



# Lincoln Crossing Elementary School

635 Groveland Lane • Lincoln, CA 95648 • 916-434-5292 • Grades K-5

Mark Rodriguez, Principal  
mrodriguez@wpusd.k12.ca.us  
<http://lces.wpusd.k12.ca.us/>

## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### Western Placer Unified School District

600 6th Street Suite 400  
Lincoln, CA 95648  
916-645-6350  
[www.wpusd.k12.ca.us](http://www.wpusd.k12.ca.us)

#### District Governing Board

Paul Carras  
Brian Haley  
Kris Wyatt  
Damian Armitage  
Paul Long

#### District Administration

Scott Leaman  
**Superintendent**  
Kerry Callahan  
**Assistant Superintendent,  
Educational Services**  
Audrey Kilpatrick  
**Assistant Superintendent, Business  
Services**  
Gabe Simon  
**Assistant Superintendent, Human  
Resources**

### School Description

Lincoln Crossing Elementary School opened in August of 2006. The school serves students in grades K-5 with RSP, Speech, and intervention support services offered. Science and music curriculum are provided to students in grades 1-5. The school has a library, science lab, music room, five Chromebook carts -- one for each grade level, and multipurpose room.

The school mission statement is as follows:

Empowering students with the skills, knowledge, and attitudes for successful futures, within a positive and safe environment. All of our students are leaders and held to our staff's high expectations for excellence in academics and behavior.

The school vision statement is as follows:

Our team commits to providing our students with educational experiences where they collaborate and persevere to solve challenging, real world problems. We support all of our students so they are socially and emotionally healthy, view themselves as capable and independent thinkers, and whose compassion for others inspires them to positively impact their community.

## About the SARC

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	105
Grade 1	113
Grade 2	105
Grade 3	107
Grade 4	106
Grade 5	108
<b>Total Enrollment</b>	<b>644</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.8
Asian	4.8
Filipino	4.7
Hispanic or Latino	15.7
Native Hawaiian or Pacific Islander	0.9
White	64
Two or More Races	6.7
Socioeconomically Disadvantaged	14.8
English Learners	7.8
Students with Disabilities	8.7
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials			
Lincoln Crossing Elementary School	14-15	15-16	16-17
With Full Credential	29	28	28
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Western Placer Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	340
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Lincoln Crossing Elementary	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.0%	1.0%
High-Poverty Schools	99.0%	1.0%
Low-Poverty Schools	99.0%	1.0%

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Textbooks and Instructional Materials Year and month in which data were collected: September 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K – 5 Houghton Mifflin Reading Language Arts (Adopted 2002); K-5 Medallions (Adopted 2010); (State Waiver 2010) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K – 5 Pearson Envisions (Adopted 2014) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	K - 5 Delta Science/FOSS (Adopted 2007) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K - 5 Pearson Scott Foresman History/Social Science for CA (Adopted 2007) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

The campus and grounds are in good repair. Minor maintenance noted below scheduled to be completed over the next twelve months.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/13/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Office: Mechanical room door entrance blocked, Low pressure to the drinking fountain
<b>Interior:</b> Interior Surfaces		X		D 101: Vinyl wall surface damage G 104: Vinyl wall surface damage K-2: Office- Hole in floor Music: Broken ceiling tile
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly.
<b>Electrical:</b> Electrical	X			Restrooms: H Girls - missing light diffuser, light fixyure not working, H Boys - missing diffuser, Light out
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		K-1: Chipped paint on boys restroom door Office: Mechanical room door entrance blocked, Low pressure to the drinking fountain Restrooms: H Girls - missing light diffuser, light fixyure not working, H Boys - missing diffuser, Light out
<b>Safety:</b> Fire Safety, Hazardous Materials	X			F 103: Cleaning products under the sink G 101: Fire extinguisher not properly hung H 101: Cleaning products under the sink H 103: Cleaning products under the sink
<b>Structural:</b> Structural Damage, Roofs	X			F 101: Roof leak

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 1/13/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Conditions that pose a safety and/or security risk are not evident.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>Science</b>	80	75	76	68	67	62	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>	20.4	24.1	24.1

\* 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>ELA</b>	45	56	48	53	44	48
<b>Math</b>	39	44	36	37	34	36

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
<b>All Students</b>	109	107	98.2	75.7
<b>Male</b>	59	59	100.0	79.7
<b>Female</b>	50	48	96.0	70.8
<b>Hispanic or Latino</b>	21	21	100.0	61.9
<b>White</b>	60	59	98.3	83.1
<b>Socioeconomically Disadvantaged</b>	24	24	100.0	75.0
<b>Students with Disabilities</b>	19	18	94.7	50.0

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	108	107	99.1	57.0
	4	104	102	98.1	56.9
	5	109	108	99.1	54.6
Male	3	55	54	98.2	48.1
	4	47	47	100.0	48.9
	5	59	59	100.0	57.6
Female	3	53	53	100.0	66.0
	4	57	55	96.5	63.6
	5	50	49	98.0	51.0
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	20	20	100.0	55.0
	4	18	18	100.0	61.1
	5	21	21	100.0	38.1
Native Hawaiian or Pacific Islander	4	--	--	--	--
	5	--	--	--	--
White	3	68	67	98.5	55.2
	4	66	64	97.0	57.8
	5	60	60	100.0	63.3
Two or More Races	3	12	12	100.0	66.7
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	19	19	100.0	47.4
	4	15	15	100.0	46.7
	5	24	24	100.0	50.0

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	19	19	100.0	10.5
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 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.

**School Year 2015-16 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	108	107	99.1	63.5
	4	104	102	98.1	33.3
	5	109	108	99.1	36.1
Male	3	55	54	98.2	68.5
	4	47	47	100.0	36.2
	5	59	59	100.0	42.4
Female	3	53	53	100.0	58.5
	4	57	55	96.5	30.9
	5	50	49	98.0	28.6
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

**School Year 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	20	20	100.0	65.0
	4	18	18	100.0	44.4
	5	21	21	100.0	33.3
Native Hawaiian or Pacific Islander	4	--	--	--	--
	5	--	--	--	--
White	3	68	67	98.5	59.7
	4	66	64	97.0	31.3
	5	60	60	100.0	41.7
Two or More Races	3	12	12	100.0	66.7
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	19	19	100.0	63.2
	4	15	15	100.0	33.3
	5	24	24	100.0	29.2
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	19	19	100.0	10.5
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 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.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2016-17)

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 coordinating monthly events/activities that include an annual jog-a-thon, father/daughter dance, mother/son bowling, 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.
- Dad's serving as a WatchDOG by volunteering at least one day a year on campus. These dads help in their child's classrooms and provide extra supervision during lunches and recesses.
- Serving on the School Site Council which is responsible for monitoring the School Improvement Plan.
- Volunteering in their child's classroom and/or assisting the teacher with various activities on and off campus.
- Attending class field trips scheduled throughout the school year.

### State Priority: School Climate

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

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

### School Safety Plan

The School Safety Plan, revised and approved in November of each year, lays out a plan for ensuring students learn in a secure and safe environment that 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 have been designed to be locked from the inside should lock-down procedures be implemented. Emergency procedures are rehearsed throughout the school year. "The Leader In Me" is in place to recognize and reward students for positive behaviors that specifically contribute to a school climate that minimizes negative behaviors (such as bullying, fighting, teasing).

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	1.7	2.0	2.1
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	3.7	3.2	2.8
Expulsions Rate	0.1	0.0	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1



## D. Other SARC Information

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

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		66.7

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.2
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	1.0
Resource Specialist	1.0
Other	N/A
Average Number of Students per Staff Member	
Academic Counselor	0

\* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	25	23	23		1	1	5	4	4			
1	30	28	28				4	4	4			
2	28	27	27				4	4	4			
3	26	28	28	1			4	4	4			
4	31	30	30				3	3	3			
5	29	30	30				4	4	4			
Other		13	13		1	1						

## Professional Development provided for Teachers

Western Placer Unified School District provided three Staff Development Days each year for the last three years. One Staff Development Day was taken as a furlough day in 2012 – 2013 and in 2013 - 2014. Additionally, many opportunities are available for staff development credit, both during the school day and after hours for Staff Development Buyback credit. In 2013-2014 and in 2014-2015, the teachers participated in "Leader in Me" professional development. In 2014-2015, many of the teachers participated in "Love and Logic" professional development.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,075	\$43,821
Mid-Range Teacher Salary	\$67,596	\$69,131
Highest Teacher Salary	\$88,889	\$89,259
Average Principal Salary (ES)	\$99,522	\$108,566
Average Principal Salary (MS)	\$102,954	\$115,375
Average Principal Salary (HS)	\$114,512	\$125,650
Superintendent Salary	\$179,791	\$198,772
Percent of District Budget		
Teacher Salaries	41%	37%
Administrative Salaries	5%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7933	1800	6133	73437
District	♦	♦	6399	73186
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			-4.2	0.3
Percent Difference: School Site/ State			8.0	2.7

\* Cells with ♦ do not require data.

### **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.
- Substitute costs 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, Parent Conference Scheduler).
- Instructional supplies (classroom books, etc.)
- Teacher stipend for after school choir.
- Assemblies that address academic, social, and emotional skills of students.
- Resources for parents.

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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).

### **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.