new materials. The district has determined through local review that the materials are still aligned to current state standards.	Yes	0%
Foreign Language	N/A		0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	0%
Visual and Performing Arts	TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008 TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008 TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008	No	0%
Science Laboratory Equipment (grades 9-12)	N/A		0%

School Facility Conditions and Planned Improvements

Lincoln Elementary School has adequate classroom, staff, and ancillary spaces. Lincoln Elementary School has 22 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. There are no current or planned facility 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.

OMSD participates in the state's School Deferred Maintenance Program, which provides state matching funds in order to assist schools with the expenditures for major repairs and upgrades. Typically, this includes the following: roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, floor, and carpeting. Each year the district matches the required allotment set by the state in order to participate in the deferred maintenance program.

Lincoln Elementary School is a Williams school. On an annual basis, the San Bernardino County Superintendent of Schools conducts Williams visits to monitored school sites to evaluate sufficiency of instructional materials and to ensure that school site facilities are in good repair. A facilities inspection was conducted 8/22/22 for the 2022-23 school year. There were no extreme deficiencies observed. The following good repair deficiencies were observed: Section 9 (Sinks/Fountains) - Grounds: Water leak (work order #22-23-04780) and Section 14 (Playground/School Grounds) - Playground: Play/sports equipment is broken, damaged or deteriorating (work order #22-23-04631). Deficiencies that were observed and remediated prior to the end of the visit are reflected in the report and in the FIT report.

Year and month of the most recent FIT report

8/22/2022

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			Grounds: Water leak work order #22-23-04780 completed 8/25/22
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Playground: Play/sports equipment is broken, damaged or deteriorating work order #22-23-04631 completed 11/1/22
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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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated 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.

ELA and 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 CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	33	N/A	40	N/A	47
Mathematics (grades 3-8 and 11)	N/A	22	N/A	26	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	305	298	97.70	2.30	32.55
Female	152	149	98.03	1.97	40.27
Male	153	149	97.39	2.61	24.83
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	278	274	98.56	1.44	32.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	103	99	96.12	3.88	9.09
Foster Youth	--	--	--	--	--
Homeless	43	43	100.00	0.00	27.91
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	280	278	99.29	0.71	32.01
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	78	71	91.03	8.97	11.27

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	305	298	97.70	2.30	22.48
Female	152	149	98.03	1.97	20.81
Male	153	149	97.39	2.61	24.16
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	278	274	98.56	1.44	22.99
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	103	99	96.12	3.88	10.10
Foster Youth	--	--	--	--	--
Homeless	43	43	100.00	0.00	20.93
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	280	278	99.29	0.71	21.58
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	78	71	91.03	8.97	15.49

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	15.28	NT	19.46	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	72	72	100	0	15.28
Female	39	39	100	0	15.38
Male	33	33	100	0	15.15
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	67	67	100	0	16.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	29	29	100	0	3.45
Foster Youth	0	0	0	0	0
Homeless	15	15	100	0	20
Military	0	0	0	0	0
Socioeconomically Disadvantaged	68	68	100	0	16.18
Students Receiving Migrant Education Services	0	0	0	0	0
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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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	85%	85%	%85	%85	%84

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.

2022-23 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 service available from 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, Sign Language Classes, Healthy Eating, Math strategies, Language Arts Strategies, Common Core, Camp, 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	626	609	143	23.5
Female	316	309	69	22.3
Male	310	300	74	24.7
American Indian or Alaska Native	1	1	1	100.0
Asian	9	8	6	75.0
Black or African American	24	24	9	37.5
Filipino	3	2	1	50.0
Hispanic or Latino	562	548	119	21.7
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	3	3	2	66.7
White	23	22	5	22.7
English Learners	261	254	56	22.0
Foster Youth	4	4	3	75.0
Homeless	80	77	17	22.1
Socioeconomically Disadvantaged	571	563	122	21.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	168	161	76	47.2

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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.63	1.64	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.16	0.03	1.69	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.16	0.00
Female	0.00	0.00
Male	0.32	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	0.18	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.38	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.18	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Lincoln School reviews its school Safety Plan annually. 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 disaster committee that meets to discuss specific site concerns.

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 are 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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	17	3	3	
1	19	1	3	
2	23		3	
3	14	2	3	
4	31		2	
5	30		2	
6	28		2	
Other	11	8	1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	3	3	
1	21	1	3	
2	24		3	
3	21	1	2	
4	15	2	2	
5	29		2	
6	15	1	2	
Other	14	7	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	3	3	
1	14	3	3	
2	13	4	2	
3	15	2	3	
4	26		2	
5	29		2	
6	31		2	
Other	9	8	1	

2021-22 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

2021-22 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.

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	4.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$92,419
Percent Difference - School Site and District	N/A	N/A	120.3	16.6
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	-17.1	27.9

2021-22 Types of Services Funded

Economic Impact Aid/State Compensatory Education

Purpose: Help educationally disadvantaged students succeed in the regular program.

Title III/English Learner Program

Purpose: Develop fluency in English and academic proficiency of English learner.

Extended Learning Programs

Purpose: Provided supplemental/intervention learning support opportunities outside the regular school day, including Saturday School.

Title I - School-side Program

Purpose: Supplement the entire educational program at the school.

Project Think Together

Purpose: After School Program operated through a joint venture with city and district.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$48,998	\$52,641
Mid-Range Teacher Salary	\$87,146	\$83,981
Highest Teacher Salary	\$105,113	\$107,522
Average Principal Salary (Elementary)	\$139,673	\$136,247
Average Principal Salary (Middle)	\$140,022	\$142,248
Average Principal Salary (High)		\$139,199
Superintendent Salary	\$319,095	\$242,166
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	5%

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 (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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	7	16	28