

Abraham Lincoln Elementary

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

School Name	Abraham Lincoln Elementary
Street	425 South Sullivan Street
City, State, Zip	Santa Ana, CA 92704-1631
Phone Number	(714) 972-6200
Principal	Deanne Katayama
Email Address	deanne.katayama@sausd.us
School Website	https://www.sausd.us/lincoln
County-District-School (CDS) Code	30-66670-6030308

2023-24 District Contact Information

District Name	Santa Ana Unified School District
Phone Number	714-558-5501
Superintendent	Jerry Almendarez
Email Address	jerry.almendarez@sausd.us
District Website	www.sausd.us

2023-24 School Description and Mission Statement

Abraham Lincoln Elementary is situated at the intersection of South Sullivan Street and West Willits Street in Santa Ana. Our school proudly caters to students from Pre-School through 5th grade. As we prepare our students to thrive as 21st-century learners, we provide them with a wide range of opportunities to develop strong reading foundations, apply their reading skills across various subjects, and foster a lifelong passion for learning. Our approach is data-driven, supporting differentiated learning and incorporating best instructional practices.

In the early grades, from Pre-K through 3rd, we focus on establishing foundational skills. This includes helping students build strong comprehension, word attack skills, and reading fluency. As students progress to 4th and 5th grades, they continue to hone their literary skills while also using technology for collaborative research and presentations.

Our primary goal is to significantly enhance literacy for all students, including English Learners, through a strategic shift in instructional methods and behaviors. All students engage in writing across various genres within all subject areas, including Science and Social Studies. Technology is integrated into all grade levels to enrich student learning and engagement. Students have numerous opportunities to access computer-based programs, made available through our three computer labs, ViewSonic technology equipment, classroom iPads, individual Chromebooks, and Chromebook class carts.

Vision Statement

Abraham Lincoln Elementary is a school of diverse 21st-century learners who are mastering challenging academic standards. We pride ourselves in educating scholars who are independent problem solvers and critical thinkers as well as successful in the global community. Lincoln staff will work collaboratively as a team with parents and the community to ensure that students acquire and demonstrate the knowledge, skills, and values necessary for becoming exemplary, responsible, and respectful citizens.

Mission Statement

It is the mission of Abraham Lincoln Elementary School to effectively and rigorously provide equitable access to the Common Core State Standards as we prepare our students for college and careers. In order to achieve academic excellence, students will receive a high-quality curricular and instructional program, accessible from school and home. Our dedicated Lincoln staff, along with parents and students, will set achievement goals based on assessment data and will continuously monitor academic growth. The Lincoln Community of students, parents, and staff will continue excelling in our three "R" values: Respectful, Responsible, and Results Driven, through a healthy, safe, and secure environment in which every student will learn.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	102
Grade 1	79
Grade 2	81
Grade 3	74
Grade 4	92
Grade 5	107
Total Enrollment	535

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5%
Male	50.5%
Asian	2.8%
Filipino	0.4%
Hispanic or Latino	95.5%
Native Hawaiian or Pacific Islander	0.6%
White	0.7%
English Learners	66.5%
Foster Youth	0.9%
Homeless	4.3%
Migrant	1.5%
Socioeconomically Disadvantaged	83.4%
Students with Disabilities	14.2%

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.00	100.00	1683.40	86.66	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	7.30	0.38	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	56.10	2.89	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	17.70	0.91	12115.80	4.41
Unknown	0.00	0.00	177.80	9.16	18854.30	6.86
Total Teaching Positions	25.00	100.00	1942.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.90	96.54	1778.10	86.59	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.46	10.70	0.52	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	113.70	5.54	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	23.50	1.15	11953.10	4.28
Unknown	0.00	0.00	127.30	6.20	15831.90	5.67
Total Teaching Positions	28.90	100.00	2053.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum throughout Santa Ana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state’s list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district’s Board of Trustees. On September 26, 2023, the Santa Ana Unified School District’s Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 23/24-3534, which certifies as required by Education Code §60119 that for the 2023-2024 school year, the Santa Ana Unified School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil including those enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

Year and month in which the data were collected	September 26, 2023
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Year Adopted	Elementary School Textbook Publisher	Grades
Mathematics		
2017	Houghton-Mifflin, <i>Math Expressions</i>	K-5
Language Arts		
2018	Benchmark Education Company, <i>Benchmark Advance</i>	TK-5
Spanish Language Arts		
2018	Benchmark Education Company, <i>Benchmark Adelante</i>	TK-5
Science(s)		
2019	District Created Materials, Various	TK-5
Social Science		
2023	TCI, <i>Social Studies Alive!</i>	K-5

School Facility Conditions and Planned Improvements

School custodial staff and the district’s maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the school's repairs and maintenance projects are performed by the district’s highly qualified, professional trade specialists. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation. Day and evening custodians work closely as a team and with the principal for routine maintenance, daily custodial duties, and special events preparations. The principal and day custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian, principal, and assistant principal inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. School safety and cleanliness are the custodians’ highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by M&O’s administrators on proper cleaning procedures, use of chemicals, and use of equipment. The day custodians are responsible for following an established set of cleaning standards and prioritization procedures for general campus maintenance. The day custodian checks restrooms twice a day as a proactive measure in keeping facilities well stocked, safe, and sanitary. The evening custodians are responsible for thorough cleaning of classrooms, office areas, and restrooms. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping, gardening, sports fields, and irrigation systems.

Year and month of the most recent FIT report	6/8/2023
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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	BLDG H -1ST FLOOR BOYS RR: 3RD TOILET ON THE RIGHT SIDE LEAKS FROM THE FLUSHING VALVE & 3RD URINAL IS CLOGGED -WO #114363

School Facility Conditions and Planned Improvements

			<p>BLDG H -1ST FLOOR GIRLS RR: 3RD TOILET ON THE LEFT SIDE WATER WON'T STOP RUNNING -WO #114363 4 STALLS DOORS WON'T LOCK -WO #114366</p> <p>BLDG H -1ST FLOOR MEN STAFF RR: MIDDLE TOILET LEAKS FROM THE FLUSHING VALVE -WO #114363</p> <p>BLDG H -1ST FLOOR WOMEN STAFF RR: 3RD TOILET ON THE RIGHT LEAKS FROM THE FLUSHING VALVE -WO #114363</p> <p>BLDG H -2ND FLOOR BOYS RR: 4TH TOILET ON THE LEFT LEAKS FROM FLUSHING VALVE -WO #114363 1ST SINK WATER WON'T STOP RUNNING -WO #114363</p> <p>BLDG H -2ND FLOOR GIRLS RR: 2ND & 4TH TOILET LEAKS FROM THE FLUSHING VALVE & 4TH & 6TH TOILET ARE CLOGGED -WO #114363</p> <p>BLDG H -2ND FLOOR MEN STAFF RR: SECOND SINK WON'T STOP RUNNING -WO #114363</p> <p>BLDG H -2ND FLOOR WOMEN STAFF RR: 3RD TOILET TO THE LEFT LEAKS FROM FLUSHING VALVE -WO#114363</p> <p>BOYS RR BETWEEN RM 21/22: LEAK FROM THE FLUSHING VALVE -WO #114363</p> <p>BOYS RR BY RM 33: SECOND TOILET TO THE RIGHT LEAKS FROM THE FLUSHING VALVE -WO #114363</p> <p>BOYS RR BY RM 53: SECOND TOILET LEAKS FROM THE BOTTOM OF FLUSHING HANDLE -WO #114363</p> <p>GIRLS RR BY RM 52: TWO LAST TOILETS LEAKING WATER FROM FLUSHING VALVE -WO #114363 MIDDLE SINK FAUCET STUCK NO WATER -WO #114363</p> <p>MEN STAFF RR INSIDE OFFICE: BOTH SINK FAUCETS ARE LEAKING -WO #114363</p> <p>RM 53: SINK FAUCET LEAKS FROM THE BOTTOM -WO #114363</p> <p>RR INSIDE MPR STAFF: TOILET IS LEAKING FROM THE FLUSHING VALVE -WO #114363</p> <p>WOMEN STAFF RR INSIDE OFFICE: SINK ON THE RIGHT SIDE IS LEAKING FROM BOTTOM OF FAUCET -WO #114363</p>
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X		<p>BLDG H -1ST FLOOR GIRLS RR: 3RD TOILET ON THE LEFT SIDE WATER WON'T STOP RUNNING -WO #114363 4 STALLS DOORS WON'T LOCK -WO #114366</p>

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	20	21	31	32	47	46
Mathematics (grades 3-8 and 11)	14	14	19	20	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	266	266	100.00	0.00	21.05
Female	130	130	100.00	0.00	20.77
Male	136	136	100.00	0.00	21.32
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	260	260	100.00	0.00	20.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	167	167	100.00	0.00	5.99
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	8.33
Military	13	13	100.00	0.00	30.77
Socioeconomically Disadvantaged	222	222	100.00	0.00	18.02
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	35	35	100.00	0.00	8.57

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	266	266	100.00	0.00	14.29
Female	130	130	100.00	0.00	8.46
Male	136	136	100.00	0.00	19.85
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	260	260	100.00	0.00	14.23
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	167	167	100.00	0.00	5.99
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	0.00
Military	13	13	100.00	0.00	15.38
Socioeconomically Disadvantaged	222	222	100.00	0.00	13.51
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	35	35	100.00	0.00	5.71

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	9.35	11.76	15.30	16.00	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	103	103	100.00	0.00	11.65
Female	55	55	100.00	0.00	7.27
Male	48	48	100.00	0.00	16.67
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	99	99	100.00	0.00	10.10
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	55	55	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	88	88	100.00	0.00	9.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97.1	99.0	99.0	99.0	96.1

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents are encouraged to get involved in Lincoln Elementary School's learning community by taking parent workshop classes, volunteering their time, attending school events, chaperoning field trips and sharing in the decision-making process as members of the School Site Council, English Language Learner Advisory Committee and Parent Teacher Association (PTA). The school welcomes assistance in the classroom, library and/or media center on special days.

To further involve parents at Lincoln Elementary, the school provides several parent workshops that increase parents' capacity to assist in their child's academic success. The following parent classes are offered here at Lincoln:

- Learning Grade Level Standards Workshops- How to help children at home
- Disciplina Positiva Parent Class
- Basic Computer Skills
- English as a Second Language Parent Class
- Santa Ana Parent Project Class

Lincoln Elementary School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts; these may include:

- Back to School Night
- Open House
- Student Performances
- Fundraisers
- Music/choir and/or theater performances
- Promotion activities
- Student recognition assemblies
- Parent education trainings and/or workshops provided by the District Office and School Site

2023-24 Opportunities for Parental Involvement

The following campus organizations provide opportunities for parents to have input on curricular programs, activities, and the design of the School's Plan:

- School Site Council
- English Language Advisory Council
- Lincoln's Parent, Teacher Association (PTA)
- OASIS International Art Lessons

Parents seeking more information about becoming an active member of the school community may contact the principal or assistant principal at (714) 972-6200.

School-to-home communication is provided in both English and Spanish. Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates via the following formats:

- School web site
- Public Service Channel 31 or 51
- School and/or Class newsletters
- Flyers
- Letters
- Banners
- School Facebook, Instagram, Twitter
- ParentSquare
- New Student Orientation

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	567	556	120	21.6
Female	279	276	62	22.5
Male	288	280	58	20.7
American Indian or Alaska Native	0	0	0	0.0
Asian	15	15	2	13.3
Black or African American	0	0	0	0.0
Filipino	2	2	1	50.0
Hispanic or Latino	542	531	114	21.5
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	0	0	0	0.0
White	5	5	2	40.0
English Learners	378	371	79	21.3
Foster Youth	8	7	2	28.6
Homeless	32	32	12	37.5
Socioeconomically Disadvantaged	486	478	103	21.5
Students Receiving Migrant Education Services	11	11	2	18.2
Students with Disabilities	91	88	31	35.2

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.95	1.06	0.02	3.55	4.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.03	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.06	0
Female	0	0
Male	2.08	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.11	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	1.32	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.23	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.1	0

2023-24 School Safety Plan

Safety Plan Approval Date: Mar. 1, 2023

The Comprehensive School Site Safety Plan (CSSP) was developed in collaboration with law enforcement and the District Office to fulfill Senate Bill 187 requirements. The CSSP is managed by the District via Doc-Tracking. The school's most current plan is reviewed and updated to address safety, security and emergency preparedness. Schools are required to review and update their Comprehensive School Safety Plan (CSSP) with their School Site Councils and/or Safety Committees. Each school also meets with Santa Ana Unified School Police annually to discuss egress/ingress, crime data and other factors related to Crime Prevention Through Environmental Design (CPTED).

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		4	
1	30		3	
2	26		4	
3	30		4	
4	27		4	
5	29		4	
Other	6	2		

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1	4	
1	8	10		
2	10	8		
3	11	5	4	
4	14	3	5	
5	11	9		
Other	7	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	4	0
1	18	4	0	0
2	13	6	0	0
3	14	5	0	0
4	15	3	3	0
5	21	1	4	0
6	0	0	0	0
Other	10	2	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	267.5

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,816	\$3,905	\$7,911	\$106,197
District	N/A	N/A	\$8,610	\$98,288
Percent Difference - School Site and District	N/A	N/A	-34.9	-9.5
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-8.6	5.6

Fiscal Year 2022-23 Types of Services Funded

- 21st Century ASSETS
- 21st Century Community Learning Centers
- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- American Rescue Plan-Homeless Children and Youth (ARP-HCY) Program
- AVID-OCDE Destination Graduation
- California Newcomer Education & Well-being Program (CalNEW)
- California Partnership Academies
- CalOptima - Primary Care Services and Programs Addressing Social Determinants of Health
- Carl D Perkins Section 131 Career and Technical Education
- Circulos
- COPS Office School Violence Prevention Program
- CTE Incentive Grant Program
- Education for Homeless Children and Youth
- Elementary and Secondary School Emergency Relief Fund I
- Elementary and Secondary School Emergency Relief Fund II
- Elementary and Secondary School Emergency Relief Fund III
- ePrize Parent Engagement Initiative
- ESEA (ESSA) Title IV, Part A, Student Support and Academic Enrichment Grants
- ESSA: CSI LEA funding
- Expanded Learning Opportunities (ELO) Grant
- Expanded Learning Opportunities Program
- Governor's Emergency Education Relief Fund
- Head Start
- ITQ Improving Tchr Qlty UCI
- K12 Strong Workforce Program (from OCDE) Pathway Improvement
- K12 Strong Workforce Program Pathway Improvement
- Kinder Readiness Program II
- Lighthouse Academy Project - Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Low Performing Students Block Grant
- Master Teacher Stipends
- Medi-Cal Billing Option
- Migrant Education
- OCDE TUPE Grant Consortium
- Ongoing and Major Maintenance Account
- SB117 COVID-19 LEA Response Funds
- Special Ed: ARP IDEA Part B
- Special Education
- Supplementary Prgs-Specialized Secondary
- TIPS (Teaching Induction and Professional Support)
- Title I, Part A
- Title III Immigrant Ed Program
- Title III Limited English Proficiency LEP Student Program
- Title II-Part A Improving Teacher Quality

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$63,168	\$55,550
Mid-Range Teacher Salary	\$94,508	\$80,703
Highest Teacher Salary	\$122,396	\$109,418
Average Principal Salary (Elementary)	\$155,452	\$137,703
Average Principal Salary (Middle)	\$152,508	\$143,760
Average Principal Salary (High)	\$167,818	\$159,021
Superintendent Salary	\$350,000	\$319,443
Percent of Budget for Teacher Salaries	34.87%	30.35%
Percent of Budget for Administrative Salaries	4.04%	4.87%

Professional Development

All curriculum and instructional improvement initiatives within the Santa Ana Unified School District are closely aligned with the Common Core State Standards. The selection and identification of staff development priorities are guided by a combination of factors, including student assessment outcomes, teacher feedback, state content standards, and insights gathered from professional development surveys.

The primary goal of all staff development efforts in the Santa Ana Unified School District is to enhance student learning. In addition, the district is actively taking steps to integrate the Common Core Subject Standards. Staff training topics are centered on the following key areas:

- Common Core Subject Standards Units of Study
- Collaborative Academic Conversations
- Text Complexity
- Academic Language
- Positive Behavior Intervention and Supports (PBIS)
- Multi-Tiered Systems of Support (MTSS) for grades TK-5th
- MAP Learning Continuum
- Lexia-Digital Reading Program & Lexia English
- Differentiated Instruction
- Frontloading
- Gifted and Talented Education
- Thinking Maps
- Working with Parents
- Special Education
- Data Analysis to Improve Differentiated Instruction
- Curriculum Mapping
- ST Math
- Integrated and Designated English Language Development
- Mathematics Curriculum
- Accelerated Reader
- Benchmark Advance
- COST Tier 2 & 3
- Google Classroom & Zoom

Professional Development

New and in-progress teachers receive valuable support through peer coaching and extensive staff development opportunities. The Teacher Induction & Professional Support Program (TIPS), a state-approved initiative, provides additional assistance to newly credentialed teachers. Each new teacher is paired with a Support Provider (mentor teacher) who offers personalized guidance over a two-year period. For more information about the TIPS Induction Program, please visit www.sausd/tips.org.

In order to support both experienced and new teachers within the Santa Ana Unified School District, we offer the Peer Assistance and Review (PAR) program, which can be simply described as teachers helping teachers. Experienced veteran teachers, known as Consulting Teachers, provide ongoing support to their colleagues who may require assistance in improving their instructional skills, classroom management techniques, subject knowledge, or other aspects of their teaching performance.

Our staff members are encouraged to take advantage of professional workshops and conferences through GoPD. This encouragement extends to new teachers, experienced educators, mentor/teacher leaders, administrators, and support staff. We also encourage participation in workshops sponsored by the Orange County Office of Education and courses offered by community colleges and universities. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	18