

Lincoln Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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/ .

2024-25 School Contact Information

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

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Welcome to Lincoln Elementary School, a Pre-K through 6th grade community dedicated to educational excellence for both General and Special Education students. Our committed staff focuses on addressing the personal and academic needs of each student within a safe, collaborative environment, enabling everyone to reach their full potential. We believe in providing students with diverse opportunities to express their individuality. To support this, our teachers design academically rich lessons incorporating the latest research-based practices, allowing students to showcase their learning in various ways.

Our goal is to provide effective instruction for all students, supported by research-based programs and data-driven strategies.

2024-25 School Description and Mission Statement

Ongoing collaboration with parents, support staff, and agencies ensures that each student can become as independent and successful as possible, excelling academically and socially within their community. Regular assessments help identify academic gaps, enabling timely interventions that prevent future learning challenges. Through this data-driven approach, we prepare our students for college and career readiness.

At Lincoln, we uphold the right of every student to fully participate in all school-related activities. We actively promote inclusion, particularly for our Special Education students, by integrating them into the school community wherever possible. Our commitment extends to leveraging technology, ensuring our students are equipped for the future. Each student from Kindergarten to sixth grade has their own iPad or computer device. Special communication tools are provided to enhance the learning experience for our Special Education students. We invite parents to join us in their child's educational journey through various events, including but not limited to Back to School Night, Open House, Potluck with the Principal, Various Family Nights, Awards Assemblies, and Parent Conferences. Parents stay connected with us via flyers, Connect Ed, Class Dojo, and Instagram as we celebrate your our students' achievements.

Our mission at Lincoln Elementary is to ensure a quality education for all students through a commitment to excellence. We are a diverse and dynamic educational community, integrating both General and Special Education students from preschool to sixth grade. Our integrated schedule promotes interaction during meals, recess, assemblies, buddy class activities, and extended learning opportunities, fostering mutual understanding and supportive relationships among all students.

Sincerely,
Jessica Perry
Principal

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	100
Grade 1	69
Grade 2	72
Grade 3	84
Grade 4	77
Grade 5	76
Grade 6	60
Total Enrollment	538

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6
Male	52.4
American Indian or Alaska Native	0.6
Asian	0.9
Black or African American	4.3
Filipino	0.4
Hispanic or Latino	88.7
Native Hawaiian or Pacific Islander	0.6
Two or More Races	0.6
White	4.1
English Learners	38.5
Foster Youth	0.2
Homeless	7.2
Socioeconomically Disadvantaged	92.9
Students with Disabilities	27.1

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/Incomplete/NA	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

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)	28.60	84.64	888.80	90.57	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.90	0.61	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.96	17.50	1.78	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	3.52	9.70	0.99	11953.10	4.28
Unknown/Incomplete/NA	3.00	8.88	59.30	6.04	15831.90	5.67
Total Teaching Positions	33.70	100.00	981.40	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.50	78.43	891.10	92.20	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	0.62	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	8.88	18.00	1.87	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.30	3.85	5.10	0.53	11746.90	4.23
Unknown/Incomplete/NA	3.00	8.88	46.20	4.79	14303.80	5.15
Total Teaching Positions	33.70	100.00	966.60	100.00	277698	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	1.00	1
Misassignments	4.00	0.00	2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	4.00	1.00	3

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.10	1.10	1.3
Total Out-of-Field Teachers	0.10	1.10	1.3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.30	0	6
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	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>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected August 2024

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 6-8 Collections (Houghton Mifflin Harcourt - Adopted 2016	Yes	0%
Mathematics	TK PreK On My Way* (Scholastic) Adopted 2022 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD's most recent adoption. K-8 Eureka Math *(Great Minds) – Adopted 2015 and in 2018 for Dual Immersion programs. *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 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD's most recent adoption. K-5 California Inspire Science (McGraw Hill) Adopted 2019	Yes	0%
History-Social Science	K-5 Studies Weekly Adopted 2023* 6-8 My World Interactive (Pearson) - Adopted 2018 *Not a state adoption, however, 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	N/A	0%

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

School Facility Conditions and Planned Improvements

Lincoln Elementary School has adequate classroom, staff, and ancillary spaces. Lincoln Elementary School has 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. During the 23-24 SY, three additional portables were dropped and both playgrounds were renovated. There are no current or planned improvements.

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

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

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 8/21/24. There were no extreme deficiencies observed. Any good repair deficiencies that were observed are reflected in the report and in the FIT report.

Year and month of the most recent FIT report

08/21/2024

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			

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	30	30	40	41	46	47
Mathematics (grades 3-8 and 11)	20	27	30	31	34	35

2023-24 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	292	283	96.92	3.08	30.39
Female	146	139	95.21	4.79	35.25
Male	146	144	98.63	1.37	25.69
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	14	14	100.00	0.00	21.43
Filipino	--	--	--	--	--
Hispanic or Latino	262	253	96.56	3.44	32.02
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	116	109	93.97	6.03	13.76
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	177	173	97.74	2.26	28.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	81	76	93.83	6.17	5.26

2023-24 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	292	287	98.29	1.71	27.18
Female	146	142	97.26	2.74	24.65
Male	146	145	99.32	0.68	29.66
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	14	14	100.00	0.00	28.57
Filipino	--	--	--	--	--
Hispanic or Latino	262	257	98.09	1.91	27.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	116	113	97.41	2.59	11.50
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	177	175	98.87	1.13	22.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	81	76	93.83	6.17	7.89

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	18.18	13.85	22.36	20.60	30.29	30.73

2023-24 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	74	72	97.30	2.70	12.50
Female	35	33	94.29	5.71	15.15
Male	39	39	100.00	0.00	10.26
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	71	69	97.18	2.82	13.04
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	27	25	92.59	7.41	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	48	47	97.92	2.08	10.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	18	90.00	10.00	11.11

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.

2023-24 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. 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	90.1%	88.7%	88.7%	90.1%	91.5%

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.

2024-25 Opportunities for Parental Involvement

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

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

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

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

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

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	576	562	104	18.5
Female	277	267	43	16.1
Male	299	295	61	20.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	25	25	11	44.0
Filipino	--	--	--	--
Hispanic or Latino	508	496	79	15.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	24	23	7	30.4
English Learners	239	234	37	15.8
Foster Youth	--	--	--	--
Homeless	67	65	15	23.1
Socioeconomically Disadvantaged	534	523	97	18.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	181	172	61	35.5

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.16	0.17	0	1.69	1.56	1.19	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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

2024-25 School Safety Plan

Lincoln School reviews its school Safety Plan annually. The Safety plan was adopted by the school site council and presented to staff in November 2024. 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

2024-25 School Safety Plan

regular basis to ensure that all students and staff know and execute the correct safety procedures and evacuation. In addition, there is a Search and rescue committee that meets to discuss specific site concerns and review protocols.

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

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	6	1	
1	21		3	
2	24		3	
3	20	1	2	
4	24		3	
5	29		2	
6	14	2	2	
Other	8	10		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	6		
1	23		2	
2	16	1	2	
3	24		3	
4	19	1	2	
5	14	2	3	
6	24		2	
Other	12	7	1	

2023-24 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

2023-24 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	4

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$104,660
Percent Difference - School Site and District	N/A	N/A	120.3	9.7
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-56.8	18.0

Fiscal Year 2023-24 Types of Services Funded

* LCFF-Discretionary Fund

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

* Title 1-Federal Funds

Purpose-Support low income students and improve academic achievement

* UPK Grant-Prekindergarten Program

Purpose: Increase access to early childhood education for all children

* CCSPP-California community schools Partnership Program

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

* Prop 28-State funded

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

Fiscal Year 2023-24 Types of Services Funded

*ELOP-Expanded Learning Opportunity Program

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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$66,459	\$58,553
Mid-Range Teacher Salary	\$100,652	\$93,924
Highest Teacher Salary	\$124,076	\$119,489
Average Principal Salary (Elementary)	\$164,731	\$149,898
Average Principal Salary (Middle)	\$173,683	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$368,548	\$270,432
Percent of Budget for Teacher Salaries	35.4	31.93
Percent of Budget for Administrative Salaries	5.59	5.62

Professional Development

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

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

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

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	28	28	28

