

# Western Placer Unified School District

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Western Placer Unified School District
<b>Street</b>	635 Groveland Lane
<b>City, State, Zip</b>	Lincoln, CA 95648
<b>Phone Number</b>	916-434-5292
<b>Principal</b>	Dr. Denise Parnell
<b>Email Address</b>	dparnell@wpusd.org
<b>School Website</b>	lces.wpusd.org
<b>Grade Span</b>	K-5
<b>County-District-School (CDS) Code</b>	31-66951-0000000

### 2024-25 District Contact Information

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

### 2024-25 School Description and Mission Statement

Lincoln Crossing Elementary (LCE) School opened in August of 2007 and grew to over 700 students. In 2020-21 our LCE underwent a major transition when a new elementary school opened in WPUSD which pulled a significant portion of LCE's student population. Leaving LCE's population closer to 400 students. LCE continues to grow and is now close to 470 students.

The school serves students in grades TK-5 with a TK-K SDC class, RSP, Speech, and intervention support services through an Intervention Support Program. 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

## 2024-25 School Description and Mission Statement

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 LCE 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 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

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	94
Grade 1	66
Grade 2	89
Grade 3	57
Grade 4	88
Grade 5	61
<b>Total Enrollment</b>	<b>455</b>

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.1
Male	47.9
American Indian or Alaska Native	0.4
Asian	4.2
Black or African American	0.4
Filipino	3.1
Hispanic or Latino	22
Two or More Races	10.5
White	57.1
English Learners	4.4
Foster Youth	0.7
Homeless	4
Socioeconomically Disadvantaged	20
Students with Disabilities	13.4

## 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.00	100.00	332.80	75.58	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	6.60	1.51	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	6.70	1.53	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	81.90	18.61	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	12.20	2.77	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.60	100.00	363.00	79.27	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.10	0.69	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	8.80	1.94	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	68.00	14.85	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	14.80	3.25	15831.90	5.67
<b>Total Teaching Positions</b>	17.60	100.00	458.00	100.00	279044.80	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.60	94.62	368.30	78.80	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.20	0.70	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.50	2.69	12.70	2.72	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	63.80	13.66	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.50	2.69	19.20	4.11	14303.80	5.15
<b>Total Teaching Positions</b>	18.60	100.00	467.40	100.00	277698	100

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	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	0.00	0.5
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	0.00	0.5

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: December 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	English/Language Arts, including the English language development component of the adopted program <ul style="list-style-type: none"> <li>o K – 3 Benchmark Education Company Benchmark Advance (Adopted 2017)</li> <li>o 4 – 5 WPUUSD English Language Arts Curriculum Maps and Anchor Texts; Curriculum Associates Ready Common Core Reading and Writing (4/5 - Adopted 2017)</li> <li>o Intervention materials are used as needed such as, but not limited to Sonday, Read Naturally, SIPPS.</li> </ul>	Yes	0
<b>Mathematics</b>	Mathematics <ul style="list-style-type: none"> <li>o K - 5 McGraw Hill Reveal Math (Adopted 2023)</li> </ul>	Yes	0
<b>Science</b>	Science <ul style="list-style-type: none"> <li>o K – 5 Mystery Science (Adopted 2022)</li> </ul>	Yes	0
<b>History-Social Science</b>	History-Social Science <ul style="list-style-type: none"> <li>o K – 5 Pearson Scott Foresman History/Social Science forCalifornia (Adopted 2007)</li> </ul> <p>Note: To align with the new History-Social Science Framework (2016), WPUUSD 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).</p>	Yes	0
<b>Foreign Language</b>	N/A		N/A
<b>Health</b>	N/A		N/A

<b>Visual and Performing Arts</b>	N/A		N/A
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	N/A

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

## School Facility Conditions and Planned Improvements

In general, our district is preparing for anticipated growth in enrollment and improving existing facilities based on the district's Facilities Master Plan. WPUSD has received state grants to improve and upgrade safety at school sites. The safety of students and staff is a primary focus for Lincoln Crossing Elementary School. The school site safety plan is updated annually. The key elements of the school site safety plan encompass student safety and evacuation procedures. Fire, earthquake and lockdown drills are conducted on a regular basis.

To ensure student safety, staff members supervise students at all times before and after school, during recess and lunch. Any visitors to the campus are required to check in at the school's office. The gates and doors are locked throughout the day. There are a total of 19, TK-5 general-education classrooms. The school is in overall good condition. There are sufficient classroom, playground and staff spaces to support teaching and learning. The school has a multipurpose room, a library, two play areas and sufficient classrooms to meet current needs. The principal works with custodial staff members to ensure the cleaning of the school is maintained to provide a clean and safe school. The maintenance staff ensure that any repairs necessary to keep the school in good repair, and all work orders that have been submitted are completed in a timely manner. A work order system is in place giving the highest priority to emergency repairs.

**Year and month of the most recent FIT report**

12/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> 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.
<b>Interior:</b> Interior Surfaces	X			Admin 2,320 sq ft-Ceiling tiles stained Kitchen 1,080 sq ft-Ceiling tile stained Library 2000 sq ft- Interior touch up paint needed Interior surfaces appear to be clean, safe, and functional.
<b>Cleanliness:</b> 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.
<b>Electrical</b>	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.
<b>Restrooms/Fountains:</b> 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



## School Facility Conditions and Planned Improvements

			35292.5). Drinking fountains appear to be accessible and functioning as intended.
<b>Safety:</b> Fire Safety, Hazardous Materials		X	Admin-Exterior trim paint touch up needed Multi-Purpose Room 5,760 sq ft: Exterior trim paint needed Kitchen-Exterior trim paint touch up needed H 103 960 sq ft-Exterior facia and trim paint needed H 101 960 sq ft-Exterior trim paint touch up needed Facia trim paint needed G 102 960 sq ft.-Exterior trim paint touch up needed F 101 960 sq ft- Exterior trim paint touch up needed F 102 960 sq ft-Exterior trim paint touch up needed F 103 960 sq ft.-Exterior trim paint touch up needed E 101 960 sq ft-Exterior trim paint touch up needed E 103 960 sq ft- Exterior trim paint needed Facia paint needed C 101 960 sq ft-Exterior trim paint touch up needed K1 1440 sq ft-Exterior trim paint needed. Facia trim paint needed K2- 1440 sq ft.-Exterior trim paint needed Library-Exterior trim paint touch up needed Science 960 sq ft-: 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 chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).
<b>Structural:</b> Structural Damage, Roofs	X		Music 960 sq ft-Exterior wood beams need painted 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.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Admin-parking lot needs slurry and lines painted Playground: slurry coat needed 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).

#### 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	62	51	55	53	46	47
<b>Mathematics</b> (grades 3-8 and 11)	56	50	42	42	34	35

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	214	211	98.60	1.40	51.18
<b>Female</b>	111	108	97.30	2.70	57.41
<b>Male</b>	103	103	100.00	0.00	44.66
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	12	11	91.67	8.33	72.73
<b>Hispanic or Latino</b>	44	44	100.00	0.00	52.27
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	29	29	100.00	0.00	51.72
<b>White</b>	119	117	98.32	1.68	49.57
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	11	10	90.91	9.09	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	54	52	96.30	3.70	48.08
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	30	28	93.33	6.67	21.43

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	214	210	98.13	1.87	49.52
Female	111	108	97.30	2.70	50.93
Male	103	102	99.03	0.97	48.04
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	12	11	91.67	8.33	100.00
Hispanic or Latino	44	44	100.00	0.00	52.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	29	28	96.55	3.45	50.00
White	119	117	98.32	1.68	46.15
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	11	10	90.91	9.09	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	54	52	96.30	3.70	44.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	27	90.00	10.00	22.22

## 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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	50.00	40.91	36.03	33.43	30.29	30.73

## 2023-24 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
<b>All Students</b>	67	66	98.51	1.49	40.91
<b>Female</b>	25	24	96.00	4.00	37.50
<b>Male</b>	42	42	100.00	0.00	42.86
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	15	15	100.00	0.00	46.67
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	40	39	97.50	2.50	38.46
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	17	17	100.00	0.00	17.65
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	13	13	100.00	0.00	7.69

## 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.

#### 2023-24 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 requires only participation results 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	98%	100%	100%	100%	100%

## 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.

#### 2024-25 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, Fall Fest, many family events, and buddy nights, a sweetheart dance,

and providing special assemblies. They also assist in the funding of classroom and school materials, and supporting extra curricular activities.

- Supporting classroom Art Docent which present monthly art lessons to classrooms using standards based art curriculum and materials provided by our PTC.
- We have re-established "WatchD.O.G.S.", which brings strong male role models to campus. These male figures provide extra supervision before/after school, during lunches, and recesses and they support keeping our students safe. Offering game days and opportunities to build positive relationships.
- The School Site Council/English Learner Advisory Committee support the school by monitoring the Single Plan for Student Achievement Plan offering feedback on our programs and sharing ideas.
- 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 by grade level.

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

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	493	483	60	12.4
Female	255	250	33	13.2
Male	238	233	27	11.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	19	5	26.3
Black or African American	--	--	--	--
Filipino	16	15	2	13.3
Hispanic or Latino	110	108	18	16.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	56	51	3	5.9
White	275	273	28	10.3
English Learners	24	23	5	21.7
Foster Youth	--	--	--	--
Homeless	22	22	5	22.7
Socioeconomically Disadvantaged	122	119	22	18.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	84	83	21	25.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.89	0	0.81	3.12	2.47	2.01	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.17	0.12	0.04	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.81	0.00
Female	0.00	0.00
Male	1.68	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.82	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.73	0.00
English Learners	4.17	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.82	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.19	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

The School Safety Plan is revised each fall and approved by our PTC/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 a closed campus during the day with all visitors

## 2024-25 School Safety Plan

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. Emergency drills are practices each month. The students and staff take them seriously and are successful at completing them within minutes. The district safety survey resulted in providing safety barriers in the front of campus and additional surveillance cameras on campus.

The Positive Behavioral Interventions and Support (PBIS) system is being re-established. PBIS is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate. It is the basis of our reward system, Colts Tickets. Throughout the week staff give Colt Tickets to students for being respectful, responsible, safe, problem-solvers and hold a class drawing on Fridays for rewards.

## 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.

### 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

### 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	18	2	4	
1	54		3	2
2	40		2	2
3	53		3	2
4	43		2	2
5	41		2	2

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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		3	
1	26		2	
2	26		3	
3	30		3	
4	30		2	
5	30		3	

## 2023-24 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

## 2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	1
Other	1

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$14,324	\$4,690	\$9,634	\$90,625
District	N/A	N/A	\$10,270	\$88,148
Percent Difference - School Site and District	N/A	N/A	-6.4	2.8
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-11.1	-4.4

## Fiscal Year 2023-24 Types of Services Funded

Lincoln Crossing receives General Funds and Supplemental Funds under the Local Control Accountability Plan (LCAP) and are monitored by staff and the School Site Council/English Learner Advisory Committee. Some funded areas are as follows:

- General Funds provide materials and supplies needed to operate the school; copy paper, maintenance of copier & Riso, grade level planners, postage, start of school staff meeting
- Supplemental Funds are used to support students with a focus on English Learners, Foster Youth, and underserved students. The following systems develop both academic and social-emotional support for students as needed: Multi-Tiered Systems of Support (MTSS), Positive Behavioral Interventions and Supports (PBIS), Student Support Team (SST), AVID professional development and meetings, Student Leadership Advisors, Intervention Support Providers (ISP), technology support programs
- Substitute costs, when available, for staff to work together in grade level teams analyzing data to help all students reach their potential.
- Teacher stipends for Yearbook to capture student memories

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$54,259	\$58,855
Mid-Range Teacher Salary	\$92,257	\$92,519
Highest Teacher Salary	\$108,876	\$114,665
Average Principal Salary (Elementary)	\$129,656	\$142,791
Average Principal Salary (Middle)	\$134,787	\$151,078
Average Principal Salary (High)	\$148,891	\$167,094
Superintendent Salary	\$261,664	\$281,086
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	6%	5%

## Professional Development

This year we have focused our Professional Learning Communities (PLCs) are focused on student support during best first instruction, on further developing our Multi-Tier Systems of Support (MTSS) where interventions are designed to close underserved students' learning gaps, Advancement Via Individual Determination (AVID), and developing essential standard lessons by grade level in math are fully developed in grade level team 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. Soliday 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	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	8	10	6