

Lincoln Elementary School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Lincoln Elementary School
Street	705 California St.
City, State, Zip	Salinas, CA 93901
Phone Number	(831) 753-5625
Principal	Juan Chaidez
Email Address	jchaidez@salinascity.k12.ca.us
School Website	https://www.salinascityesd.org/lincoln
County-District-School (CDS) Code	27-66142-6026546

2021-22 District Contact Information

District Name	Salinas City Elementary School District
Phone Number	(831) 753-5600
Superintendent	Dr. Rebeca Andrade
Email Address	randrade@salinascity.k12.ca.us
District Website Address	www.salinascityesd.org

2021-22 School Overview

Lincoln School is dedicated to the success of all students, both academically and emotionally, so that they are prepared for the challenges that lie ahead. We will support growth for the school staff and families and encourage the development of the entire educational community. We will work together to foster a community of learning for all the stakeholders so we can achieve essential skills and be lifelong learners. We are a Title 1 school that educates 585 students daily. Our school is composed of 24 General Ed Classes, K through sixth grade. We also host 2

Smart Start Pre-school classes on site. Approximately 46% percent of our student population qualify for Free and Reduced Lunch.

Fifty-nine percent (29%) of our students are English Learners.

The history of Lincoln School begins in 1870 with the construction of the first school in "Salinas City" (as it was called at the time). Known as the "East End School", it was a two-room, two-story lathe and plaster building on the southeast corner of Front and Alisal streets, which was later expanded to accommodate more students. The population of Salinas was only about 600, but was growing quickly and soon a second school was needed. The West End School was built in 1874, and for many years these two schools served children living on the east or west sides of Main St. respectively. Sometime after 1900, the name of the East End School was officially changed to Lincoln School. It is a beautiful structure, a "jewel" and a big part of Salinas history.

Lincoln School is located in the heart of Salinas, California, just blocks away from the historic downtown district. The school was closed in 2005 due to the financial hardships of the school district and declining enrollment. In 2007, superintendent Dr. Donna Alonzo Vaughan unveiled her vision of Lincoln's rebirth as a "growing school". Through the hard work of dedicated administrators, teachers and staff, and families, it was reopened for the 2008-2009 school year as a primary Neighborhood/Choice school, starting with kindergarten and first grades, and just 56 students. As the school continued to grow grade by grade, in 2011-2012 a Dual-Immersion Program began in the lower grades. In 2014-2015 our SEI Program promoted its first 6th grade class, and in 2016-2017 our DI Program promoted its first 6th grade class. In addition to our DI and SEI Programs, we also have two AM and two PM Smart Start DI preschool classes. Lincoln houses approximately 700 students. Lincoln School is expanding to a school wide Dual Immersion Program due to the great success and community demand for Dual Immersion bilingual education.

2021-22 School Overview

Lincoln School has a rigorous academic program in which all stakeholders are knowledgeable about the high expectations to which students, and staff, are held accountable. Students are expected to take responsibility for their learning. Staff and families work together to assure these high expectations are met. Our staff realizes the need to work together both within and across grade levels. Teachers routinely collaborate to analyze curriculum data, assess the effectiveness of our assessments, review practices, and plan. The principal meets with staff members to review data and provide assistance.

We are all dedicated to implementation of the Common Core State Standards. The district has provided our site with a technology site representative who represents us at the district tech meetings and is a positive support on site. Positive Behavioral Intervention Support and OLWEUS Bully Prevention programs are in full implementation. Students, staff and community are working together to support a positive school climate and ensure that these programs are successfully integrated into our school culture and climate at Lincoln School.

It is our goal that all of our students, staff, parents, and the Lincoln community feel a sense of belonging and truly follow and live by the three R's, Respectful, Responsible and Ready to Learn. Our parent organizations are a huge part of our growing success and help us to create a caring community of learners in which high academic standards are expected and where there is a feeling of unity, caring and success for all.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	100
Grade 1	87
Grade 2	83
Grade 3	89
Grade 4	64
Grade 5	57
Grade 6	84
Total Enrollment	564

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	49.8
American Indian or Alaska Native	0.4
Asian	0.4
Black or African American	0.5
Filipino	0.2
Hispanic or Latino	88.1
Two or More Races	2.8
White	7.6
English Learners	28.5
Homeless	12.1
Socioeconomically Disadvantaged	45.6
Students with Disabilities	5

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

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

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)	22.0	88.0	320.4	87.0	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	10.0	2.7	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.0	4.0	21.0	5.7	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.0	8.0	11.0	3.0	12115.8	4.4
Unknown	0.0	0.0	6.0	1.6	18854.3	6.9
Total Teaching Positions	25.0	100.0	368.4	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	1.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	2.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	2.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Salinas City Elementary School District has made every effort to comply with the Instructional Quality Commission of the California State Board of Education. Curriculum frameworks have provided guidance for implementing the content standards adopted by the state and the district. Approved supplemental materials have also been provided for school sites to support instructional differentiation and the Response to Intervention program model.

Year and month in which the data were collected

August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/Adelante February 13, 2017	Yes	0%
Mathematics	Eureka Math, Great Minds, 2015 (English) / April 13, 2015 Eureka Math, Great Minds, 2016 (Spanish) / October 10, 2016	Yes	0%
Science	McMillan/McGraw-Hill, Science, K-6, 2007	Yes	0%
History-Social Science	SAVVASS, My World Interactive, K-6, 2019	Yes	0%
Foreign Language	Benchmark Adelante February 13, 2017	Yes	0%
Health	ETR, Health Smart, K-5, 2009; A Talk in Time, 6th	Yes	0%
Visual and Performing Arts	Silver Burdett, Music, K-6	Yes	0%

School Facility Conditions and Planned Improvements

Restroom modernization scheduled for summer 2022. Shade structure scheduled for summer 2022

Year and month of the most recent FIT report

0/19/2021

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	292	NT	NT	NT	NT
Female	147	NT	NT	NT	NT
Male	145	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	252	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	24	NT	NT	NT	NT
English Learners	85	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	64	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	135	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	17	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	292	NT	NT	NT	NT
Female	147	NT	NT	NT	NT
Male	145	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	252	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	24	NT	NT	NT	NT
English Learners	85	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	64	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	135	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	17	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Reading Enterprise Tests Student Groups	Star Reading Enterprise Tests Total Enrollment	Star Reading Enterprise Tests Number Tested	Star Reading Enterprise Tests Percent Tested	Star Reading Enterprise Tests Percent Not Tested	Star Reading Enterprise Tests Percent At or Above Grade Level
All Students	290	288	99%	1%	46%
Female	146	145	99%	1%	46%
Male	144	143	99%	1%	46%

American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Hispanic or Latino	249	247	99%	1%	44%
Two or More Races	--	--	--	--	--
White	25	25	100%	0%	56%
English Learners	85	84	99%	1%	29%
Homeless	37	36	97%	3%	28%
Socioeconomically Disadvantaged	135	133	99%	1%	40%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	18	17	94%	6%	18%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Reading Enterprise Tests Student Groups	Star Reading Enterprise Tests Total Enrollment	Star Reading Enterprise Tests Number Tested	Star Reading Enterprise Tests Percent Tested	Star Reading Enterprise Tests Percent Not Tested	Star Reading Enterprise Tests Percent At or Above Grade Level
All Students	290	287	99%	1%	52%
Female	146	146	100%	0%	47%
Male	144	141	98%	2%	57%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Hispanic or Latino	249	246	99%	1%	51%
Two or More Races	10	10	100%	0%	50%
White	25	25	100%	0%	56%
English Learners	85	83	98%	2%	40%
Homeless	37	35	95%	5%	43%
Socioeconomically Disadvantaged	135	133	99%	1%	47%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	18	17	94%	6%	35%

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	57	NT	NT	NT	NT
Female	23	NT	NT	NT	NT
Male	34	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	50	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	13	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	16	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	30	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Parents at Lincoln are involved in organizations or opportunities at the school by many means: The Parent Teacher Organization (PTO), Classroom Volunteers, Garden Committee, Just Run, Healthy Kids Club, Musicos Music Program, Tonatitos de Lincoln Ballet Folklorico, School Site Council, ELAC, Principal's meetings, Coffee with the Principal and Parent Workshops. It is our intent to increase parent involvement opportunities with a 6 hour per day Parent Coordinator.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	578	569	26	4.6
Female	290	286	15	5.2
Male	288	283	11	3.9
American Indian or Alaska Native	3	3	0	0.0
Asian	2	2	0	0.0
Black or African American	4	3	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	505	500	26	5.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	20	17	0	0.0
White	43	43	0	0.0
English Learners	163	162	7	4.3
Foster Youth	0	0	0	0.0
Homeless	81	80	12	15.0
Socioeconomically Disadvantaged	268	265	21	7.9
Students Receiving Migrant Education Services	5	5	2	40.0
Students with Disabilities	36	34	2	5.9

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	3.42	0.00	3.16	0.15	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.01	1.82	2.45
Expulsions	0.00	0.01	0.05

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

Lincoln School has a fully surrounding security fence with four electronically controlled gates: 4 pedestrian and 1 vehicle – these gates assure that all visitors enter through the main office when school is in session. The main entrance also has an electronically controlled entry door. Visitors are required to sign in at the school office and receive a visitor's pass. Staff members report anyone without a pass to the school office. Students who leave prior to the end of the school day must be signed out by a responsible adult at the school office.

We review discipline and safety procedures with the staff throughout the school year. We review discipline and safety procedures with School Site Council and families, as needed.

Playground rules have been developed and reviewed with students to ensure safety on the campus. Staff members use walkie-talkies or cell phones to communicate with the office from the playground. There is an intercom system and intercom telephones are located in each classroom. Improved door hardware was recently installed that allows teachers to lock any door on our campus and in the district, from the inside. Students may be on campus 10 minutes prior to the start of instruction. Students report to their classroom and are supervised by their teacher. Teachers supervise students during recesses, and during lunchtime, classified staff provide supervision and administration supports as needed.

We review and revise our School Safety Plan annually and it is approved by the School Site Council. The plan includes procedures for various emergencies, exit routes, First Aid training and inventories of emergency supplies. The plan is available in our school office and is also available inside our Lincoln Leopards folders. The safety plan is shared with school staff during a staff meeting. We conduct the following emergency response drills at the noted minimum frequency: fire/monthly (after school programs, 3 times annually); lockdown & shelter-in-place (after school programs 2 times annually) and earthquake/twice a year. We share safety concerns at staff meetings and we review discipline and safety procedures with the staff throughout the school year. We review discipline and safety procedures with School Site Council and families, as needed. We also participated in the Monterey County Disaster Drill which took place in October 2020 and October 2021.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	23		4	
1	23		4	
2	22	1	2	
3	20	1	2	
4	22	1	3	
5	23	2	2	
6	21	2	2	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	23		4	
1	24		4	
2	23		4	
3	22	1	2	
4	16	2	1	
5	27		3	
6	28		3	
Other	27		1	

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	25		4	
1	22		4	
2	21	2	2	
3	22	1	3	
4	32		2	
5	19	3		
6	28		3	

2020-21 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	

2020-21 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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	6853	453	6400	67307
District	N/A	N/A	8289	\$72,933
Percent Difference - School Site and District	N/A	N/A	-25.7	-8.0
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-27.5	-24.2

2020-21 Types of Services Funded

DISTRICT PROVIDED SERVICES:

To best serve students, SCESD implemented after-school and Saturday extended learning programs with the use of Federal and State funds. Extended learning programs included the following:

2020-2021 SCHOOL YEAR:

Summer Academy:

Springboard
Elevate Math
Imagine Learning
ELD support
Sports for learning
Dance
Extended School Year (SPED)
NASA
Intro to Coding
Music (YOSAL)
Jump Into English
Jump Into Math
Sylvan Learning
Spring language academy

2019-2020 SCHOOL YEAR:

- Jump into Math
- NASA
- Introduction to Coding
- Summer Academy for students most at risk
- Social-emotional Counseling support

SITE PROVIDED SERVICES

We are a Title I school, our revenue from state and federal monies is limited. We have funding with money designated to support English Language Learners. These are allocated based on enrollment and focus on improving instruction for students. Some things that we purchase with these funds include Practice Books, leveled readers, instructional supplies, and funding for an instructional aide and part time resource teacher.

The District provides a full time Vice Principal for our school site. The Vice Principal assists with monitoring student intervention, implementing the PBIS program, and supporting classroom instruction. Centralized special-purpose funds pay for a Compliance Bilingual Resource Teacher, who provides testing services to English Learners. Every school site has library aides, as well as office staff and health aide positions to support and assist students. During the lunch recess, a PlayWorks Supervisor encourages students to play in cooperative games accessible to all students. We use a combination of district and site based Local Control Funding Formula allocations to fund Instructional Aides who work with struggling students, English Learners, Kindergarten students. Our site funds also support a part-time Resource teacher to provide instructional support for students in combination classes and targeted interventions. Funds are also used to provide instructional materials, technology and online programs to support Math and Writing for all students including English Learners such as Levered Math and My SBAC Coach.

Our PTO raises funds for classroom materials, field trips, assemblies and consultants, PE equipment, and supplementary instructional materials through our annual fall and spring fund-raisers.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$47,479	\$52,060
Mid-Range Teacher Salary	\$74,697	\$84,043
Highest Teacher Salary	\$94,774	\$107,043
Average Principal Salary (Elementary)	\$118,162	\$133,582
Average Principal Salary (Middle)	\$0	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$215,235	\$240,628
Percent of Budget for Teacher Salaries	32%	35%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

DISTRICT PROVIDED PROFESSIONAL DEVELOPMENT:

The major theme of professional development is to develop and improve the Tier I services offered in the classroom. This focus has us working together to strengthen the Instructional Core - the Relationships created between staff and students, the Clarity of staff and students around what is needed and how to help every student receive it, and the Challenge was given to students through instructional activities, tasks, and experiences.

In addition to the district-provided staff development, additional training was available during the summer, and after school through the school site. Other major areas of staff development are English Language Development, Mathematics, and Professional Collaboration. Training provided teaching techniques and strategies that are beneficial for all students. On Thursdays, students are dismissed early and teachers use the time for grade-level meetings, planning, and staff development. Grade-level meetings are used to look at student achievement and identify instructional focus areas. The principal and Vice-Principal support the implementation of State Standards by observing students, meeting with teachers individually and in grade levels, and observing classroom instruction as does the academic coach.

2020-2021 SCHOOL YEAR:

Professional Learning and Development topics offered by the district have included:

- Self and student care during distance learning
- Norms and procedures in distance learning
- Establishing student-teacher relationships from a distance
- Establishing teacher credibility at a distance
- Teacher clarity at a distance
- Creating engaging tasks in distance learning
- Planning instructional units for distance learning
- Feedback, assessment, and grading
- Great Minds inSync
- Discovery Education
- Accelerated Learning - Unpacking the Standards to Drive Instruction
- Checking for Understanding in Distance Learning - High tech, low tech, no tech!
- Creating Rigorous Asynchronous Tasks
- Creating Spirited Lessons That Will Rock Distance Learning (non, low, and high tech)
- Designated ELD in Distance Learning
- Paraeducator Partnerships to Prepare Pupils!
- Progress Monitoring Beyond Administering the Test

Professional Development

Receptive Visual-Based Strategies

“PBL like PBJ” How to Make Tasty Learning that Sticks

Google Suite 101

Bully Prevention in the Virtual World

Engaging and Supporting Learners Using Trauma-Informed Practices

PBIS in Distance Learning

Take Care of Yourself and Others! Mindful Practices from a Distance

Inviting the Struggle - Challenging Students One Lesson at a Time

Productive Visual-Based Strategies

Visual-Based Strategies in the Upper Elementary Classroom (3-6 focus)

2019-2020 SCHOOL YEAR

Some of the topics at the professional development sessions have included:

- New Teacher orientation and associated topics
- Imagine Learning
- Imagine Mathematics
- Eureka Mathematics customization
- Benchmark Education Advance and Adelante introduction
- Reading Fluency
- Small-Group Instruction in Mathematics
- Small-Group Instruction in Language Arts
- Mini-Lessons and Collaborative Conversations
- Scaffolding Instruction for Special Education
- Assessment in Language Arts and Mathematics
- Close Reading
- Teaching Writing using Benchmark
- Accelerated Reader
- STAR Reading, Math, and Early Literacy

2018-19 SCHOOL YEAR

This year, the number of calendared Professional Development days increased to 6. In addition to these days, SCESD teachers are offered:

- On-site, teacher-directed professional development provided by Academic Coaches.
- After-School Professional Development opportunities
- Weekend Professional Development opportunities
- New Teacher Induction.
- Intern Teacher Mentoring

SITE PROVIDED PROFESSIONAL DEVELOPMENT:

Evaluating/Improving Teachers

Our principal evaluates teachers who have less than three years of experience every year and those with less than ten years every two years. Every fall the principal meets with the teachers to be evaluated to agree upon objectives. The principal conducts at least one formal and several informal, spontaneous observations during the year. The overall evaluation is in accordance with the teacher’s contract and the guidelines of the California Standards for the Teaching Profession. During the observation the principal notes the students’ level of engagement, the organization of the classroom, and the effectiveness of the lesson under way. He checks the teacher’s lesson plans and student work as well. The principal meets with the teacher to discuss the lesson, reinforce strengths, and to identify areas of growth. The final written observations and evaluations become part of the teacher’s confidential personnel file. In addition, the principal and teachers meet two times a year to discuss data.

Teachers new to the profession participate in the Beginning Teacher Support and Assessment Program. They are paired with an experienced, Beginning Teacher Support Provider who works with them throughout their first two years of teaching. Our teachers also mentor student teachers from Cal Teach, Chapman University, California State University Monterey Bay, and National University.

Professional Development

Staff Development

Our teachers attend one day of staff development before school begins and two days during the school year. Trainings were also available during the summer, Saturdays, and after school. Teachers also have opportunities to attend conferences. Most teachers are trained in the GLAD strategies and the others will be trained this coming year. Teachers and administrators looked at test scores and identified areas of need. The major areas of staff development were language arts and English Language Development. On Thursdays students are dismissed early and teachers use the time for meetings, planning, and staff development. My SBAC Coach training was provided on a Thursday early release day. Staff members take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. This year the focus will be on the Common Core Standards. Teachers were provided with 2 professional development days on the Common Core Standards and will be provided with additional optional days throughout the year. In addition, teacher leaders attended LARS training for the Common Core Standards. A team of teachers are participating in PBS training. A team of staff went to, RALLI, PBIS, Restorative Justice training and Dual Language teachers attended CAFE conferences.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Salinas City Elementary School District 2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Student Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Salinas City Elementary School District
Phone Number	(831) 753-5600
Superintendent	Dr. Rebeca Andrade
Email Address	randrade@salinascity.k12.ca.us
District Website Address	www.salinascityesd.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4751	NT	NT	NT	NT
Female	2282	NT	NT	NT	NT
Male	2469	NT	NT	NT	NT
American Indian or Alaska Native	16	NT	NT	NT	NT
Asian	28	NT	NT	NT	NT
Black or African American	30	NT	NT	NT	NT
Filipino	51	NT	NT	NT	NT
Hispanic or Latino	4349	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	73	NT	NT	NT	NT
White	197	NT	NT	NT	NT
English Learners	2139	NT	NT	NT	NT
Foster Youth	13	NT	NT	NT	NT
Homeless	3298	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	3754	NT	NT	NT	NT
Students Receiving Migrant Education Services	181	NT	NT	NT	NT
Students with Disabilities	523	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4751	NT	NT	NT	NT
Female	2282	NT	NT	NT	NT
Male	2469	NT	NT	NT	NT
American Indian or Alaska Native	16	NT	NT	NT	NT
Asian	28	NT	NT	NT	NT
Black or African American	30	NT	NT	NT	NT
Filipino	51	NT	NT	NT	NT
Hispanic or Latino	4349	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	73	NT	NT	NT	NT
White	197	NT	NT		NT
English Learners	2139	NT	NT	NT	NT
Foster Youth	13	NT	NT	NT	NT
Homeless	3298	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	3754	NT	NT	NT	NT
Students Receiving Migrant Education Services	181	NT	NT	NT	NT
Students with Disabilities	523	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

Star Reading Enterprise Tests Student Groups	Star Reading Enterprise Tests Total Enrollment	Star Reading Enterprise Tests Number Tested	Star Reading Enterprise Tests Percent Tested	Star Reading Enterprise Tests Percent Not Tested	Star Reading Enterprise Tests Percent At or Above Grade Level
All Students	4736	4522	95%	5%	29%
Female	2278	2193	96%	4%	29%
Male	2458	2329	94%	6%	28%

American Indian or Alaska Native	--	--	--	--	--
Asian	28	26	87%	13%	54%
Black or African American	30	28	93%	8%	30%
Filipino	51	51	100%	0%	36%
Hispanic or Latino	4331	4130	95%	5%	27%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	67	66	99%	1%	62%
White	202	195	95%	5%	37%
English Learners	2128	2011	94%	6%	9%
Foster Youth	16	16	100%	0%	55%
Homeless	1772	1680	94%	6%	22%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	3756	3569	94%	6%	26%
Students Receiving Migrant Education Services	198	185	97%	3%	8%
Students with Disabilities	556	500	91%	9%	11%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Reading Enterprise Tests Student Groups	Star Reading Enterprise Tests Total Enrollment	Star Reading Enterprise Tests Number Tested	Star Reading Enterprise Tests Percent Tested	Star Reading Enterprise Tests Percent Not Tested	Star Reading Enterprise Tests Percent At or Above Grade Level
All Students	4736	4561	96%	4%	31%
Female	2278	2212	96%	4%	29%
Male	2458	2349	95%	5%	34%
American Indian or Alaska Native	16	16	100%	0%	50%
Asian	28	26	87%	13%	63%
Black or African American	30	28	93%	7%	22%
Filipino	51	49	97%	3%	28%
Hispanic or Latino	4331	4173	96%	4%	30%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	67	66	99%	1%	43%
White	202	193	93%	7%	42%
English Learners	2128	2040	95%	5%	17%
Foster Youth	16	14	90%	10%	50%

Homeless	1772	1694	95%	5%	27%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	3756	3607	95%	5%	29%
Students Receiving Migrant Education Services	198	189	96%	4%	20%
Students with Disabilities	556	506	91%	9%	12%

*At or above the grade-level standard in the context of the local assessment administered.