

Lincoln Acres 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 Acres Elementary School
Street	2200 Lanoitan Avenue
City, State, Zip	National City, CA 91950
Phone Number	(619) 336-8600
Principal	Daniela Ruiz-Jo
Email Address	druizjo@nsd.us
School Website	www.nsd.us
Grade Span	P-6
County-District-School (CDS) Code	37-68221-6038798

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

At Lincoln Acres Elementary, we are committed to fostering an inclusive, engaging, and rigorous educational environment that inspires all students to explore life's possibilities. As proud Timberwolves, we prepare our students for college and career readiness by providing the building blocks necessary to create compassionate and innovative leaders of the future. We support the National School District's Strategic Plan, ensuring every student has access to a high-quality education, robust learning opportunities, and a nurturing environment.

A key component of our academic program is our focus on STEAM (Science, Technology, Engineering, Arts, and Mathematics)

2024-25 School Description and Mission Statement

education. All students participate in a visual and performing arts class and a STEM class every three weeks. Additionally, we dedicate two special days each year to STEAM activities, during which students rotate through hands-on, dynamic learning opportunities tailored to their strengths and interests. These programs are designed to cultivate creativity, critical thinking, collaboration, and problem-solving skills in real-world contexts.

To further enrich student learning, Lincoln Acres offers extended learning opportunities through our REACH after-school program. REACH provides students with access to sports, arts, mariachi, and academic support in math, English Language Arts (ELA), and English Language Development (ELD). These experiences help support the holistic development of our students, encouraging them to thrive both academically and personally.

Our school vision is central to our efforts:

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

Lincoln Acres Elementary actively supports the National School District's Strategic Plan, as well as our District's purpose of Illuminating human potential to positively impact the world through the following core strategies:

1. Provide a Quality, Standards-Based Instructional Program

Ensuring every child makes measurable progress in both academic and social development through rigorous and engaging teaching practices.

2. Integrate STEAM Content with Literacy

Offering real-world learning opportunities that emphasize content literacy, application, and higher-order thinking skills.

3. Maintain a High-Quality Staff

Recruiting, training, and retaining highly effective educators to deliver exceptional instruction.

4. Effective Communication and Community Outreach

Strengthening partnerships with parents and the community through transparent and timely two-way communication, fostering collaboration in support of student success.

5. Maintain a Safe and Healthy Environment

Using our Positive Behavioral Interventions and Supports (PBIS) program to create a safe and supportive school climate that enhances learning and physical well-being for students, staff, and families.

6. Manage Fiscal Resources Responsibly

Allocating resources strategically to maximize student achievement and sustain the district's long-term goals.

Together, our commitment to student achievement, equity, and innovation ensures that every child at Lincoln Acres Elementary is supported in their journey toward becoming exceptionally prepared learners, innovative and compassionate world citizens.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	89
Grade 1	49
Grade 2	51
Grade 3	60
Grade 4	59
Grade 5	83
Grade 6	58
Total Enrollment	449

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.9
Male	54.8
Non-Binary	1.3
American Indian or Alaska Native	0.2
Asian	1.6
Black or African American	0.4
Filipino	7.3
Hispanic or Latino	85.3
Native Hawaiian or Pacific Islander	0.7
Two or More Races	1.8
White	1.6
English Learners	50.1
Foster Youth	0.9
Homeless	4.7
Socioeconomically Disadvantaged	77.1
Students with Disabilities	17.8

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

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

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

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)	24.20	88.99	226.90	93.41	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	3.00	1.24	12115.80	4.41
Unknown/Incomplete/NA	3.00	11.01	13.00	5.35	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.00	84.00	193.80	91.50	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.00	0.47	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	3.00	1.42	11953.10	4.28
Unknown/Incomplete/NA	4.00	16.00	14.00	6.61	15831.90	5.67
Total Teaching Positions	25.00	100.00	211.80	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)	18.50	90.24	191.00	91.69	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.00	0.96	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	2.00	0.96	11746.90	4.23
Unknown/Incomplete/NA	2.00	9.76	13.30	6.39	14303.80	5.15
Total Teaching Positions	20.50	100.00	208.30	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	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

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)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	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 8/28/2024

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

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

School Facility Conditions and Planned Improvements

At Lincoln Acres Elementary, we are committed to maintaining a safe, clean, and functional campus that supports student learning. The district's maintenance staff works diligently to ensure all repairs are completed promptly. Our work order system allows school staff to report facility concerns efficiently, ensuring that emergency repairs receive the highest priority. This system helps keep our campus in excellent working condition, promoting a positive environment for students and staff.

We take pride in maintaining a clean and attractive campus and encourage our students to share in this responsibility. Cleaning schedules are developed in collaboration with the principal and custodial staff to ensure the campus meets district standards for cleanliness and safety. The District Governing Board has established clear cleaning standards for all schools, which are available for review in the school office or district maintenance office.

Currently, our campus is undergoing playground upgrades to enhance the outdoor experience for students. This year's improvements focus on remodeling the primary and upper-grade playgrounds, including the installation of synthetic grass, removal of wood chips, and addition of modern play structures. These upgrades build on last year's successful remodeling of the kindergarten playground, reflecting our commitment to continuous improvement.

The Facilities Inspection Tool (FIT) is used annually to evaluate facility conditions and identify areas needing repair. Any issues identified in the FIT are addressed through either the district's deferred maintenance program for large-scale projects, such as roofing, asphalt, flooring, and painting, or the work order system for other repairs. This systematic approach ensures our facilities remain safe, functional, and conducive to learning.

Year and month of the most recent FIT report

8/15/2024

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			Deficiencies: Rm. 1B, Custodial Locker, 32 Modular (comments not provided) Action Taken: Work orders submitted.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Deficiencies - Overall Cleanliness: Rm. 3A, Furnace room (comments not provided) Deficiencies - Pest/Vermin Infestation: Multipurpose, Storage (comments not provided) Action Taken: Work orders submitted.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Deficiencies - Roofs: Admin office, Principal office, Health Clerk office (comments not provided) Action Taken: Work orders submitted.
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)	19	24	31	30	46	47
Mathematics (grades 3-8 and 11)	16	16	25	24	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	264	254	96.21	3.79	24.41
Female	122	114	93.44	6.56	28.95
Male	137	135	98.54	1.46	20.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	21	20	95.24	4.76	55.00
Hispanic or Latino	224	216	96.43	3.57	20.37
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	125	118	94.40	5.60	11.02
Foster Youth	--	--	--	--	--
Homeless	15	14	93.33	6.67	21.43
Military	--	--	--	--	--
Socioeconomically Disadvantaged	161	156	96.89	3.11	19.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	56	96.55	3.45	5.36

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	266	262	98.50	1.50	15.65
Female	123	120	97.56	2.44	10.83
Male	138	137	99.28	0.72	19.71
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	21	21	100.00	0.00	38.10
Hispanic or Latino	226	223	98.67	1.33	12.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	125	124	99.20	0.80	5.65
Foster Youth	--	--	--	--	--
Homeless	15	14	93.33	6.67	28.57
Military	--	--	--	--	--
Socioeconomically Disadvantaged	163	161	98.77	1.23	13.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	56	96.55	3.45	5.36

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)	19.64	16.25	18.43	19.16	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	82	82	100.00	0.00	15.85
Female	39	39	100.00	0.00	12.82
Male	41	41	100.00	0.00	19.51
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	69	69	100.00	0.00	10.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	29	29	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	49	49	100.00	0.00	8.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	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.

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	95.1	96.3	95.1	95.1	96.3

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

At Lincoln Acres Elementary, we believe that parents and families play a vital role in supporting student success and creating a strong school community. We offer numerous opportunities for parents to engage and participate in their child's education. Parents can volunteer at events such as book fairs, chaperone field trips, and assist with classroom projects. They can also take part in school walkthroughs, attend student performances, and celebrate student achievements at our Student of the Month assemblies. STEAM Days and Nights provide exciting opportunities for families to engage in hands-on activities alongside their children, fostering creativity and collaboration.

Parents are also encouraged to join committees and organizations such as the School Site Council (SSC), the English Language Advisory Committee (ELAC), and the Parent/Teacher Association (PTA). Additionally, parents can represent the school in the District Parent Advisory Council (DPAC) and participate in workshops that offer education and training for parents to effectively support their children. Events like Coffee with Families provide informal opportunities to connect with school staff and other parents, while outreach services like home visits and referrals to outside services ensure our students' well-being.

For more information about parent involvement opportunities, please contact Daniela Ruiz-Jo at (619) 336-8600. We look forward to partnering with you to make Lincoln Acres Elementary a thriving community for all students and families!

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	523	494	158	32.0
Female	234	224	72	32.1
Male	283	264	85	32.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	40	40	6	15.0
Hispanic or Latino	444	419	144	34.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	258	253	81	32.0
Foster Youth	--	--	--	--
Homeless	27	22	11	50.0
Socioeconomically Disadvantaged	399	379	126	33.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	102	98	40	40.8

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
1.12	2.36	0.76	1.12	1.89	1.11	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	0.76	0.00
Female	0.85	0.00
Male	0.71	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	0.90	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	0.39	0.00
Foster Youth	0.00	0.00
Homeless	3.70	0.00
Socioeconomically Disadvantaged	1.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.98	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

The Comprehensive School Safety Plan (CSSP) at Lincoln Acres Elementary is designed to ensure the safety and well-being of all students, staff, and visitors. It has been discussed with faculty and a student representative to ensure all stakeholders understand its key elements and implementation.

2024-25 School Safety Plan

Date the plan was last updated and board approved: February 2024

Date the plan was last reviewed with the staff: July 2024

The CSSP includes detailed procedures for maintaining daily school safety and responding effectively to emergencies. Key components of the plan cover compliance with laws related to child abuse reporting, disaster response, suspension and expulsion policies, notification of teachers regarding dangerous pupils, sexual harassment prevention, and school-wide dress codes that prohibit gang-related apparel. It also outlines procedures for safe ingress and egress from campus, ensuring a secure and orderly environment conducive to learning, and rules for school discipline aligned with California Education Code Sections 35291 and 35291.5.

Lincoln Acres staff are deeply committed to fostering a safe, secure, and supportive environment for all students. The plan also integrates the District's Comprehensive Emergency Disaster Plan to provide clear protocols for unexpected and disruptive events. A copy of the CSSP is available for public review in the school office.

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

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	17	3		
1	23		2	
2	24		2	
3	23		2	
4	31		1	
5	30		2	
6	27		2	
Other	16	3	2	

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	449

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	6.8

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	\$15,832	\$4,839	\$10,993	\$93,967
District	N/A	N/A	\$10,807	\$97,792
Percent Difference - School Site and District	N/A	N/A	1.7	-4.0
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	2.0	-0.2

Fiscal Year 2023-24 Types of Services Funded

Lincoln Acres Elementary provides a variety of services to support the needs of all students, including targeted services for specific student groups such as English Language Learners, students receiving special education, and those benefiting from our Multi-Tiered System of Supports (MTSS). Additionally, parent involvement is a key priority, with funding allocated to foster family engagement in student success.

- Title I Funds (\$32,020): These federal funds support academic achievement for students from low-income families and English Learners by providing additional resources and interventions to help close achievement gaps.
- LCAP Supplemental & Concentration Funds (\$104,523): These state funds are used to implement programs and services aimed at improving outcomes for students who are English learners, low-income, or foster youth.
- LCAP Carryover (Goal 1-7) Funds (\$81,837): This funding supports ongoing initiatives aligned with district goals, such as standards-based instruction, integrated STEAM activities, and fostering a safe and inclusive learning environment.
- LCAP Library Funds (\$2,100): These funds enhance access to library resources, fostering literacy development and providing students with additional learning materials.

Fiscal Year 2023-24 Types of Services Funded

- Proposition 28 Arts and Music in Schools Funds (\$73,723): This state funding is dedicated to expanding access to arts and music education, enriching the curriculum and fostering creativity among students.

These funding sources collectively allow Lincoln Acres Elementary to implement comprehensive programs that meet the diverse needs of its students and ensure success for all learners.

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	\$56,195	\$57,839
Mid-Range Teacher Salary	\$83,569	\$90,040
Highest Teacher Salary	\$120,678	\$118,647
Average Principal Salary (Elementary)	\$154,082	\$144,639
Average Principal Salary (Middle)	\$0	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$236,319	\$229,986
Percent of Budget for Teacher Salaries	28%	31%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

Professional development at Lincoln Acres Elementary is thoughtfully designed to address the needs of our students and support teachers in delivering high-quality instruction. The focus areas for professional development are selected based on a careful analysis of achievement data, including results from tools such as iReady. The district calendar includes full days and early release time specifically for site-based professional development, in addition to opportunities for teachers to attend conferences and district-wide training throughout the year. Topics of training include effective instructional strategies aligned with Common Core Standards, data analysis best practices, curriculum training in writing, language arts (ARC and Benchmark), and mathematics (UCI Math Project). Teachers also receive training on online platforms like Panorama, Seesaw, ARC, and Google Apps for Education to enhance instruction and engagement.

During the 2024-2025 school year, professional development will emphasize English Language Development (ELD), writing, and vocabulary instruction. These areas were identified as critical based on student data. Teachers will receive training aligned with the California ELA/ELD framework and standards, focusing on vocabulary development and comprehension of informational texts and literature. Additional efforts will center on closing the achievement gap for English learners through targeted strategies. Some teachers will also participate in piloting science curricula to provide feedback for the upcoming adoption. Moreover, recognizing the importance of student well-being, teachers have been trained to implement social-emotional learning (SEL) curricula with a focus on emotional regulation, a need identified through student self-surveys and teacher feedback.

Professional development is delivered in multiple formats, including teacher release days, collaboration days, weekly staff meetings, and individual coaching sessions by District Resource Teachers. Teachers new to the profession are supported through the BTSA Induction Program, while the Peer Assistance Review (PAR) program is available to those needing additional support. This multi-faceted approach ensures that all teachers at Lincoln Acres have access to the training and resources they need to foster student success and address academic, social, and emotional needs effectively.

Professional Development

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	20	20	20