Lincoln Crossing Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Lincoln Crossing Elementary School
Street	635 Groveland Lane
City, State, Zip	Lincoln, CA 95648
Phone Number	916-434-5292
Principal	Dr. Denise Parnell
Email Address	dparnell@wpusd.org
School Website	lces.wpusd.org
County-District-School (CDS) Code	31-66951-0113068

2022-23 District Contact Information

District Name	Western Placer Unified School District
Phone Number	(916) 645-6350
Superintendent	Kerry Callahan
Email Address	kcallahan@wpusd.org
District Website Address	www.wpusd.org

2022-23 School Overview

Lincoln Crossing Elementary School opened in August of 2007 and grew to over 700 students. In 2020-21, our school underwent a major transition as a new elementary school opened which pulled a significant portion of our student population. Leaving our population closer to 400 students. We have now grown to almost 500 students.

The school serves students in grades TK-5 with a TK-K SDC class, RSP, Speech, and intervention support services. A highlight of this campus is our music and science programs. Science and music are provided to students in grades 1-5 by credentialed teachers who are highly qualified to teach these subjects. Our multipurpose room has a full stage where all grade levels put on top notch performances throughout the year. The school has a full library, science lab, music room, and both a Kindergarten and a 1st-5th grade playground to support all types of learning and interests. We maintain a 1:1 Chromebook ratio for all students in grades K-5th to support extended and independent learning opportunities provided by passionate, dedicated teachers who are focused on student success.

The mission of the Lincoln Crossing Elementary School team is to prepare our students with the skills, knowledge, and attitudes to become lifelong learners and responsible, contributing members of society. We model "The Colt Way" by being safe, respectful, responsible and problem-solvers in class, in play, and in life. This year, our professional development goals centered on social emotional support, data management and collaboration schoolwide.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	110
Grade 1	51
Grade 2	82
Grade 3	51
Grade 4	59
Grade 5	60
Total Enrollment	413

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.8
Male	47.2
American Indian or Alaska Native	1.0
Asian	4.4
Black or African American	1.2
Filipino	3.1
Hispanic or Latino	21.3
Native Hawaiian or Pacific Islander	0.0
Two or More Races	12.8
White	55.2
English Learners	4.6
Foster Youth	1.2
Homeless	3.1
Migrant	0.0
Socioeconomically Disadvantaged	20.1
Students with Disabilities	12.3

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)	19.00	100.00	332.80	75.58	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	6.60	1.51	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	6.70	1.53	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	81.90	18.61	12115.80	4.41
Unknown	0.00	0.00	12.20	2.77	18854.30	6.86
Total Teaching Positions	19.00	100.00	440.30	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)						
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						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 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)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2022	

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English/Language Arts, including the English language development component of the adopted program o K – 3 Benchmark Education Company Benchmark Advance (Adopted 2017) o 4 – 5 WPUSD English Language Arts Curriculum Maps and Anchor Texts; Curriculum Associates Ready Common Core Reading and Writing (4/5 - Adopted 2017) o Intervention materials are used as needed such as, but not limited to Sonday, Read Naturally, SIPPS.	Yes	0
Mathematics	Mathematics o TK McGraw Hill My Math (Adopted 2014) o K – 5 Pearson Envisions (Adopted 2014) o K – 5 iReady	Yes	0
Science	Science o K – 5 Mystery Science (Adopted 2022)	Yes	0
History-Social Science	History-Social Science o K – 5 Pearson Scott Foresman History/Social Science forCalifornia (Adopted 2007) Note: To align with the new History-Social Science Framework (2016), WPUSD continues to transition to materials better aligned with the new framework. K-5 teachers will pilot materials during the 2023-2024 school year (after the math adoption is completed).	Yes	0
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	09/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Gas systems and pipes appear safe, functional, and free of leaks. There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. The HVAC system is operable. Sewer line stoppage is not evident.There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces	X			Admin-Ceiling tiles stained Kitchen-Ceiling tile stained G102 - Carpet stained Music - Broken ceiling tile D103 - Carpet stained D101 - Carpet stained Library- Interior touch up paint needed Interior surfaces appear to be clean, safe, and functional.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. There is no evidence of a major pest or vermin infestation.
Electrical	X			There is no evidence that any portion of the school has a power failure. Electrical systems, components, and equipment appear to be working properly. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. Lighting appears to be adequate and working properly, including exterior lights.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (ED Section 35292.5). Drinking fountains appear to be accessible and functioning as intended.
Safety: Fire Safety, Hazardous Materials		X		Multi-Purpose Room: Exterior trim paint needed H 101-Exterior trim paint touch up needed F 101- Exterior trim paint touch up needed F 102-Exterior trim paint touch up needed E 101-Exterior trim paint touch up needed E 103- Exterior trim paint needed K1-Exterior trim paint needed K2-Exterior trim paint needed Library-Exterior trim paint touch up needed Science: Exterior trim paint needed The fire equipment and emergency systems appear to be functioning properly. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). Emergency alarms appear to be functional. Emergency exit signs function as designed, exits are unobstructed. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Hazardous

School Facility Conditions and Planned Improvements

			chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).
Structural: Structural Damage, Roofs	X		D 101-Gutter repair needed There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Severe cracks are not evident.Ceilings & floors are not sloping or sagging beyond their intended design.Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed.There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components.Roof systems appear to be functioning properly.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Playground: Rubberized fall cushion needs replaced, slurry coat needed, and lines repainted. Play structure component broken The some playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. There are repairs being made for the climbing section of the structure and one pole on the apparatus on the large playground and the slide on the kinder playground. There is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk.

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).
4. **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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	58	N/A	56	N/A	47
Mathematics (grades 3-8 and 11)	N/A	52	N/A	40	N/A	33

2021-22 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	164	163	99.39	0.61	57.67
Female	80	79	98.75	1.25	64.56
Male	84	84	100.00	0.00	51.19
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	27	27	100.00	0.00	62.96
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	23	22	95.65	4.35	59.09
White	91	91	100.00	0.00	62.64
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	28	28	100.00	0.00	53.57
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	26	26	100.00	0.00	34.62

2021-22 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	164	161	98.17	1.83	51.55
Female	80	77	96.25	3.75	46.75
Male	84	84	100.00	0.00	55.95
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	27	26	96.30	3.70	57.69
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	23	22	95.65	4.35	72.73
White	91	91	100.00	0.00	51.65
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	28	28	100.00	0.00	57.14
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	26	26	100.00	0.00	30.77

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	48.21	NT	36.63	28.5	29.47

2021-22 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	56	56	100	0	48.21
Female	27	27	100	0	55.56
Male	29	29	100	0	41.38
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	35	35	100	0	62.86
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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	99	99	99	98	99

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.

2022-23 Opportunities for Parental Involvement

Lincoln Crossing is always focused on partnerships with our parents and staff and we have a highly active Parent Teacher Club (PTC). We embrace collaboration with our parents and community and have built strong partnerships.

Parents are considered key partners in the education of all students and are involved in a variety of ways including:

- Serving on an active Parent Teacher Club (PTC) coordinating monthly events/activities that support family and student engagement. Activities include an annual Fun Run, family events and buddy nights, and a sweetheart dance, providing special assemblies, assisting in the

funding of classroom and school materials, and supporting extra curricular activities.

- Serving as a classroom Art Docent presenting monthly art lessons in classrooms using standards based art curriculum and materials provided by our PTC.
- We are re-establish "Colt Crew", which is dads, grandpas, and/or uncles on campus. These male figures provide extra supervision before/after school, during lunches, and recesses and they support keeping our students safe.
- Serving on the School Site Council which is responsible for monitoring the School Improvement Plan. In addition, our English Language Advisory Council allows families of our English Language Learners to offer feedback on our programs and guide our site priorities.
- Volunteering in their child's classroom and/or assisting the classroom teacher with various activities on and off campus.
- Attending class field trips scheduled throughout the school year.

We offer multiple parent event nights throughout the year, such as paint nights, theater performances, cocoa on campus with holiday shopping, teacher appreciation shops that are hosted by local vendors as we do support the Lincoln community too.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	449	444	92	20.7
Female	234	231	44	19.0
Male	215	213	48	22.5
American Indian or Alaska Native	4	4	1	25.0
Asian	19	19	2	10.5
Black or African American	5	5	1	20.0
Filipino	14	14	2	14.3
Hispanic or Latino	95	94	24	25.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	52	52	10	19.2
White	245	241	49	20.3
English Learners	27	26	8	30.8
Foster Youth	5	5	0	0.0
Homeless	12	12	1	8.3
Socioeconomically Disadvantaged	96	94	23	24.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	76	74	20	27.0

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.99	1.72	2.45
Expulsions	0.00	0.00	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.89	1.03	3.12	0.20	3.17
Expulsions	0.00	0.00	0.00	0.17	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.89	0.00
Female	0.43	0.00
Male	1.40	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	1.05	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.22	0.00
English Learners	3.70	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.08	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.32	0.00

2022-23 School Safety Plan

The School Safety Plan is revised each fall and approved by our PTC and SSC in the winter, lays out a plan for ensuring students learn in a secure and safe environment and covers routine and emergency procedures. Arrival and departure procedures are in place to ensure the safe and orderly ingress/egress of students. The campus is closed during the day with all visitors checking in through the office. Staff monitors students at all times throughout the school day including movement about campus and recess times. Classroom doors are locked during the day and have been designed to be locked from the inside should lock-down procedures be implemented. Each door on campus is equipped with additional supports in case of the need to quickly secure them. We have 'barracuda", locking devices, in each classroom. Emergency procedures have been refreshed and are rehearsed throughout the school year. We have several additional surveillance cameras on campus.

We use the PBIS system to support positive choices on campus, and to recognize and reward students for positive behaviors that specifically contribute to a school climate that minimizes negative behaviors (such as bullying, fighting, teasing).

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.

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	25	1	5	
1	53		4	2
2	56		4	2
3	52		4	2
4	54	1	3	2
5	54	1	3	2

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	22	2	2	
1	31	4		1
2	27	1	2	1
3	29	1	2	1
4	39		2	1
5	40		3	1

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	4	
1	37		2	2
2	48		3	2
3	37		2	2
4	44		2	2
5	43		2	2

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	12491	3522	8969	87767
District	N/A	N/A	8033	81795
Percent Difference - School Site and District	N/A	N/A	11.0	7.0
State	N/A	N/A	$6,594	$83,102
Percent Difference - School Site and State	N/A	N/A	30.5	5.5

2021-22 Types of Services Funded

Lincoln Crossing receives School Improvement Funds and Art/PE funds that are allocated by the School Site Council in the following ways:
- Substitute costs and workshop fees allowing staff to attend curriculum specific trainings when subs are available. At times instructional staff are paid hourly to attend trainings after-school or on non-school days
- Substitute costs, when available, for staff to work in grade level teams analyzing the results of student performance and developing strategies for helping all students reach their potential.
- Technology Funding: (Accelerated Reader, Intervention Software, STAR)
- Instructional supplies (classroom books, etc.)
- Teacher stipends for Yearbook and SST Coordinator
- Assemblies that address academic & social and emotional skills of students.
- Resources for parents.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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		$52,478
Mid-Range Teacher Salary		$80,810
Highest Teacher Salary		$101,276
Average Principal Salary (Elementary)		$127,080
Average Principal Salary (Middle)		$134,264
Average Principal Salary (High)		$147,200
Superintendent Salary		$242,351
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

This year we have focused our Professional Learning (PL) on further developing our Multi-Tier Systems of Support (MTSS), Advancement Via Individual Determination (AVID), and Professional Learning Communities (PLCs). Finding substitutes to cover classes is still a challenge so PL has mainly happened in Staff, Leadership, and PLC meetings, with some virtual options when available.

We remain focused on engaging in "best first instruction" which begins with data analysis. We build our lessons around where students currently are, provide scaffolds as needed and utilize strategies that provide access for all students. This all begins with analyzing student data which means the data needs to be collected. We continue to refine our Cycle of Inquiry Training (data analysis) by having all staff trained on data entry and accessing data in EduClimber so current data can be utilized to plan instruction and develop interventions. The PBIS team is also receiving training in documenting incidents in PowerSchool so we can develop our behavioral approach to meet the needs of the students based on types of incidents. There is also a focus on getting all third through fifth grade teachers certified in AVID. Given we have 5 teachers to certify, we are developing the AVID plan and aligning training in WICOR strategies to strengthen our AVID implementation.

- Our first day of professional development was focused on implementing strong PLCs. We developed protocols and tools to support agenda building and collection of minutes as this information forms the focus for classroom instruction and Tier II interventions.
- Continued training on accessing data to monitor student progress happens during Staff, Leadership, and PLC meetings.
- Our AVID team (3rd-5th grade teachers) participated in a virtual AVID training multiple times throughout the year. They attended individual courses aligned with each teacher's "next steps" as well. Implementation was then followed up during Leadership meetings. There continues to be follow up opportunities and some collaborative courses offered this spring and summer for those who can attend, extending our AVID implementation. Our team has been given the opportunity to participate in AVID mini-sessions that are 90 minutes long; all staff were/are invited to these trainings, which take place after school/contract time throughout the year
- Staff meetings have been utilized to provide PD around MTSS and PBIS, providing a way to have two-way conversation and address specific needs for students and staff. We also visit district provided PD, "Weekly Tech Tips", during the meetings as much as possible
- Staff who are engaging in their annual evaluation process present a set of goals for the year, and we work collaboratively throughout the year to study, reflect, and grow as it relates to their goal
- We continue to train staff on programs that support intervention needs (i.e. Sonday training for our SPED team)
- Meeting weekly with the Special Education Team allows us to monitor student growth, inquire about County Office PD as needed and guide our MTSS implementation as we collaboratively discuss staff and student needs. This year we have had the County Behaviorist guiding implementation of strategies that support student choice in ways they can access communication, resulting in decreases
- Some staff were part of the Math Pilot which provided math training.

Professional learning is encouraged and supported in that we make it available, we compensate staff/teachers for their time, and we encourage sharing of information within our community to build capacity and support building interest in future offerings.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	0	4	8