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	650 Liberty Lane
City, State, Zip	Madera, CA 93637-2687
Phone Number	(559) 675-4600
Principal	Robyn Royston
Email Address	robynroyston@maderausd.org
School Website	www.madera.k12.ca.us/lincoln
County-District-School (CDS) Code	20-65243-6112312

2021-22 District Contact Information

District Name	Madera Unified School District
Phone Number	559.675.4500
Superintendent	Todd Lile
Email Address	toddlile@maderausd.org
District Website Address	www.madera.k12.ca.us

2021-22 School Overview

Principal's Message

Welcome to Lincoln Elementary School, where pride runs deep! Lincoln Elementary is one of 28 elementary/middle/comprehensive/alternative high schools in Madera Unified School District. During the 2021-2022 school year, 816 TK-6th grade students were enrolled at the school, with classes arranged on a traditional calendar.Our team is deeply commited to providing our students with a well rounded, memorable, and exciting educational experience. We believe in setting high expectations for all and work tirelessly to provide students the differentiated supports they need to be successful in meeting those expectations both academically and behaviorally.

At Lincoln, learning is fun! All students are challenged at their individual academic level. Teachers provide engaging lessons that incorporate units of study where students become gold miners (4th grade), pioneers in Apple Valley (5th grade), or interactive statues in an Ancient Egyptian Wax Museum (6th grade). In our primary grades, students celebrate reading with Teddy Bear picnics, Read for the Record and Dr. Seuss's birthday, and many other activities. We celebrate the 100th day of school and caterpillar and lightning rod math. Students in grades 4th-6th have the opportunity to participate in our site spelling bee with the winners moving on to the district spelling bee. We held a study of sixth-grade math and then competed in MUSD's sixth grade Mathletics competition.

MUSD guarantees an unparalleled educational experience, and field trips are an important part of that! The second grade travels to The Fossil Discovery Center, third grade to the county library and museum, fourth grade to San Juan Bautista Mission and Monterey Bay Aquarium, fifth grade to the Fresno Zoo, and sixth grade Hearst Castle and Calvin Crest Camp. These experiences provide our students with hands-on opportunities to learn and gives them background knowledge that enhances classroom learning.

Special Education Program: Lincoln is fully vested in the Center-Based Model of educating our special education students. The students are in the general education classroom for the majority of their day. They are provided support from a special education staff member during a portion of their time. They are also pulled out of the general education environment for more intense work as is determined appropriate by the special education teacher and based on the needs determined in each special education student's Individualized Education Plan (IEP). Lincoln has four full-time special education teachers and six full-time special education aides to support our students. Lincoln has three Special Day Classes (SDC). The classes are a TK-

2021-22 School Overview

Kinder class, a 1st-3rd grade class, and a 4-6th grade class.

English Learner Program: All of Lincoln's teachers are trained to teach culturally diverse populations. ELD (English Language Development) is taught to our English learners for an average of 45 minutes a day during our designated instruction time. Students are grouped by their language levels so that instruction can be targeted towards their specific areas of need. The emphasis is on oral language, listening, thinking, reading, and writing. Teachers evaluate students three to four times a year and monitor their progress. The results of these assessments help teachers determine what skills need to be taught or reviewed.

As your child's first teacher we value your insight and seek to have strong staff-student-parent relationships. We must work together to guarantee that our students meet/exceed the high expectations that we have set for their learning. We welcome your questions, comments, and feedback. We are so very excited to have you as a part of our Lion Community!

Mission Statement: Lincoln Elementary celebrates life through learning by preparing children for their future. Lincoln educators strive to promote growth, productive citizenship, and lifelong learning through quality and rigorous instruction and adherence to the California State Standards for Education, for ALL students.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	107
Grade 1	109
Grade 2	100
Grade 3	124
Grade 4	119
Grade 5	132
Grade 6	113
Total Enrollment	804

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	4.2
Black or African American	1.9
Filipino	0.4
Hispanic or Latino	81.3
Two or More Races	1.4
White	9.3
English Learners	11.9
Foster Youth	0.4
Homeless	3
Socioeconomically Disadvantaged	73.4
Students with Disabilities	7.7

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

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.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

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

Madera Unified held a public hearing on September 24, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and instructional materials are adopted according to a cycle developed by the California Department of Education, making the textbooks/instructional materials used in the school the most current available. Textbooks and instructional materials approved for use by the state are reviewed by a selection committee of teachers and administrators and a recommendation is made to the School Board for their approved use at the local level. All recommended materials are available for parent examination at the district office prior to adoption.

Year and month in which the data were collected	July 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance: Step Up to Literacy 2016 McGraw Hill California Wonders 2016 Benchmark Adelante 2016	Yes	0.0%
Mathematics	Big Ideas Math 2014 California Math in Focus: Math 2014 McGraw Hill My Math 2014	Yes	0.0%
Science	Twig Science 2019	Yes	0.0%
History-Social Science	California History-Social Science: myWorld Interactive 2018 California History-Social Science: myWorld Interactive, Ancient Civilizations 2018 TCI Social Studies Alive! California Series 2018	Yes	0.0%
Foreign Language	Mc Dougal Avancemos 2013	Yes	0.0%

School Facility Conditions and Planned Improvements

Lincoln Elementary was originally constructed in 1993 and is comprised of 26 standard classrooms and ten portables, a multipurpose room/ cafeteria, library, staff lounge, and playground.

Playground space is adequate for the number of students we have, providing them with ample opportunity to be active during their recess times. There is adequate space for staff to work. Lincoln has a beautiful school library.

Cleaning Process

The principal works daily with the custodial staff of 3 full-time to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Maintenance and Repair

School Facility Conditions and Planned Improvements

On a regular basis, classrooms and facilities are inspected by the custodial staff and administration to identify needed classroom repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority is given to emergency repairs.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides 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, electrical systems, interior or exterior painting, and floor systems.

Year and month of the most recent FIT report	July 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	494	NT	NT	NT	NT
Female	261	NT	NT	NT	NT
Male	233	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	18	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	412	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	NT	NT	NT	NT
White	41	NT	NT	NT	NT
English Learners	56	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	28	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	374	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	39	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	494	NT	NT	NT	NT
Female	261	NT	NT	NT	NT
Male	233	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	18	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	412	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	NT	NT	NT	NT
White	41	NT	NT	NT	NT
English Learners	56	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	28	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	374	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	39	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.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	493	484	98.17%	1.83%	23.97%
Female	261	255	97.70%	2.30%	25.10%
Male	232	229	98.71%	1.29%	22.71%
American Indian or Alaska Native	--	--	100.00%		
Asian	18	18	100.00%		44.44%

Black or African American	--	--	100.00%		37.50%
Filipino	--	--	100.00%		33.33%
Hispanic or Latino	398	391	98.24%	1.76%	21.23%
Two or More Races	20	19	95.00%	5.00%	26.32%
White	41	40	97.56%	2.44%	40.00%
English Learners	56	55	98.21%	1.79%	1.82%
Foster Youth	--	--	100.00%		50.00%
Homeless	15	14	93.33%	6.67%	14.29%
Military	--	--	100.00%		
Socioeconomically Disadvantaged	386	379	98.19%	1.81%	20.32%
Students Receiving Migrant Education Services	--	--	100.00%		
Students with Disabilities	39	36	92.31%	7.69%	13.89%

*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.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	493	483	97.97%	2.03%	13.25%
Female	261	258	98.85%	1.15%	13.18%
Male	232	225	96.98%	3.02%	13.33%
American Indian or Alaska Native	--	--	100.00%		
Asian	18	17	94.44%	5.56%	58.82%
Black or African American	--	--	100.00%		37.50%
Filipino	--	--	100.00%		
Hispanic or Latino	398	392	98.49%	1.51%	10.97%
Two or More Races	20	19	95.00%	5.00%	15.79%
White	41	39	95.12%	4.88%	12.82%
English Learners	56	54	96.43%	3.57%	3.70%
Foster Youth	--	--	100.00%		
Homeless	15	15	100.00%		13.33%
Military	--	--	100.00%		
Socioeconomically Disadvantaged	386	378	97.93%	2.07%	10.85%
Students Receiving Migrant Education Services	--	--	100.00%		
Students with Disabilities	39	37	94.87%	5.13%	8.11%

*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	135	NT	NT	NT	NT
Female	65	NT	NT	NT	NT
Male	70	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	110	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	17	NT	NT	NT	NT
English Learners	16	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	97	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	14	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

There are a number of opportunities for families to be involved at Lincoln. We utilize Parent Square to inform families of upcoming events, meetings, and opportunities to learn, ask questions, and have input.
1. School Site Council (SSC): This group of parents approve the School Site Plan, Title 1 Budget, Safety Plan, and more. All parents are welcome to attend and hear about how we are spending funds to enhance the educational program at Lincoln.
2. English Language Advisory Committee (ELAC): This group of parents provide input and feedback to the site Principal and SSC on the site plan, budget, safety plan, etc. specifically looking at English Learner Achievement and Programs.
3. Parent Advisory Council (PAC): This group of parents advise district leadership in matters of District finances.
4. Lincoln Parent Faculty Club (LPFC): Our parent-faculty club is very active! They plan and organize a majority of our fundraising events. We meet monthly and discuss various needs of the school site. Jog-a-thon, Fall Carnival, Santa Pictures, candy sales, field trips, etc. are just a few of the events on campus that parent-club assists with.

Other means of connection are: Parent Teacher Conferences (held four times per year), Back to School Night (Fall), and Open House (Spring), and the various MULES Sport Seasons. We have a variety of extracurricular activties that we offer as well: Jog-a-thon, Fall Harvest Carnival, Wax Museum, Spelling Bee, talent show, band, and choir.

For more information on how to become involved, contact the school at (559) 675-4600. Lincoln also houses a Parent Resource Center. The Parent Resource Centers (PRCs) are dedicated centers where parents may access resources, use computers, participate in activities, and gather for meetings. The Centers are part of a concerted effort to create more welcoming, useful spaces for parents within our schools.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	839	827	82	9.9
Female	440	433	31	7.2
Male	399	394	51	12.9
American Indian or Alaska Native	2	2	1	50.0
Asian	35	35	2	5.7
Black or African American	15	15	1	6.7
Filipino	3	3	0	0.0
Hispanic or Latino	683	673	66	9.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	11	11	2	18.2
White	79	77	8	10.4
English Learners	122	122	16	13.1
Foster Youth	6	6	0	0.0
Homeless	26	26	4	15.4
Socioeconomically Disadvantaged	623	615	76	12.4
Students Receiving Migrant Education Services	3	3	1	33.3
Students with Disabilities	67	67	13	19.4

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	2.97	0.24	6.51	0.18	3.47	0.20
Expulsions	0.00	0.00	0.34	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	4.02	4.05	2.45
Expulsions	0.00	0.18	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.24	0.00
Female	0.23	0.00
Male	0.25	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	0.15	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.27	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.32	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

The safety of students and staff is our number one priority at Lincoln Elementary. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety Plan was last reviewed and updated in December by the School Safety Committee and approved by the School Site Council. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. In addition, an emergency "Go Bag" is stocked with first aid supplies and an updated list of emergency contact numbers. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lock down drills are held every three months on a rotating basis with other drills. Students are supervised before and after school by certificated staff, classified staff, principal and vice principal. Certificated staff, classified staff, principal and vice principal help with supervision during lunch and break periods. There is a designated area for student drop off and pick up. Visitors & volunteers must sign-in in the office and get a visitors or volunteer pass when entering the school campus.

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	20	2	4	
1	22	1	4	
2	22		5	
3	21	1	5	
4	30		4	
5	33		2	2
6	27	1	2	1

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	24	1	4	
1	23		4	
2	24		5	
3	25		5	
4	31		4	
5	30		4	
6	34			2
Other	10	3		

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	19	7	4	
1	19	5	12	
2	21	2	12	
3	22	2	15	
4	24	3	12	
5	26	2	3	
6	23	2	7	
Other	18	3	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	804

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)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.7
Social Worker	0
Nurse	0.5
Speech/Language/Hearing Specialist	1
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	$1,477	$973	$504	$77,763
District	N/A	N/A	$5,345	$75,229
Percent Difference - School Site and District	N/A	N/A	-165.5	3.3
State			$8,444	$86,376
Percent Difference - School Site and State	N/A	N/A	-177.5	-10.5

2020-21 Types of Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2020-21 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

The California Department of Education issued guidance to the district in August 2019 regarding how to calculate school-level per-pupil expenditures that will be reported in the 2020-2021 fiscal year.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www. cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

District Revenue Sources (Fiscal Year 2020-21)
In addition to general state funding, Madera Unified School District received state and federal funding for the following categorical funds and other support programs:
• Title I, II, III, and IV

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	$45,956	$52,562
Mid-Range Teacher Salary	$73,239	$83,575
Highest Teacher Salary	$93,867	$104,166
Average Principal Salary (Elementary)	$124,294	$131,875
Average Principal Salary (Middle)	$125,066	$137,852
Average Principal Salary (High)	$135,508	$150,626
Superintendent Salary	$225,000	$260,243
Percent of Budget for Teacher Salaries	30%	34%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Lincoln's Staff Development plan addresses our school-wide goals as determined by our site SAP team. The content of staff development aligns with the established school goals for curriculum, instruction, student assessment, and student achievement.
We set aside funds for staff to attend conferences and trainings.

The school's priority goals are met through the completion of a variety of staff development activities and the Cycle of Inquiry (COI) process. We plan staff training to support the professional and personal growth of personnel who work with students at Lincoln. Each grade level participates in weekly collaborative meetings (PLC) that focus on student achievement and essential standards. The work includes but is not limited to alignment of curriculum, reviewing student data, the creatation of common formative assessments, and to share successful teaching strategies.

Institute Days, or district provided staff development days, are designed to help staff members refine existing skills, learn new skills, and gain knowledge needed for effective implementation of the curriculum. Various task teams, such as our SAP and PBIS teams, along with administrators, are directly involved in the planning and delivery of staff development.

The district continues to offer a variety of professional development oppotunities for teachers on a variety of topics. This allows for a differentiated approach that meets each teacher where they are in regards to personal goals and growth. Topics for staff development during the 2021-22 school year include; Data analysis, Lesson Design that includes a range of application based tasks and learning opportunities, Response to Intervention Academic & Behavior strategies, student engagement strategies, and English Language Development strategies.

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	3	11	3

Madera Unified 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 Students 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	Madera Unified School District
Phone Number	559.675.4500
Superintendent	Todd Lile
Email Address	toddlile@maderausd.org
District Website Address	www.madera.k12.ca.us

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	10502	NT	NT	NT	NT
Female	5136	NT	NT	NT	NT
Male	5366	NT	NT	NT	NT
American Indian or Alaska Native	46	NT	NT	NT	NT
Asian	103	NT	NT	NT	NT
Black or African American	146	NT	NT	NT	NT
Filipino	18	NT	NT	NT	NT
Hispanic or Latino	9612	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	86	NT	NT	NT	NT
White	487	NT	NT	NT	NT
English Learners	2921	NT	NT	NT	NT
Foster Youth	100	NT	NT	NT	NT
Homeless	656	NT	NT	NT	NT
Military	134	NT	NT	NT	NT
Socioeconomically Disadvantaged	9608	NT	NT	NT	NT
Students Receiving Migrant Education Services	364	NT	NT	NT	NT
Students with Disabilities	867	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	10503	NT	NT	NT	NT
Female	5137	NT	NT	NT	NT
Male	5366	NT	NT	NT	NT
American Indian or Alaska Native	46	NT	NT	NT	NT
Asian	103	NT	NT	NT	NT
Black or African American	146	NT	NT	NT	NT
Filipino	18	NT	NT	NT	NT
Hispanic or Latino	9612	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	86	NT	NT	NT	NT
White	488	NT	NT		NT
English Learners	2921	NT	NT	NT	NT
Foster Youth	101	NT	NT	NT	NT
Homeless	656	NT	NT	NT	NT
Military	134	NT	NT	NT	NT
Socioeconomically Disadvantaged	9609	NT	NT	NT	NT
Students Receiving Migrant Education Services	364	NT	NT	NT	NT
Students with Disabilities	867	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.
*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.
*At or above the grade-level standard in the context of the local assessment administered.