



Lincoln Elementary School

374 E. North Avenue • Reedley, CA 93654 • (559) 305-7240 • Grades K-5

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Kings Canyon Joint Unified School District

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District Governing Board

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Dr. John Quinto
**Assistant Superintendent, Business
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**Assistant Superintendent,
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Sheila Wiebe
**Administrator, Educational
Programs**
Mary Ann Carousso
Administrator, Student Services

School Description

Lincoln Elementary School opened in 1952 and is located in the town of Reedley. The school served 343 students in grades TK-5 during the 2016-2017 school year and included a staff of 13 regular classroom teachers. Lincoln Elementary School teachers and staff are dedicated to ensuring each student academic, social and emotional success. "We are Panthers, Moving Forward Together!" means the entire Lincoln staff strives to support the parents and students of our school community by providing a safe and positive learning environment.

The mission of Lincoln is to provide students with a developmentally appropriate education which emphasize high academic and social expectations for all students; the opportunities, resources and environment necessary to be lifelong learners; the skills and encouragement needed to be productive, responsible citizens in a changing, global society; a safe, clean learning environment; and the support required to develop a healthy self-concept leading to sound judgment and appropriate, ethical decision making with behavior that exemplifies outstanding citizenship. Lincoln's overall mission, "Challenging students to reach their academic and social potential."

The vision of Lincoln Elementary School stems from our mission statement.

There are six characteristics for each student to exhibit at all times:

- Respect self, others and environment
- Participate productively and responsively in a rapidly changing society
- Communicate effectively
- Use cooperative and independent learning styles to accomplish goals
- Use problem solving techniques to resolve conflict and handle everyday situations
- Set goals and meet high standards for oneself

About the SARC

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	71
Grade 1	50
Grade 2	51
Grade 3	44
Grade 4	63
Grade 5	60
Total Enrollment	339

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0.6
Asian	0.3
Filipino	0.3
Hispanic or Latino	96.5
Native Hawaiian or Pacific Islander	0
White	2.4
Two or More Races	0
Socioeconomically Disadvantaged	93.8
English Learners	55.5
Students with Disabilities	3.5
Foster Youth	0.9

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.

Teacher Credentials			
Lincoln Elementary School	15-16	16-17	17-18
With Full Credential	13	16	12
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	0	0
Kings Canyon Joint Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	423
Without Full Credential	♦	♦	23
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Lincoln Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Lincoln uses the state and district approved common core curriculum at all grade levels. Classroom teachers and the site RSP teacher participated in SB472, a 40 hour math content and curriculum training. The principal completed AB75 for the ELA curriculum. There are ample source material and textbooks for each student to have their own copy. Updated curriculum that has been purchased includes science (2007) history (2006), ELA intervention Assessment and Remediation Guide/Engage NY.

Textbooks and Instructional Materials Year and month in which data were collected: August 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	TK- 5th: Open Source: EngageNY; adopted June 2014 ELD: District Developed ELD strand/Engage NY/English 3D/Language Studio ELA Intervention Assessment and Remediation Guide/Engage NY The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	TK-5th: Open Source: EngageNY, adopted June 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	MacMillan/McGraw-Hill: California Science, 2007 edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Scott Foresman, It's Revolutionary, 2005 edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the KCUSD Business Office.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Lincoln Elementary School has 18 classrooms, a multi-purpose room, a library and an administration building. The main campus was built in 1957. Additional relocatable classrooms were constructed in 1995 and a library was constructed in 2005.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The Director of Maintenance, Custodial Supervisor, and the site principals work cooperatively with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Intrusion alarm has "comm Failure" Liberty Alarm to service
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Roof leak above room 5 Roofing contractor to repair roof leak.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		X	Broken sprinklers on campus Ground dept to repair/replace sprinkler throughout campus
Overall Rating	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	45	44	45	44	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	37	43	45	47	48	48
Math	17	23	27	32	36	37

* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	23	34.4	14.8

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	64	62	96.9	43.6
Male	28	27	96.4	44.4
Female	36	35	97.2	42.9
Hispanic or Latino	61	60	98.4	41.7
Socioeconomically Disadvantaged	60	59	98.3	44.1
English Learners	18	17	94.4	11.8

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	170	167	98.24	42.51
Male	94	92	97.87	42.39
Female	76	75	98.68	42.67
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	165	162	98.18	42.59
White	--	--	--	--
Socioeconomically Disadvantaged	160	157	98.13	40.13
English Learners	120	120	100	39.17
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	170	167	98.24	22.75
Male	94	92	97.87	23.91
Female	76	75	98.68	21.33
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	165	162	98.18	22.84
White	--	--	--	--
Socioeconomically Disadvantaged	160	157	98.13	21.02
English Learners	120	120	100	20.83
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parent involvement and communication are essential to our school's success. Lincoln Elementary School continually strives to involve parents by exchanging information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities.

There are numerous and varied opportunities for parent involvement. Parents attend school functions and parent visitation days, participate in parent-teacher conferences, assist with fundraisers, chaperone field trips, attend parenting classes, participate in Parent Teacher Club (PTC) meetings, volunteer in classrooms and at school events such as; Family Fun Night, Ice Cream Fridays, and Pastries with Parents. Parents may also serve on advisory committees and leadership teams, including Parent Teacher Club (PTC), English Learner Advisory Council (ELAC), District English Learner Advisory Committee (DELAC), School Site Council (SSC), and District Advisory Committee (DAC).

This year we are involving parents in Parenting Classes, also known as Parent Academy, which offer opportunities to learn English, computer skills, parenting strategies, positive discipline supports and Common Core curriculum. Lincoln offers parent reading and math centered parent nights for parents to learn and interact with Common Core lessons and materials. Lincoln also offers Gymboree classes for parents, infants, and toddlers.

Home and school communication is always in a bilingual format and is enhanced through monthly newsletters, parent-teacher conferences, the student/parent handbook, the school website, student report cards, the school marquee, telephone communication system and other regular communication efforts. Translation is regularly provided. In addition, parent education classes and workshops are offered regularly in both English and Spanish, such as Family Math Night Workshops, and "Puente a la Tecnologia," (Bridge to Technology) a computer-based program providing chrome-books and internet access to English Learners and their parents as a tool to support their language acquisition.

Parents who would like more information on how to become involved may contact Principal Gabriela Cazares at (559) 305-7240, or ask for assistance in the school office.

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.

School Safety Plan

Safety of students and staff is a primary concern of Lincoln Elementary School. Before, during, and after school, the campus is monitored by assigned staff and all gates onto campus are locked during school hours with the exclusion of the main entrance. All visitors must sign in at the office and wear appropriate identification while on campus.

The comprehensive school safety plan is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. Components of the plan include: child abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and suspension and expulsion policies. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. The plan was last reviewed/updated and discussed with staff in the Fall of 2017. An updated copy is available to the public at the school office.

The school's disaster preparedness plan includes steps for ensuring the safety of students and staff during a disaster. Emergency preparedness drills are conducted monthly and the school staff is appropriately trained. A detailed binder is located in the Lincoln office that consists of all required safety components.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.0	1.0	1.3
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	4.2	4.7	5.7
Expulsions Rate	0.0	0.0	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2008-2009
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	11	
Percent of Schools Currently in Program Improvement	61.1	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.72
Psychologist	0.25
Social Worker	.5
Nurse	0.20
Speech/Language/Hearing Specialist	0.40
Resource Specialist	0
Other	1
Average Number of Students per Staff Member	
Academic Counselor	0

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
	2014-15	2015-16	2016-17	1-20			21-32			33+		
				2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	25	24	24				3	3	3			
1	23	26	26				2	2	2			
2	22	25	25				3	2	2			
3	30	28	28				2	2	2			
4	31	29	29				2	2	2			
5	32	32	32				2	2	2			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Professional development at Lincoln Elementary School is designed to meet the individual needs of teachers as well as broader school and district concerns. Professional development may take the form of trainings, coaching, peer observation, or constructive self-reflection and are consistent with our school vision and goals. Principal, teachers, instructional aides, academic coaches, and other support personnel may take part in these activities. Lincoln Elementary School emphasizes Explicit Direct Instruction, collaborative team building, assessment and data collection, and effective teaching strategies in its Professional Learning Community (PLC), with emphasis on instructing English Language Learners. Staff, grade level, and vertical team meetings provide regular opportunities for professional collaboration, as do district data analysis and interpretation committee meetings.

In 2013, all certificated staff began to receive Common Core training in ELA and Math, Number Talks, Thinking Maps, PBIS, RALLI, and monthly paraprofessional meetings. These professional development opportunities continued throughout 2015-2016, 2016-2017, and 2017-2018.. During these three school years certificated staff in Grades Transitional Kindergarten through third grade received Foundational Skills, Listening and Learning, Literacy Stations, English Language Development, Structured Student Talk, and Support Structures for English Learners, and Words Their Way professional development. Certificated staff in grades third through fifth received professional development on the Academic Vocabulary Toolkit, Science/NGSS (Next Generation Science Standards), Thinking Maps, Math, Number Talks, Technology use and integrating technology/media into the classroom instruction. All grades have received professional development training in Thinking Maps: Path to Proficiency and Write From the Beginning and Beyond: Expository Writing. Data is reported to school administration regularly and feedback is provided to each grade level. Teachers may also attend conferences and workshops as well as schedule times for peer observations. Buy-back and early release days provide time for quality professional development.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,288	\$46,511
Mid-Range Teacher Salary	\$63,074	\$73,293
Highest Teacher Salary	\$92,087	\$92,082
Average Principal Salary (ES)	\$109,852	\$113,263
Average Principal Salary (MS)	\$119,527	\$120,172
Average Principal Salary (HS)	\$125,537	\$131,203
Superintendent Salary	\$224,808	\$213,732
Percent of District Budget		
Teacher Salaries	28%	36%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,008.62	\$1,793.91	\$5,214.71	\$57,808.90
District	♦	♦	\$5,572	\$69,005
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			-6.4	-16.2
Percent Difference: School Site/ State			-20.7	-22.4

* Cells with ♦ do not require data.

Types of Services Funded

Lincoln Elementary has the following resources provided within it's site budget through state funds: LCFF, State Lottery, After School Education and Safety Grant (ASES), and Century 21st Grant that supplements the After School Program.

Lincoln Elementary has the following resources provided within it's site budget through federal funds: Title I - provides supplemental services and resources for student learning; professional development for instructional staff; parent involvement funding to encourage and maintain parent engagement.

Lincoln's site budget is also supported by the district under the following funding resources: Gifted and Talented Education (GATE), Peer Assistance and Review (PAR), Migrant Education and IDEA, Special Education and Positive Behavioral Interventions & Supports (PBIS).

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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).

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.