

# Lincoln Acres Elementary School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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/fq/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.

## 2023-24 School Contact Information

<b>School Name</b>	Lincoln Acres Elementary School
<b>Street</b>	2200 Lanoitan Avenue
<b>City, State, Zip</b>	National City, CA 91950
<b>Phone Number</b>	(619) 336-8600
<b>Principal</b>	Daniela Ruiz-Jo
<b>Email Address</b>	druizjo@nsd.us
<b>School Website</b>	www.nsd.us
<b>County-District-School (CDS) Code</b>	37-68221-6038798

## 2023-24 District Contact Information

<b>District Name</b>	National School District
<b>Phone Number</b>	(619) 336-7500
<b>Superintendent</b>	Dr. Leighangela Brady
<b>Email Address</b>	lbrady@nsd.us
<b>District Website</b>	www.nsd.us

## 2023-24 School Description and Mission Statement

The Lincoln Acres Timberwolves, a dynamic community, inspires all students to explore life's possibilities by providing the building blocks for college and career readiness in order to create the compassionate and innovative leaders of the future. In addition, Lincoln Acres School supports the National School District's Strategic Plan to ensure student achievement. The strategic plan has identified the following core strategies:

- Provide a Quality, Standards-based Instructional Program - where every child makes measurable progress in academic and social development.
- Integrate STEAM content with Literacy to provide real-world learning, content literacy, application, and higher-ordered thinking skills.
- Maintain a High-Quality Staff - to ensure that every student is taught by high quality, effective, and well-trained staff.
- Maintain Effective Communication and Community Outreach - to ensure that teachers, staff, parents, and community are well informed through timely and effective two-way communication that enhances collaboration, decision-making, and partnerships in service of student success.
- Maintain a Safe and Healthy Environment via our PBIS program to enhance safe and healthy environments that support learning and physical well-being for students, staff, and our community.
- Manage Fiscal Resources – to ensure the effective use of District fiscal resources to support student achievement.

Message from Principal, Daniela Ruiz-Jo

Lincoln Acres School is a transitional kindergarten through sixth grade elementary school located in an unincorporated area of National City. Our student population is rich in cultural diversity. We have a preschool, located adjacent to the school. We have 3 special education classes and 18 general education classes.

## 2023-24 School Description and Mission Statement

During the 2023-2024 school year, Lincoln Acres is providing in-person instruction to all of our students. Our teachers have spent many hours preparing to provide meaningful, engaging, and rigorous instruction that addresses the impact COVID 19 pandemic (2018-2019 - 2021-2022 school years) along with the attendance guidelines we had to follow in 2022-2023 had on our students' education that supports student achievement toward grade-level standards. We hold high expectations for our students and work closely with our families to ensure we are providing the support needed for all students to achieve academic growth. In addition, teachers utilize high-quality materials for students to use at school and at home to enhance learning. These materials include hands-on math and science materials that align with our STEAM focus.

Lincoln Acres has a highly qualified staff of teachers, aides, and support personnel who are committed to creating the best possible educational experience for our children. Effective teaching practices, the use of technology and instruction that implements the Common Core State Standards all support an educational environment where every child will learn and thrive. Our efforts focus on increasing student achievement at all grade levels and for every student. At Lincoln Acres, we believe that the collaboration between teachers, support staff, administration, and parents facilitates student achievement.

In addition to our focus on the Common Core State Standards and the effective implementation of state adopted curriculum, we provide students with exposure to STEAM activities. Our teaching staff have participated in extensive training in STEAM (Science, Technology, Engineering, Arts & Math) subjects integrated with English Language Arts. This instructional focus has increased student engagement and motivation in the classroom. Our students have had increased opportunities to explore life, physical and earth sciences. The excitement from the students has been evidenced throughout the day, but most especially in student projects. With the continued effort of the whole school community, which includes the support of parents and community members, we will continue to provide a STEAM focus and a motivating and engaging environment that enhances student learning.

Our school, in partnership with the YMCA, provides extended learning opportunities before and after school. Our school staff provide after school instruction in English Language Arts and Math and the YMCA provides supervised academic enrichment, homework help, nutritious snack time, and sports on our campus from 6 a.m. to 6 p.m. on school days. Lincoln Acres is working on developing and involving parents through our Parent Teacher Association (PTA), English Language Advisory Committee (ELAC), and School Site Council (SSC). We are thankful to have such a wonderful group of dedicated parents to help us support our educational program. We are always seeking parents and community members to volunteer at Lincoln Acres School.

Lincoln Acres:

"Today's Learners . . . Tomorrow's Leaders!"

Our vision is that We, the Lincoln Acres Community, thrive to challenge our young minds to work independently, to think critically, to behave respectfully and have the integrity to make positive choices.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	85
Grade 1	53
Grade 2	63
Grade 3	57
Grade 4	83
Grade 5	59
Grade 6	67
<b>Total Enrollment</b>	<b>467</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.7%
Male	56.1%
Asian	1.5%
Black or African American	1.7%
Filipino	6.6%
Hispanic or Latino	85%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	1.7%
White	2.1%
English Learners	50.5%
Foster Youth	0.9%
Homeless	7.1%
Socioeconomically Disadvantaged	74.1%
Students with Disabilities	16.7%

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.20	88.99	226.90	93.41	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	3.00	1.24	12115.80	4.41
<b>Unknown</b>	3.00	11.01	13.00	5.35	18854.30	6.86
<b>Total Teaching Positions</b>	27.20	100.00	242.90	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.00	84.00	193.80	91.50	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	1.00	0.47	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	3.00	1.42	11953.10	4.28
<b>Unknown</b>	4.00	16.00	14.00	6.61	15831.90	5.67
<b>Total Teaching Positions</b>	25.00	100.00	211.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

08/23/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance 2018 Benchmark Adelante 2018 American Reading Company 2018	Yes	0%
<b>Mathematics</b>	Houghton-Mifflin-Harcourt California GO MATH! 2015-2016	Yes	0%
<b>Science</b>	McGraw-Hill — (Eng.) CA Science 2008/2009	Yes	0%
<b>History-Social Science</b>	H. M. Harcourt Reflections 2007/2008	Yes	0%
<b>Foreign Language</b>	Benchmark Advanced 2020	Yes	0%

## School Facility Conditions and Planned Improvements

### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good, working condition 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.

### Cleaning Process and Schedule

We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean. The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district maintenance office. The principal works with the custodial staff and custodial supervisor to develop cleaning schedules that ensure a clean and safe school. Due to the current Covid-19 pandemic, we have adopted cleaning and disinfecting procedures to mitigate transmission of the virus as much as possible.

### New School Projects

The new school construction project funded by local bond funds (Measure N) was completed during summer of the 2015-16 school year. The projects included the following: adding air conditioners to every classroom and multi-purpose room, upgrading electrical capacity for four school sites. a complete upgrade of our network cabling, upgrading network infrastructure hardware at all sites including the district office, a complete replacement of the district fiber optic cabling network, and a complete reconfiguration of the network to accommodate higher network speeds and greater network bandwidth.

### The Facilities Inspection Tool (FIT)

The FIT is used on a yearly basis to identify facility needs and repairs. All items found in need of repair on the FIT are addressed. Items that involve asphalt, roofing, flooring or painting are addressed through the District's deferred maintenance program. All other items are expedited into the National School District work order system and repaired by our maintenance department.

## School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

7/12/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Rm 1B: Ceiling tiles damaged Rm 1A: Ceiling tiles damaged Psychologist Rm: Ceiling tiles damaged Counselor Rm: Ceiling tiles damaged Rm 17: Ceiling tiles damaged Rm 32 Modular: Vertex is damaged Rm 32A Modular: Vertex is damaged Action Taken: Work orders submitted
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Custodial Locker: Clutter, storage room Action Taken: Work order submitted
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Rm 1B: Ceiling tiles damaged Rm 1A: Ceiling tiles damaed Psychologist Rm: Ceiling tiles damaged Counselor Rm: Ceiling tiles damaged Rm 17: Ceiling tiles damaged Action Taken: Work order submitted
<b>External:</b> 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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	28	19	33	31	47	46
<b>Mathematics</b> (grades 3-8 and 11)	20	16	22	25	33	34

## 2022-23 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
<b>All Students</b>	271	257	94.83	5.17	19.46
<b>Female</b>	117	112	95.73	4.27	22.32
<b>Male</b>	152	143	94.08	5.92	17.48
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	18	17	94.44	5.56	58.82
<b>Hispanic or Latino</b>	235	222	94.47	5.53	16.22
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	118	107	90.68	9.32	5.61
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	26	25	96.15	3.85	28.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	175	167	95.43	4.57	13.77
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	61	56	91.80	8.20	5.36

## 2022-23 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
<b>All Students</b>	271	266	98.15	1.85	15.65
<b>Female</b>	117	116	99.15	0.85	12.17
<b>Male</b>	152	148	97.37	2.63	18.62
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	18	17	94.44	5.56	47.06
<b>Hispanic or Latino</b>	235	231	98.30	1.70	12.78
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	118	114	96.61	3.39	4.50
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	26	26	100.00	0.00	7.69
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	175	172	98.29	1.71	12.35
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	61	58	95.08	4.92	7.41

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	13.04	19.64	16.82	18.43	29.47	30.29

## 2022-23 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
<b>All Students</b>	58	56	96.55	3.45	19.64
<b>Female</b>	22	21	95.45	4.55	28.57
<b>Male</b>	36	35	97.22	2.78	14.29
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	48	46	95.83	4.17	10.87
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	24	23	95.83	4.17	4.35
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	38	37	97.37	2.63	8.11
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	13	11	84.62	15.38	0.00

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2022-23 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 during 2021-22 and 2022-23 school years, 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	93.2	94.9	94.9	94.9	94.9

## 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.

#### 2023-24 Opportunities for Parental Involvement

Contact Person Name: Daniela Ruiz-Jo  
Phone Number: (619) 336-8600

There are a number of activities for parents and families to be involved in at Lincoln Acres. We continue to follow our District's guidelines in regards to parent volunteers and visitors. Some opportunities for parents to volunteer/visit include:

- Book Fairs
- Chaperone field trips & classroom projects
- District Parent Advisory Council (DPAC)
- English Language Advisory Committee (ELAC)
- Coffee with the principal
- STEAM Days and Nights
- Parent/Teacher Association (PTA)
- Parent Education Opportunities
- Parent Volunteers (Volunteer Workshops)
- School Site Council (SSC)
- Student of the Month Assemblies
- Performances
- Vision and Dental Outreach Services

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	508	496	233	47.0
Female	224	217	112	51.6
Male	281	276	120	43.5
Non-Binary	3	3	1	33.3
American Indian or Alaska Native	0	0	0	0.0
Asian	6	6	0	0.0
Black or African American	10	10	2	20.0
Filipino	34	32	6	18.8
Hispanic or Latino	433	423	215	50.8
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	9	9	4	44.4
White	10	10	4	40.0
English Learners	261	258	116	45.0
Foster Youth	5	5	2	40.0
Homeless	34	34	19	55.9
Socioeconomically Disadvantaged	377	372	185	49.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	101	99	53	53.5

### 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.12	2.36	0.00	1.12	1.89	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.36	0
Female	1.34	0
Male	3.2	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.31	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	2.68	0
Foster Youth	0	0
Homeless	8.82	0
Socioeconomically Disadvantaged	2.92	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.98	0

## 2023-24 School Safety Plan

SB187 Safety Plan

Date the plan was last updated: February 2023

Date the plan was last reviewed with the staff: July 2023

The Comprehensive School Safety Plan includes school procedures to address daily school safety and safety in emergencies. In addition, it includes compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) school-wide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public in the office.

Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is aimed at providing security for students, teachers, and family members in case of unexpected and disruptive events.

## 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.

## 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	18	3		
1	21	1	1	
2	21	1	2	
3	21	1	1	
4	28		2	
5	26		1	
6	32		2	
Other	17	9	2	

## 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	18	2		
1	17	3		
2	18	2		
3	19	3		
4	30		2	
5	31		2	
6	27		3	
Other	13	8		



## 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	2	2	0
1	19	2	0	0
2	21	1	1	0
3	18	2	0	0
4	32	0	2	0
5	27	0	2	0
6	29	0	2	0
Other	16	5	1	0

## 2022-23 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	467

## 2022-23 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	3.7

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$12,996	\$4,088	\$8,908	\$88,735
District	N/A	N/A	\$8,822	\$90,126
Percent Difference - School Site and District	N/A	N/A	1.0	3.0
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	29.9	4.8

## Fiscal Year 2022-23 Types of Services Funded

In addition to the State General Fund, National School District receives state and federal funding for the following categorical, special education, and other support programs.

Title I Fund: \$76,131

LCAP Supplemental and Concentration Fund: \$129,109

Total: \$205,240

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$51,555	\$54,046
Mid-Range Teacher Salary	\$76,669	\$84,515
Highest Teacher Salary	\$110,714	\$110,867
Average Principal Salary (Elementary)	\$129,136	\$136,841
Average Principal Salary (Middle)	\$0	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$216,806	\$217,473
Percent of Budget for Teacher Salaries	32.54%	32.43%
Percent of Budget for Administrative Salaries	5.29%	5.62%

## Professional Development

The selection of focus areas for on-going professional development is based on a careful analysis of achievement data. The district calendar earmarks full days and early release time for providing site-based professional development for all teachers. Teachers also have opportunities to attend conferences and district wide professional development throughout the year. Areas of focus for teacher training include effective instructional strategies for implementation of Common Core Standards, best practices for Data Teams collaboration, curriculum training in writing, language arts (ARC and Benchmark) and mathematics (UCI Math Project), as well as specific training to support the needs of English Learners. In addition to these subject areas, professional development is provided to teachers on methods and best practices for using online platforms such as Panorama, Schoology, Seesaw, ARC, Google Meets, and other resources.

During the 2023-2024 school year, professional development will be provided in the areas of mathematics and ELA. These content areas were selected in response to the needs highlighted in our iReady data. In the area of language arts, all of our teachers will receive professional development in the California ELA/ELD framework and standards with a specific focus on vocabulary development and comprehension of informational text and literature. In math, professional development will address the domains of Number and Operations and Algebra and Algebraic Thinking. A secondary goal of all professional development is to address the needs of English learners to close the achievement gap between this group and their English only peers. Furthermore, during this year some of our teachers will have the opportunity to pilot various science curriculum to provide input for the next adoption. In addition to the academic areas, our teachers have received training on a variety of social-emotional curriculum which they will deliver in their classrooms. The curriculum will focus on a variety of topics with an emphasis on emotional regulation. This area was an identified need based on social-emotional student self-surveys and teacher surveys of students.

Professional development will be delivered through teacher release days, district and site professional learning days, collaboration days, weekly staff meetings, off the clock offerings and during individual teacher planning days. Professional development is provided in various formats including whole group, grade-level teams, and through individual mentoring and coaching by our District Resource Teachers. The District assists in the coordination of BTSA Induction Support for year one and two teachers. Teachers who are experiencing difficulty or need improvement have access to the PAR (Peer Assistance Review) Program.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	19	20	20