



# 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/>

## 2014-15 School Accountability Report Card Published During the 2015-16 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 and Speech support services offered. Science and music curriculum are provided to students in grades 1-5. The school has a library, science lab, music room and multipurpose room.

The school vision is as follows:

At Lincoln Crossing Elementary School everyone works together to create a positive atmosphere where students are becoming independent learners.

## 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 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 at 916-434-5292 or the district office.

2014-15 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	115
Grade 1	113
Grade 2	114
Grade 3	114
Grade 4	105
Grade 5	105
<b>Total Enrollment</b>	<b>666</b>

2014-15 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	1.1
Asian	5
Filipino	4.5
Hispanic or Latino	17.4
Native Hawaiian or Pacific Islander	1.2
White	62.6
Two or More Races	6
Socioeconomically Disadvantaged	19.4
English Learners	7.8
Students with Disabilities	10.7
Foster Youth	0.3

## 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	13-14	14-15	15-16
<b>With Full Credential</b>	29	29	28
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Western Placer Unified School District	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	303
<b>Without Full Credential</b>	♦	♦	1
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School

Lincoln Crossing Elementary	13-14	14-15	15-16
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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

2014-15 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
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	32.3	67.7
<b>High-Poverty Schools</b>	25.8	74.2
<b>Low-Poverty Schools</b>	97.9	2.1

\* 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 2015-16)**

**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) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	K – 5 Pearson Envisions (Adopted 2014) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	K - 5 Delta Science/FOSS (Adopted 2007) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	K - 5 Pearson Scott Foresman History/Social Science for CA (Adopted 2007) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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: January 2016**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. The entrance to the Mechanical Room in the Office is blocked.
<b>Interior:</b> Interior Surfaces		X		There is damage to the vinyl wall surface in two classrooms, broken ceiling tile in the Music Room, and a hole in the floor in the Kindergarten classroom.
<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			There is a missing light diffuser and a light out in both the boys and girls restroom.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		There is low pressure to the drinking fountain in the Office. The door to the boys restroom has chipped paint.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			The fire extinguisher is not hung properly in one classroom (work order submitted to correct immediately) and there are cleaning products stored under the sink in three classrooms.
<b>Structural:</b> Structural Damage, Roofs	X			There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. There is evidence of one roof leak on a classroom.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: January 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], Science California Standards Tests); and
- The percentage of pupils 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>	21.10	22.00	39.40

\* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
<b>ELA</b>	45	50	44
<b>Math</b>	39	40	33

\* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
<b>All Students in the LEA</b>	67
<b>All Student at the School</b>	75
<b>Male</b>	73
<b>Female</b>	78
<b>Black or African American</b>	--
<b>American Indian or Alaska Native</b>	--
<b>Asian</b>	--
<b>Filipino</b>	--
<b>Hispanic or Latino</b>	62
<b>Native Hawaiian or Pacific Islander</b>	--
<b>White</b>	80
<b>Two or More Races</b>	--
<b>Socioeconomically Disadvantaged</b>	63
<b>English Learners</b>	--
<b>Students with Disabilities</b>	71
<b>Foster Youth</b>	--

\* 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.

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
<b>Science</b>	77	80	75	67	68	67	59	60	56

\* Results are for grades 5, 8, and 10. 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 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	111	107	96.4	23	30	27	20
	4	106	103	97.2	38	24	25	12
	5	110	106	96.4	22	26	38	14
Male	3		51	45.9	29	37	20	14
	4		55	51.9	33	27	27	13
	5		56	50.9	29	32	30	9
Female	3		56	50.5	18	23	34	25
	4		48	45.3	44	21	23	10
	5		50	45.5	14	20	46	20
Black or African American	3		2	1.8	--	--	--	--
	4		7	6.6	--	--	--	--
	5		1	0.9	--	--	--	--
American Indian or Alaska Native	3		1	0.9	--	--	--	--
	4		2	1.9	--	--	--	--
	5		2	1.8	--	--	--	--
Asian	3		3	2.7	--	--	--	--
	4		6	5.7	--	--	--	--
	5		6	5.5	--	--	--	--
Filipino	3		6	5.4	--	--	--	--
	4		5	4.7	--	--	--	--
	5		5	4.5	--	--	--	--
Hispanic or Latino	3		19	17.1	37	32	16	16
	4		22	20.8	32	36	23	9
	5		15	13.6	27	27	27	20
Native Hawaiian or Pacific Islander	3		1	0.9	--	--	--	--
	4		2	1.9	--	--	--	--
	5		3	2.7	--	--	--	--
White	3		66	59.5	21	30	29	20
	4		56	52.8	34	23	25	18
	5		70	63.6	21	20	44	14
Two or More Races	3		9	8.1	--	--	--	--
	4		3	2.8	--	--	--	--
	5		4	3.6	--	--	--	--
Socioeconomically Disadvantaged	3		26	23.4	38	35	23	4
	4		29	27.4	55	14	28	3
	5		14	12.7	21	21	29	29

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Learners	3		12	10.8	58	25	8	8
	4		5	4.7	--	--	--	--
	5		4	3.6	--	--	--	--
Students with Disabilities	3		13	11.7	85	8	8	0
	4		6	5.7	--	--	--	--
	5		11	10.0	27	45	18	9
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	111	107	96.4	21	25	42	10
	4	106	103	97.2	33	38	24	4
	5	110	106	96.4	23	41	23	13
Male	3		51	45.9	22	25	45	6
	4		55	51.9	25	40	29	5
	5		56	50.9	25	30	32	13
Female	3		56	50.5	21	25	39	14
	4		48	45.3	42	35	19	2
	5		50	45.5	20	52	12	14
Black or African American	3		2	1.8	--	--	--	--
	4		7	6.6	--	--	--	--
	5		1	0.9	--	--	--	--
American Indian or Alaska Native	3		1	0.9	--	--	--	--
	4		2	1.9	--	--	--	--
	5		2	1.8	--	--	--	--
Asian	3		3	2.7	--	--	--	--
	4		6	5.7	--	--	--	--
	5		6	5.5	--	--	--	--
Filipino	3		6	5.4	--	--	--	--
	4		5	4.7	--	--	--	--
	5		5	4.5	--	--	--	--

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	3		19	17.1	26	21	37	11
	4		22	20.8	32	41	27	0
	5		15	13.6	33	33	20	13
Native Hawaiian or Pacific Islander	3		1	0.9	--	--	--	--
	4		2	1.9	--	--	--	--
	5		3	2.7	--	--	--	--
White	3		66	59.5	17	32	41	11
	4		56	52.8	30	38	25	7
	5		70	63.6	21	39	24	14
Two or More Races	3		9	8.1	--	--	--	--
	4		3	2.8	--	--	--	--
	5		4	3.6	--	--	--	--
Socioeconomically Disadvantaged	3		26	23.4	38	31	27	4
	4		29	27.4	45	34	17	3
	5		14	12.7	43	21	14	21
English Learners	3		12	10.8	50	33	17	0
	4		5	4.7	--	--	--	--
	5		4	3.6	--	--	--	--
Students with Disabilities	3		13	11.7	54	15	23	0
	4		6	5.7	--	--	--	--
	5		11	10.0	36	27	36	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with 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

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	2012-13	2013-14	2014-15
Suspensions Rate	0.14	1.69	2.02
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.45	3.65	3.19
Expulsions Rate	0.13	0.08	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

**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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 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

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	26	25	23			1	5	5	4			
1	28	30	28				4	4	4			
2	29	28	27				4	4	4			
3	28	26	28		1		4	4	4			
4	30	31	30				3	3	3			
5	31	29	30				4	4	4			
Other			13			1						



### 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.

### 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 2013-14 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$34,581	\$42,315
Mid-Range Teacher Salary	\$64,797	\$66,451
Highest Teacher Salary	\$85,208	\$85,603
Average Principal Salary (ES)	\$94,098	\$105,079
Average Principal Salary (MS)	\$97,343	\$111,005
Average Principal Salary (HS)	\$108,366	\$121,310
Superintendent Salary	\$156,004	\$189,899
Percent of District Budget		
Teacher Salaries	42%	39%
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 2013-14 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7345	1506	5839	70771
District	◆	◆	\$5,672	\$68,795
State	◆	◆	\$5,348	\$69,257
Percent Difference: School Site/District			2.9	2.9
Percent Difference: School Site/ State			9.2	2.2

\* 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, the county, and the state. 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.