

Lincoln Crossing Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

LINCOLN CROSSING
ELEMENTARY



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.

Admission Requirements for the University of California (UC)

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 <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

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 <https://www2.calstate.edu/>.

2025-26 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	Jaclyn Crook
Email Address	jcrook@wpusd.org
School Website	lces.wpusd.org
Grade Span	TK-5
County-District-School (CDS) Code	31-66951-0000000

2025-26 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	www.wpusd.org

2025-26 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 500 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 a full stage where all grade levels put on top notch performances throughout the year. The school has a full library, science lab,

2025-26 School Description and Mission Statement

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	60
Kindergarten	116
Grade 1	49
Grade 2	76
Grade 3	90
Grade 4	61
Grade 5	92
Total Enrollment	484

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	56.2
Male	43.8
American Indian or Alaska Native	0.6
Asian	5.2
Black or African American	0.2
Filipino	2.7
Hispanic or Latino	24.6
Two or More Races	11.6
White	53.7
English Learners	6.2
Homeless	5.2
Socioeconomically Disadvantaged	23.3
Students with Disabilities	14.7

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

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

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

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)	17.6	100	363	79.27	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3.1	0.69	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	8.8	1.94	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	68	14.85	11953.1	4.28
Unknown/Incomplete/NA	0	0	14.8	3.25	15831.9	5.67
Total Teaching Positions	17.6	100	458	100	279044.8	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.

2022-23 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)	17.6	94.62	368.3	78.8	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	3.2	0.7	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.5	2.69	12.7	2.72	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	63.8	13.66	11746.9	4.23
Unknown/Incomplete/NA	0.5	2.69	19.2	4.11	14303.8	5.15
Total Teaching Positions	18.6	100	467.4	100	277698	100

Note: The data in this table is based on 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.

2023-24 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	90.48	369.1	78.31	230039.4	100
Intern Credential Holders Properly Assigned	0	0	4.6	0.99	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	4.76	10.5	2.24	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	56.8	12.07	12112.8	4.34
Unknown/Incomplete/NA	1	4.76	30.1	6.4	13705.8	4.91
Total Teaching Positions	21	100	471.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0.5	0
Vacant Positions	0.00	0	1
Total Teachers Without Credentials and Misassignments	0.00	0.5	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English/Language Arts, including the English language development component of the adopted program <ul style="list-style-type: none"> o K – 3 Benchmark Education Company Benchmark Advance (Adopted 2017) o 4 – 5 WPUUSD 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 UFLI, Sonday, Read Naturally, & SIPPS. 	0
Mathematics	Mathematics <ul style="list-style-type: none"> o K - 5 McGraw Hill Reveal Math (Adopted 2023) 	0
Science	Science <ul style="list-style-type: none"> o K – 5 Mystery Science (Adopted 2022) 	0
History-Social Science	History-Social Science <ul style="list-style-type: none"> o K – 5 Studies Weekly (Adopted 2025) 	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

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

7/2025

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			Library 2000 sq ft- 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		Admin-Exterior trim paint touch up needed H 103 960 sq ft-Exterior facia and trim paint needed G 104 960 sq ft-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 E 103 960 sq ft- Exterior trim paint needed Facia paint needed C 101 960 sq ft-Exterior trim paint touch up needed

School Facility Conditions and Planned Improvements

			<p>K1 1440 sq ft-Exterior trim paint needed. Facia trim paint needed</p> <p>K2- 1440 sq ft.-Exterior trim paint needed</p> <p>Library 2000 sq ft-Exterior tripm paint touch up needed</p> <p>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).</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>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.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>Admin-parking lot needs slurry and lines painted</p> <p>Playground: slurry coat needed</p> <p>The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. TThere is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk.</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.

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	51	53	53	55	47	48
Mathematics (grades 3-8 and 11)	50	44	42	44	35	37

2024-25 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
All Students	246	242	98.37	1.63	53.31
Female	141	140	99.29	0.71	55.71
Male	105	102	97.14	2.86	50.00
American Indian or Alaska Native	0	0	0	0	0
Asian	14	13	92.86	7.14	7.69
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	64	62	96.88	3.12	56.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	33	33	100.00	0.00	60.61
White	125	124	99.20	0.80	53.23
English Learners	14	13	92.86	7.14	7.69
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	38.46
Military	0	0	0	0	0
Socioeconomically Disadvantaged	55	53	96.36	3.64	41.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	33	97.06	2.94	24.24

2024-25 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	246	240	97.56	2.44	44.35
Female	141	140	99.29	0.71	43.88
Male	105	100	95.24	4.76	45.00
American Indian or Alaska Native	0	0	0	0	0
Asian	14	13	92.86	7.14	7.69
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	64	60	93.75	6.25	47.46
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	33	33	100.00	0.00	39.39
White	125	124	99.20	0.80	45.97
English Learners	14	13	92.86	7.14	7.69
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	23.08
Military	0	0	0	0	0
Socioeconomically Disadvantaged	55	52	94.55	5.45	21.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	33	97.06	2.94	24.24

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	40.91	36.67	33.43	36.7	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	91	91	100.00	0.00	36.67
Female	53	53	100.00	0.00	36.54
Male	38	38	100.00	0.00	36.84
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	21	21	100.00	0.00	42.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	23.08
White	44	44	100.00	0.00	41.86
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	24	24	100.00	0.00	8.33
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.

2024-25 California Physical Fitness Test Participation Rates

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	100%	100%	100%	100%	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.

2025-26 Opportunities for Parental Involvement

Lincoln Crossing values strong partnerships between parents, staff, and the community. We have a highly active Parent Teacher Club (PTC) that coordinates monthly events and activities to support family and student engagement. These activities include our annual Fun Run, Fall Fest, buddy nights, a sweetheart dance, and special assemblies. The PTC also contributes to classroom and school materials and helps fund extracurricular programs, ensuring that students have access to a wide range of enriching experiences.

Parents are considered key partners in the education of all students and are actively involved in a variety of ways. Opportunities include serving on the School Site Council or English Learner Advisory Committee to provide input on programs and the Single Plan for Student Achievement, volunteering in classrooms, assisting teachers with activities on and off campus, chaperoning field trips, and participating in our "Watch D.O.G.S." program, which brings male role models to campus to support supervision, safety, and relationship-building with students.

Throughout the year, Lincoln Crossing offers multiple family-oriented events, such as paint nights, Bingo nights, student theater performances, holiday cocoa events with shopping, and teacher appreciation activities hosted by local vendors. These events not only encourage parent participation but also strengthen our school community and provide opportunities for families to connect with each other and with staff.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	518	510	53	10.4
Female	288	282	24	8.5
Male	230	228	29	12.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	29	24	3	12.5
Black or African American	--	--	--	--
Filipino	15	14	1	7.1
Hispanic or Latino	124	124	19	15.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	56	56	2	3.6
White	279	278	23	8.3
English Learners	32	30	2	6.7
Foster Youth	--	--	--	--
Homeless	27	27	3	11.1
Socioeconomically Disadvantaged	131	126	23	18.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	87	87	10	11.5

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.81	0.39	2.47	2.01	2.07	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.12	0.04	0.06	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.39	0.00
Female	0.00	0.00
Male	0.87	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	1.61	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.30	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.

2025-26 School Safety Plan

Lincoln Crossing's Comprehensive School Safety Plan (CSSP) is reviewed each fall, updated as needed, and approved by the Parent Teacher Club (PTC) and School Site Council (SSC) in the winter. The plan ensures that students learn in a secure and safe environment and addresses both routine and emergency procedures. Arrival and dismissal procedures are in place to support safe and orderly ingress and egress, and the campus operates as a closed campus during school hours with all visitors required to check in through the office. Staff closely monitor students throughout the day, including during transitions and recess, and classroom doors remain locked during instruction. Emergency drills are conducted monthly, and students and staff practice these drills efficiently and seriously. Based on feedback from the district safety survey, additional safety measures have been implemented, including barriers at the front of campus and additional surveillance cameras.

Positive Behavioral Interventions and Supports (PBIS) is a key component of our school safety and climate initiatives. PBIS is an evidence-based, tiered framework that supports students' behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social-emotional competence, academic success, and school climate. At Lincoln Crossing, PBIS underpins our schoolwide recognition system, Colts Tickets, which reward students for being respectful, responsible, safe, and problem-solvers. Classes hold weekly drawings on Fridays, reinforcing positive behaviors and contributing to a safe, supportive learning environment.

A full copy of the sites safety plan is available at the office, website, or district office.

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.

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
TK	24	0	2	0
K	18	2	4	0
1	54	0	3	2
2	40	0	2	2
3	53	0	3	2
4	43	0	2	2
5	41	0	2	2
6	0	0	0	0
Other	0	0	0	0

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
TK	24	0	2	0
K	16	1	2	0
1	39	0	3	2
2	53	0	3	2
3	43	0	2	2
4	53	0	3	2
5	45	0	2	2
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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
TK	20	3	0	0
K	15	2	3	
1	25		2	
2	25		3	
3	30		3	
4	31		2	
5	31		3	

2024-25 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

2024-25 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$15,003	\$5,033	\$9,970	\$87,868
District	N/A	N/A	\$10,263	\$92,779
Percent Difference - School Site and District	N/A	N/A	-2.9	-0.3
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-7.7	-7.5

Fiscal Year 2024-25 Types of Services Funded

Lincoln Crossing receives General Funds and Supplemental Funds through the Local Control Accountability Plan (LCAP), and the use of these funds is monitored by staff as well as the School Site Council (SSC) and English Learner Advisory Committee (ELAC). General Funds provide for essential school operations, including materials and supplies such as copy paper, maintenance of office equipment, grade-level planners, postage, and staff meeting resources at the start of the school year.

Supplemental Funds are specifically allocated to support English Learners, Foster Youth, and other underserved students. These funds help provide academic and social-emotional support through programs and systems such as Multi-Tiered Systems of Support (MTSS), Positive Behavioral Interventions and Supports (PBIS), Student Support Team (SST), AVID professional development, Student Leadership Advisors, Intervention Support Providers (ISP), and technology support programs. These initiatives ensure that all students receive the targeted support they need to succeed academically and socially.

Additionally, funds are used to support staff collaboration and enrichment activities. This includes substitute coverage for teachers to meet in grade-level teams to analyze student data and plan instruction, as well as teacher stipends for programs such as the Yearbook, which captures student memories and celebrates school community. These investments reflect Lincoln

Fiscal Year 2024-25 Types of Services Funded

Crossing's commitment to providing a well-rounded and equitable learning environment for all students.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$45,818	\$62,145
Mid-Range Teacher Salary	\$83,387	\$97,088
Highest Teacher Salary	\$113,231	\$120,436
Average Principal Salary (Elementary)	\$135,378	\$151,343
Average Principal Salary (Middle)	\$139,473	\$159,514
Average Principal Salary (High)	\$156,951	\$177,261
Superintendent Salary	\$270,312	\$294,805
Percent of Budget for Teacher Salaries	32.03%	29.95%
Percent of Budget for Administrative Salaries	5.75%	5.4%

Professional Development

This year, Lincoln Crossing's professional development (PD) has focused on strengthening Professional Learning Communities (PLCs), refining our Multi-Tiered Systems of Support (MTSS) to close learning gaps for underserved students, implementing Advancement Via Individual Determination (AVID), and developing grade-level essential standard lessons in math. Due to ongoing challenges with substitute coverage, most PD has occurred during staff, leadership, and PLC meetings, with some virtual options provided when available.

We remain committed to "best first instruction," which begins with analyzing student data to plan lessons, provide scaffolds, and use strategies that ensure access for all learners. Staff continue to refine their use of the Cycle of Inquiry and PowerSchool for data collection and analysis to inform instruction and interventions. PBIS training has also focused on documenting incidents in PowerSchool to tailor behavioral support systems. Additionally, we are advancing AVID implementation, with most 3rd–5th grade teachers now certified and opportunities for collaborative mini-sessions, virtual courses, and follow-up training throughout the year.

Professional development is embedded across multiple forums. PLCs have protocols for agenda building and minute-taking to support instruction and Tier II interventions, while staff and leadership meetings provide ongoing training in MTSS, PBIS, and intervention programs such as UFLI for our ISP team. Staff participating in the evaluation process set annual goals and collaborate throughout the year to study and reflect on progress. Other PD includes district offerings such as "Weekly Tech Tips," county-provided support for special education strategies, and participation in pilot programs like math training. Lincoln Crossing encourages and supports professional learning by providing time, compensation, and opportunities to share knowledge across the school community to build staff capacity and sustain interest in future offerings.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	10	6	2