

# Lincoln 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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2023-24 School Contact Information

<b>School Name</b>	Lincoln Elementary School
<b>Street</b>	774 East Alluvial Avenue
<b>City, State, Zip</b>	Fresno, CA 93720
<b>Phone Number</b>	(559) 327-7200
<b>Principal</b>	Matt Verhalen
<b>Email Address</b>	mattverhalen@cusd.com
<b>School Website</b>	
<b>County-District-School (CDS) Code</b>	10-62117-6100408

## 2023-24 District Contact Information

<b>District Name</b>	Clovis Unified School District
<b>Phone Number</b>	(559) 327-9100
<b>Superintendent</b>	Corrine Folmer, Ed.D.
<b>Email Address</b>	corrinefolmer@cusd.com
<b>District Website</b>	www.cusd.com

## 2023-24 School Description and Mission Statement

### Principal's Message

Lincoln Elementary School is a very high functioning Title I school. We pride ourselves in being rich in tradition with a diverse community. Our population consists of 50 percent Hispanic, 34 percent white/non-Hispanic, 6 percent African-American, 5 percent Asian, and 1 percent of each of the following; American Indian/Native Alaskan and Asian Indian. We have 30 teachers on staff, including 24 full-time teachers, three part-time music teachers, two full-time resource specialist program (RSP) teachers, one part-time speech and language specialist, and one school psychologist. In addition, we house an active preschool with an AM and PM program. Volunteers are a positive force on campus, helping in the classrooms, library, office, at sporting events and special activities. We work diligently to provide a safe learning environment centered on the California Common Core Standards where "every student succeeds" and where students develop to their fullest potential in "Mind, Body, and Spirit."

Our mission states, "We believe all students can learn and can become responsible, lifelong learners. We set high standards for student achievement and expect all students to achieve. We educate for success and are committed to the development of creative thinkers and problem solvers." In 2017-18, Lincoln was the top performing Title I school in the district on the CAASPP. This performance ranked Lincoln at 12 in the district, ahead of many non-Title I schools.

We also have improved our Multi-Tiered System of Support (MTSS) program to better meet the needs of all our students. We employed four part-time intervention teachers to provide intervention services to the students who need it most. First thru sixth grade deploy for intervention at specific times of the day to decrease SPED students being pulled and missing first time instruction and to also help us meet the needs of every student at their current level. The main focus in our intervention groups is to get all students reading on grade level as that will affect all areas of their education and testing.

To encourage and motivate our students to perform at their best, we employ a positive behavior intervention program (PBIS), focused on teaching our students to "ROAR like a Lion." This acronym stands for Responsibility, Outstanding Character, Act Safely, and Respect and these are characteristics that we intentionally teach and reinforce at school daily.

In response to recommendations from our parents, Lincoln made it a priority to acquire more technology in order to provide 1:1 access for all our students in grades 2-6. This year we will accomplish that goal and are also providing increased training to our teachers through our area technology specialist.

## 2023-24 School Description and Mission Statement

Lastly, parent involvement is strong and active at Lincoln. Our PTC is integral to providing the resources our students need and help us to provide many family-fun, community-building events. Each year, we host family dances, movie nights, Multi-Cultural dinners, Literacy nights, Social Media/Technology nights and more. It is because of the great climate and family-feel at Lincoln that students enjoy coming to school and staff express their satisfaction.

Sincerely,  
Matt Verhalen and the Lincoln School Educational Team

### School Mission Statement

We believe all students can learn and can become responsible, lifelong learners.  
We set high standards for student achievement and expect all students to achieve.  
We are committed to the development of critical thinkers and problem solvers.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	98
Grade 1	99
Grade 2	70
Grade 3	95
Grade 4	85
Grade 5	105
Grade 6	102
<b>Total Enrollment</b>	<b>654</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.3%
Male	55.7%
American Indian or Alaska Native	0.5%
Asian	6.6%
Black or African American	7.2%
Filipino	2%
Hispanic or Latino	49.7%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	4%
White	29.1%
English Learners	5.8%
Socioeconomically Disadvantaged	67.6%
Students with Disabilities	10.7%

### 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>	25.80	100.00	1583.60	87.90	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	26.70	1.48	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	18.60	1.04	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	106.30	5.90	12115.80	4.41
<b>Unknown</b>	0.00	0.00	66.20	3.68	18854.30	6.86
<b>Total Teaching Positions</b>	25.80	100.00	1801.70	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>	27.10	94.76	1691.80	87.95	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	34.10	1.78	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	27.20	1.42	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	86.80	4.52	11953.10	4.28
<b>Unknown</b>	1.50	5.24	83.40	4.34	15831.90	5.67
<b>Total Teaching Positions</b>	28.60	100.00	1923.50	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

Clovis Unified School District sets a high priority upon ensuring there are sufficient textbooks and materials to support the district's instructional program. CUSD Board Policy Number 6161.1 establishes criteria and procedures for the adoption of all textbooks. All K-8 textbooks purchased have been approved by the State Board of Education and adopted by the Clovis Unified Governing Board. Textbooks and instructional materials purchased for grades 9-12 are aligned to the state content standards and adopted by the Clovis Unified Governing Board.

The Department of Supplemental Services continues to support the school sites with funding that allows for the purchase of supplementary instructional material for our students, including English learners in grades K-12. The supplemental material is designed to accelerate pupils as rapidly as possible toward grade-level proficiency in the core subjects of English-language arts, math, social science and science. These supplemental materials are used in addition to the basic reading/language arts and other core materials provided for every student and are correlated to state content standards.

Year and month in which the data were collected

October 5, 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Education Company 2017 California Collections, Houghton Mifflin 2017	Yes	0%
Mathematics	Ready Classroom Mathematics, Curriculum Associates 2019 Illustrative Math, McGraw-Hill 2020	Yes	0%
Science	Twig Science, Twig Education, Inc. 2022	Yes	0%
History-Social Science	Discovering Our Past: Ancient Civilizations, Glencoe/McGraw-Hill 2006 Reflections, Houghton Mifflin 2007	Yes	0%
Foreign Language			0%

## School Facility Conditions and Planned Improvements

In order to maintain our facilities in top condition, CUSD has utilized the services from a third party to perform the 2020-2021 Williams inspection utilizing the Facilities Inspection Tool (FIT). This will allow CUSD to obtain an objective evaluation of our facilities in order to continue to maintain the safest and best facilities for students and staff.

For all items inspected that were found to not be in "good repair," a work-order has been created and maintenance will be done before the end of the 2020-2021 school year. Maintenance items will be prioritized so that student safety is not compromised.

Year and month of the most recent FIT report

9/26/2023

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		NURSES OFFICE: 4. WATER STAIN CEILING TILES R-10: 4. CEILING TILE HAS HOLE/ WATER STAIN CEILING TILES

## School Facility Conditions and Planned Improvements

				<p>R-11: 4. WATER STAIN CEILING TILES 9. DRINKING FOUNTAIN PUSH BUTTON IS LOOSE</p> <p>R-12: 4. WATER STAIN CEILING TILES</p> <p>R-15: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON INTERIOR OF DOOR</p> <p>R-17: 4. FORMICA IS DAMAGED ON COUNTER 7. CONDUIT END CAP IS MISSING</p> <p>R-18: 4. WATER STAIN CEILING TILES</p> <p>R-19: 4. WATER STAIN CEILING TILES</p> <p>R-21: 4. FORMICA IS DAMAGED ON COUNTER</p> <p>R-23: 4. WATER STAIN CEILING TILES</p> <p>R-3: 4. WATER STAIN CEILING TILES</p> <p>R-4: 4. WATER STAIN CEILING TILES</p> <p>R-6: 4. WATER STAIN CEILING TILES</p>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			<p>R-13: 7. WATER STAIN IN LIGHT DIFFUSER</p> <p>R-17: 4. FORMICA IS DAMAGED ON COUNTER 7. CONDUIT END CAP IS MISSING</p> <p>R-22: 7. WATER STAIN IN LIGHT DIFFUSERS 11. PAINT IS CHIPPING ON INTERIOR OF DOOR</p> <p>R-9: 7. LIGHT BULBS ARE OUT/ PINK</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			<p>R-11: 4. WATER STAIN CEILING TILES 9. DRINKING FOUNTAIN PUSH BUTTON IS LOOSE</p> <p>R-14: 9. DRINKING FOUNTAIN PUSH BUTTON IS LOOSE</p>
<b>Safety:</b> Fire Safety, Hazardous Materials	X			<p>R-15: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON INTERIOR OF DOOR</p> <p>R-22: 7. WATER STAIN IN LIGHT DIFFUSERS 11. PAINT IS CHIPPING ON INTERIOR OF DOOR</p>
<b>Structural:</b> Structural Damage, Roofs	X			
<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)	60	59	65	65	47	46
<b>Mathematics</b> (grades 3-8 and 11)	54	51	49	50	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>	377	372	98.67	1.33	59.14
<b>Female</b>	172	169	98.26	1.74	57.99
<b>Male</b>	205	203	99.02	0.98	60.10
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	31	31	100.00	0.00	61.29
<b>Black or African American</b>	32	32	100.00	0.00	53.13
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	182	178	97.80	2.20	52.81
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	13	13	100.00	0.00	61.54
<b>White</b>	108	107	99.07	0.93	71.96
<b>English Learners</b>	19	18	94.74	5.26	11.11
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	262	260	99.24	0.76	53.46
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	40	38	95.00	5.00	18.42

## 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>	377	373	98.94	1.06	50.94
<b>Female</b>	172	169	98.26	1.74	44.97
<b>Male</b>	205	204	99.51	0.49	55.88
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	31	31	100.00	0.00	58.06
<b>Black or African American</b>	32	32	100.00	0.00	25.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	182	178	97.80	2.20	45.51
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	13	13	100.00	0.00	61.54
<b>White</b>	108	108	100.00	0.00	64.81
<b>English Learners</b>	19	19	100.00	0.00	21.05
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	262	260	99.24	0.76	44.23
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	40	38	95.00	5.00	13.16

## 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)	41.58	44.71	42.27	46.33	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>	98	95	96.94	3.06	48.42
<b>Female</b>	40	37	92.50	7.50	43.24
<b>Male</b>	58	58	100.00	0.00	51.72
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	52	49	94.23	5.77	46.94
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	25	25	100.00	0.00	64.00
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	72	71	98.61	1.39	43.66
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	20	18	90.00	10.00	44.44

## 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	89%	89%	88%	85%	88%

## 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

We know that education is successful when it is a team effort! We encourage parents, guardians and community members to join us. Outreach and participation opportunities include our website, the Lincoln Facebook page, mass emails through Zangle, Remind, robocalls through Instant Connect, Parent Connect, direct contact, weekly newsletters, district newspaper, handbooks, conferences, Parent Teacher Club (PTC), the carnival, fundraisers, volunteering in the classroom and quarterly School Assessment Review Team (SART) meetings. Parents may also serve on the following committees: School Site Council (SSC); English Learner Advisory Committee (ELAC); Mac and Lions, our unique Multicultural Advisory Committee; and the Intercultural and Diversity Advisory Council (IDAC). Title I parent meetings are excellent venues to learn about Lincoln. New parents are welcomed upon arrival and are encouraged to stay involved. As a result, Lincoln enjoys working with a supportive community and is able to provide a wide variety of opportunities for parents and community members to support our students. Parents and community members may contribute by doing any of the following:

- School planning and evaluating
- Tutoring
- Being an office assistant
- Being team parents
- Coaching
- Being classroom assistants
- Fundraising
- Being library aides

For more information on how to become involved at Lincoln, please contact PTC president Mrs. Segura at [Lincolnpvc@yahoo.com](mailto:Lincolnpvc@yahoo.com).

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	712	694	154	22.2
Female	320	315	66	21.0
Male	392	379	88	23.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	1	33.3
Asian	51	50	4	8.0
Black or African American	53	51	14	27.5
Filipino	14	14	2	14.3
Hispanic or Latino	356	344	80	23.3
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	28	26	13	50.0
White	197	196	39	19.9
English Learners	48	48	10	20.8
Foster Youth	2	2	1	50.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	493	478	121	25.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	80	78	24	30.8

### 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	1.16	4.98	3.93	0.49	3.91	4.65	0.20	3.17	3.60
Expulsions	0.00	0.00	0.14	0.01	0.06	0.10	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.93	0.14
Female	1.25	0.31
Male	6.12	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.96	0
Black or African American	11.32	0
Filipino	0	0
Hispanic or Latino	3.37	0.28
Native Hawaiian or Pacific Islander	0	0
Two or More Races	7.14	0
White	3.55	0
English Learners	4.17	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	4.46	0.2
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.25	0

## 2023-24 School Safety Plan

The school safety plan was developed with input from staff, students, parents and the community. The plan is reviewed and updated annually and was recently updated in December 2021. Adjustments to the plan are considered following monthly drills and feedback from SART surveys, student surveys, climate assessments, interviews, and research on future needs and concerns that affect the Lincoln community. Examples of team problem-solving decisions to improve safety conditions on campus over the past three years include the following:

- Installation of one-way traffic signs
- Volunteer background checks (Raptor)
- Parking lot changes (installation of parent drive-through in both west and north lots)
- Barriers to divert vehicular traffic
- Playground equipment
- Removal of physical obstacles
- Monthly safety drills
- Updated communication systems (Instant Connect [phone, texts, emails], Parent Connect, web page, Remind texts, Class Dojo in select classrooms)
- Addition of cocurricular programs
- CSI
- Peer Mediator program
- After School Education and Safety (ASES)

After a Fresno County Sheriff's Office visit for active-shooter training, we added a barrier gate on the southeast campus access for safety that remains locked from 8 a.m. to 3 p.m.

## 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	15	4	2	
1	28	1	2	1
2	24	1	2	1
3	21	1	3	
4	32	1	1	2
5	23	2	4	
6	19	4	4	
Other	18	3	1	

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	2	3	
1	26	1	2	1
2	29		3	1
3	20	1	3	
4	23	1	3	
5	36		1	5
6	36		1	5
Other	10	3		



## 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	19	2	3	0
1	30	0	3	1
2	29	0	2	1
3	24	0	4	0
4	21	1	3	0
5	27	1	5	0
6	32	0	1	4
Other	19	1	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	0

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

## 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
<b>School Site</b>	\$5,632.61	\$457.78	\$5,174.84	\$73,196.49
<b>District</b>	N/A	N/A	\$5,734.66	\$76,931
<b>Percent Difference - School Site and District</b>	N/A	N/A	-10.3	-0.6
<b>State</b>	N/A	N/A	\$7,607	\$87,885
<b>Percent Difference - School Site and State</b>	N/A	N/A	-24.1	-15.4

## Fiscal Year 2022-23 Types of Services Funded

“Children Are Our Most Precious Resource” On an annual basis, Clovis Unified School District (CUSD) submits our funding Application through the Consolidated Application and Reporting System commonly called the ConApp. The application is submitted in two (2) parts: Part I, which contains program and demographic information, submitted by June 30th each year; and Part II, which contains budget information and program data submitted by January 31 each year. The categorical programs included in the application are Title I, Part A - Improving Academic Achievement. Title II, Part A - Supporting Effective Instruction and Title III - English Learner (EL), and Immigrant Programs and Title IV, Part A - Student Support and Academic Enrichment. Essentially, these funds are designed to assist students in mastering state standards. Clovis Unified Schools are committed to establishing a true partnership with all facets of the Clovis Learning Community. CUSD values feedback and input. Parents continue to make positive differences in the lives of the children we all support. We know from research that participation in your child’s education will not only bring success to your child but other children in the school. Our parents truly make a difference in the lives of Clovis kids! CUSD is pleased and proud to offer a variety of parent involvement opportunities that improve our overall program. Depending on the type of categorical funding a site may receive, district or school parent councils and committees are required under certain requirements and guidelines. Such advisory committees in the CUSD include: School Site Council (SSC) English Learner Advisory Committee (ELAC) Parent Advisory Committee (PAC) and School Advisory Committee (SAC) District English Learner Advisory Committee (DELAC) District Indian Education Parent Advisory Committee (IPAC) School and District level School Assessment Review Team (SART) Intercultural and Diversity Advisory Council (IDAC) Local Control Accountability Plan Public Forums (LCAP) We encourage all parents and guardians to become involved with their child’s education at the classroom level, the school-wide level, as well as the district level. Each school’s School Plan for Student Achievement (SPSA) describes the school’s basic educational program and the categorical supplementary programs/services that are designed to support student achievement. Parental involvement is a necessary and vital part of developing the SPSA as well as our overall program. At the district level, parent committees provide input into each of the site’s SPSA. If you would like additional information on any of the District Parent Councils or Committees, please call your child’s school. The Principal, Learning Director, or Guidance Instructional Specialist (GIS) would be happy to assist you. Listed below are several parent committees that assist with categorical programs and funding. School Site Council (SSC): All schools that operate a categorical program funded through the consolidated application (ConApp) shall establish a school site council (SSC). The SSC shall develop the content of the SPSA. The SPSA shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the ConApp and the local control and accountability plan (LCAP), if any, by the SSC. The SSC is composed of parents, students at the secondary level and school personnel. It is responsible for developing, implementing and evaluating the School Plan for Student Achievement programs. Members serve for two years and are elected by their peers. Parent Advisory Committee (PAC) & School Advisory Committee (SAC): The entirety of the SSC acts as the SAC. The SAC serves as an advisory committee for the purpose of advising schools regarding supplemental education programs and acting as a liaison for their school community. They serve to share information and comments both at the district and site level. These education programs are supplemental education opportunities that provide services to students who are disadvantaged, English learners, foster youth and/or at-risk. The SSC has approved to designate our SSC pursuant to California Education Code (EC) Section 52852 to function as the School Advisory Committee. English Learner Advisory Committee (ELAC): All schools enrolling 21 or more English learners are required to form an ELAC. The ELAC is composed of parents and school personnel. The ELAC advises the principal, staff and SSC regarding services for English learners and assists in the development of the annual survey. Members serve for two years. Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC). District English Learner Advisory Committee (DELAC): Whenever there are 51 or more EL students in the district, there shall be a functioning District English Learner Advisory Committee (DELAC). It is important that each school site ELAC elect a DELAC representative and

## Fiscal Year 2022-23 Types of Services Funded

arrange to have that representative attend every DELAC meeting. Currently the DELAC bylaws require each DELAC representative to be 1) a parent/guardian of an EL or former EL (i.e., a reclassified fluent English proficient student) currently enrolled at the site he/she represents, and 2) elected to serve as the DELAC representative by the site's ELAC. District Indian Education Parent Advisory Committee (IPAC): The CUSD Native American Indian Education Parent Advisory Committee meets four times a year to discuss program issues, services provided, and other needs related to the student achievement of our students, community agencies and outreach programs. CUSD Indian Education Program addresses the needs of American Indian and Alaskan Native students in grades K - 12. The program assists eligible students to achieve at the same challenging state performance standards expected of all students in grades pre-K -12. Local Control Accountability Plan (LCAP) Forums: CUSD develops an LCAP annually that works to better align the academic plan with the district expenditure plan that is approved by our CUSD Governing Board each June. Parents and other stakeholder groups are invited to participate in the development of the LCAP through participation of school and district committee meetings and community forums. LCAP School, District Meetings and Community Forums are exciting opportunities for all stakeholders and school committees to engage with the District and share their ideas on how CUSD can provide quality opportunities and support for CUSD youth and schools. Community participation and feedback in the forums will inform the District's LCAP's funding priorities over the next several years. These forums are designed to provide an opportunity for school communities to hear about CUSD's current efforts to support youth and families and to provide input and feedback on future plans and opportunities. Sites also have an opportunity to work together in teams to share new ideas to support identified groups and to plan for site engagement and implementation. The following is an overview of the categorical funding and programs in CUSD. These funds are further discussed and outlined in each school's SPSA and at the committee meetings. Rationale General District funds provide support for the District's base/core curriculum program. Some children have special characteristics, not reflective of the general school population, that affect their success in the base/core programs. Some come from economically disadvantaged homes; some are educationally disadvantaged or lack English language proficiency because they have a primary language other than English. Children, such as those described above, require supplemental services and materials not generally provided through the base/core curriculum program. The needs of our children are identified, and supplemental services and materials are planned and targeted to meet their special needs. Categorical funds are to be used to provide the financial support to meet these special needs. Philosophy All CUSD schools offer students with special needs the same kinds of high-quality learning opportunities and access to the core curriculum in all curricular areas. Categorical funds are designed to support additional assistance to help students succeed in the regular classroom program (base/core curriculum) and address any learning gaps. The focus is on the effective utilization of supplementary materials, personnel, and staff development. Staff development activities are used to improve instructional practices and strategies to increase the ability of teachers and other staff to challenge and assist all students to reach their fullest potential. Categorical Program Descriptions 1. After School Safety and Education Funds (ASES): This state-administered funded program is a result of the voter approved Proposition 49; provides three-year grant funding for afterschool programs that align with the core instructional day and have the following components: educational and literacy element (tutoring/ homework assistance); educational enrichment element (Additional program/activities that reinforce what is learned in the core instructional day); and provide a nutritious snack or meal that conforms to California State Education Code requirements. The purpose of the ASES Program is to create additional educational and recreational opportunities for students within the learning community while providing a safe environment for students. The goals of this program are to: 1) improve academic achievement, and 2) provide enrichment opportunities that reinforce and complement the academic program. 2. Title I, Part A (Improving Academic Achievement): A federal-funded program to provide high-quality opportunities for students in high-poverty schools to meet district and state content and performance standards. 3. Title I, Part A, Title X, Part C, Education for Homeless Children and Youths: Title I, Part A funds provide comparable services to homeless children that assist them to effectively take advantage of educational opportunities as provided to children in schools funded under Title I, Part A. These comparable services shall be provided to homeless children in public and private schools, shelters and other locations where children may live, institutions for neglected children and, where appropriate, local institutions such as local community day school programs. 4. Title II, Part A (Preparing, Training and Recruiting High Quality Teachers and Principals): A federal-funded program focused on teacher and principal training and recruitment programs. 5. Title III (Language Instruction for English Learners (ELs) and Immigrants): A federal-funded program focused on assisting school districts in teaching English to limited English proficient students (English learners) and immigrants and helping these students meet the same challenging State standards required of all other students. 6. Title VI (Indian Education Formula Grant): A federal-funded program focused on helping Native American/Alaskan Native students meet the same challenging state standards required of all other students. The goal of the CUSD staff is to create and maintain the best educational environment possible. This can be accomplished with your support and input. If you have any questions, concerns, or would like to become more involved in the educational process at your school, please contact your school principal. Your school can assist you in learning more about categorical programs. You may want to become involved in your school's School Site Council (SSC), English Learner Advisory Committee (ELAC) and/or attend the Annual Title I Parent Meeting. During the fall, each school will send you additional information about these activities. At the district level, we encourage you to become involved with our DELAC. We encourage and look forward to your involvement in the programs we offer our learning community. If you have any questions, please call your child's school. Additional information may be found @ <http://www.cusd.com/supplementalservices>.

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## 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
<b>Beginning Teacher Salary</b>	\$45,348	\$55,550
<b>Mid-Range Teacher Salary</b>	\$71,793	\$80,703
<b>Highest Teacher Salary</b>	\$97,528	\$109,418
<b>Average Principal Salary (Elementary)</b>	\$121,893	\$137,703
<b>Average Principal Salary (Middle)</b>	\$125,905	\$143,760
<b>Average Principal Salary (High)</b>	\$138,238	\$159,021
<b>Superintendent Salary</b>	\$286,760	\$319,443
<b>Percent of Budget for Teacher Salaries</b>	30.3%	30.35%
<b>Percent of Budget for Administrative Salaries</b>	4.81%	4.87%

## Professional Development

The content of staff development is based on Common Core State Standards (CCSS). Professional development reflects school, district and state goals for curriculum, assessment, instruction and student achievement. Staff development is planned bimonthly at staff meetings. Weekly early release days give teachers quality time to plan and collaborate on best practices and continuous improvement strategies for Common Core curriculum. Teachers work strategically within professional learning communities to develop best practices, evaluate student-learning data, and design lessons to meet the needs of the students they serve. Current staff-development opportunities include Common Core strategies.

Professional learning community training is being fully implemented for district administration, credentialed teachers and certificated staff. Principal walk-through observations, formal observations, and teacher-principal meetings provide coaching and mentoring and evaluate student performance on specific district and Smarter Balanced Assessment testing.

Lincoln started implementing Visible Learning strategies during the 2015-16 school year and joined a district team of Visible Learning training seminars during the 2016-17 and 2017-18. After the 2018-19 school year, 80 percent of our teachers will have been trained. Covid has put the breaks on VL temporarily because teachers are overwhelmed with Covid protocols. Our focus is on gathering evidence of What Is a Good Learner, Goal Setting, Teacher Clarity and knowing thy impact on student learning. Administration will gather evidence of teacher clarity and goal setting through classroom observation and student questioning. The district focused all professional development activities around five identified needs: first time best instruction, mastery learning, multi-tiered system of supports, implementation of the California Content Standards and NGSS Standards, and cultural relevant understanding.

One hundred mentors and one hundred and thirty-five participating teachers received ongoing professional development and classroom coaching through the CUSD Induction program. In addition, all certificated teachers participated in site-based training and district sponsored training that included: curriculum training, utilization of AVID strategies, Visible Learning, multi-tiered systems of support, and culturally relevant instructional practices.

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>			