Lincoln Crossing Elementary School

635 Groveland Lane • Lincoln, CA 95648 • 916-434-5292 • Grades K-5
Mark Rodriguez, Principal
mrodriguez@wpusd.k12.ca.us
www.wpusd.k12.ca.us

2013-14 School Accountability Report Card
Published During the 2014-15 School Year

Western Placer Unified School District

600 6th Street Suite 400
Lincoln, CA 95648
916-645-6350
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
Asst. Superintendent, Business Services

Ryan Davis
Asst. 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, computer lab, 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

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at 916-434-5292.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	122
Gr. 1	123
Gr. 2	118
Gr. 3	121
Gr. 4	107
Gr. 5	102
Total	693

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	1.3
Asian	6.2
Filipino	4.3
Hispanic or Latino	17.9
Native Hawaiian/Pacific Islander	1.3
White	62.0
Two or More Races	5.3
Socioeconomically Disadvantaged	20.1
English Learners	9.1
Students with Disabilities	10.4

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	12-13	13-14	14-15
Fully Credentialed	29	29	29
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Western Placer Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	295
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Lincoln Crossing Elementary School	12-13	13-14	14-15
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

2013-14 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	96.55	3.45
Districtwide		
All Schools	33.13	66.87
High-Poverty Schools	27.93	72.07
Low-Poverty Schools	39.09	60.91

* 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 2014-15)

Textbooks and Instructional Materials Year and month in which data were collected: December, 2014	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	K - 5 Houghton Mifflin Legacy of Literature 2003; Reading Mastery & Corrective Reading 2002; Medallions 2010; (State Waiver 2010)
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	K - 5 Person Envisions (Adopted 2014)
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	K - 5 Delta Science/FOSS (Adopted 2007)
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	K - 5 Pearson Scott Foresman History/Social Science for CA (Adopted 2007)
Foreign Language The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: N/A	N/A
Health The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: N/A	N/A
Visual and Performing Arts The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: N/A	N/A
Science Laboratory Equipment The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: N/A	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

The campus and grounds are in good repair.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: Nov, 2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	Maintenance investigating leak in main boiler/chiller pipe system
Interior: Interior Surfaces	[X]	[ ]	[ ]	None
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	None
Electrical: Electrical	[X]	[ ]	[ ]	None
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	None
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	None
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	rubberized play matting repaired summer 2014.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: Nov, 2014						
System Inspected	**Repair Status**					**Repair Needed and Action Taken or Planned**
	Good		**Fair**		**Poor**	
Overall Rating	Exemplary	Good	Fair		Poor	None
	[X]	[ ]	[ ]		[ ]	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

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**		
	11-12	**12-13**	**13-14**	**11-12**	**12-13**	**13-14**	**11-12**	**12-13**	**13-14**
Science	68	77	81	63	60	65	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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**		
	10-11	**11-12**	**12-13**	**10-11**	**11-12**	**12-13**	**10-11**	**11-12**	**12-13**
ELA	65	66	66	59	62	58	54	56	55
Math	69	70	64	51	51	48	49	50	50
HSS				46	50	46	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	**2010-11**	**2011-12**	**2012-13**
Statewide	7	7	7
Similar Schools	1	1	2

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	17.0	32.1	35.8

* 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.

2013-14 CAASPP Results by Student Group	
Group	**Percent of Students Scoring at Proficient or Advanced**
	Science (grades 5, 8, and 10)
All Students in the LEA	65
All Student at the School	81
Male	82
Female	79
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	53
Native Hawaiian/Pacific Islander	
White	88
Two or More Races	
Socioeconomically Disadvantaged	68
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in 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.

API Growth by Student Group – Three-Year Comparison			
Group	**Actual API Change**		
	10-11	**11-12**	**12-13**
All Students at the School	14	10	-8
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	33	-4	-3
Native Hawaiian/Pacific Islander			
White	-6	14	-10
Two or More Races			
Socioeconomically Disadvantaged	31	40	-19
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

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 spaghetti/silent auction, movie nights, jog-a-thon, father/daughter dance, moms/kids muffins breakfast, 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 Covey Leadership Program 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	**11-12**	**12-13**	**13-14**
Suspensions Rate	0.3	0.1	1.7
Expulsions Rate	0.0	0.0	0.0
District	**11-12**	**12-13**	**13-14**
Suspensions Rate	3.0	3.4	3.7
Expulsions Rate	0.1	0.1	0.1
State	**11-12**	**12-13**	**13-14**
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

*   The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 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

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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

	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	27	26	25	0			4	5	5	0		
Gr. 1	24.3	28	25	0		1	4	4	4	0		
Gr. 2	24.4	29	24	0		1	5	4	4	0		
Gr. 3	23.5	28	24	1		1	3	4	4	0		
Gr. 4	29.3	27	27	0	1	1	4	3	3	0		
Gr. 5	30.7	27	26	0	1	1	3	3	3	0		
Other	0			3			0			0		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$33,631	$41,243
Mid-Range Teacher Salary	$63,016	$64,893
Highest Teacher Salary	$82,867	$83,507
Average Principal Salary (ES)	$97,651	$103,404
Average Principal Salary (MS)	$101,020	$109,964
Average Principal Salary (HS)	$112,540	$120,078
Superintendent Salary	$153,657	$183,557
Percent of District Budget		
Teacher Salaries	43	40
Administrative Salaries	6	6

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$6,727	$1,312	$5,415	$68,529
District	♦	♦	$5,672	$66,280
State	♦	♦	$4,690	$67,762
Percent Difference: School Site/District			-4.5	3.4
Percent Difference: School Site/ State			15.5	1.1

Types of Services Funded at Lincoln Crossing Elementary School

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 stipends for choir, after school tutoring, and after school clubs.
- Assemblies that address academic, social, and emotional skills of students.

Resources for parents.

Professional Development provided for Teachers at Lincoln Crossing Elementary School

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.

2013-14 California High School Exit Examination Grade Ten Results by Student Group						
Group	**English-Language Arts**			**Mathematics**		
	Not Proficient	**Proficient**	**Advanced**	**Not Proficient**	**Proficient**	**Advanced**
All Students in the LEA						
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

*   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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Lincoln Crossing Elementary School	**2011-12**	**2012-13**	**2013-14**
English-Language Arts			
Mathematics			
Western Placer Unified School District	**2011-12**	**2012-13**	**2013-14**
English-Language Arts	59	58	34
Mathematics	54	57	33
California	**2011-12**	**2012-13**	**2013-14**
English-Language Arts	56	57	56
Mathematics	58	60	62

* 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.

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2013**		
	School	**District**	**State**
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Dropout Rate and Graduation Rate			
Lincoln Crossing Elementary School	**2010-11**	**2011-12**	**2012-13**
Dropout Rate (1-year)			
Graduation Rate			
Western Placer Unified School District	**2010-11**	**2011-12**	**2012-13**
Dropout Rate (1-year)			
Graduation Rate			
California	**2010-11**	**2011-12**	**2012-13**
Dropout Rate (1-year)			
Graduation Rate			

2013-14 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2013-14 Enrollment in Courses Required for UC/CSU Admission	0.00
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	343
% of pupils completing a CTE program and earning a high school diploma	7%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	40%

Career Technical Education Programs