# Lincoln Crossing Elementary School

**635 Groveland Lane • Lincoln, CA 95648 • 916-434-5292 • Grades K-5**
**Jennifer Hladun, Principal**
**jhladun@wpusd.org**
**http://lces.wpusd.org**

## 2018-19 School Accountability Report Card
## Published During the 2019-20 School Year

### Western Placer Unified School District

600 6th Street, Suite 400
Lincoln, CA 95648
(916) 645-6350
www.wpusd.org

#### District Governing Board

Paul Carras

Brian Haley

Kris Wyatt

Damian Armitage

Paul Long

#### District Administration

Scott Leaman
**Superintendent**

Kerry Callahan
**Deputy 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 TK-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, seven Chromebook carts, both a 1-5 and K playground and multipurpose room.

The mission of the Lincoln Crossing Elementary School 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 and problem solvers in class, in play and in life. This year, our professional development goals centered on math instruction, collaborative conversation, and continuous improvement.

## 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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or 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.

### 2018-19 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 135 |
| Grade 1 | 107 |
| Grade 2 | 109 |
| Grade 3 | 107 |
| Grade 4 | 108 |
| Grade 5 | 108 |
| Total Enrollment | 674 |

### 2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 1.9 |
| American Indian or Alaska Native | 0.9 |
| Asian | 4.3 |
| Filipino | 5.3 |
| Hispanic or Latino | 17.8 |
| Native Hawaiian or Pacific Islander | 1 |
| White | 63.4 |
| Two or More Races | 4.2 |
| Socioeconomically Disadvantaged | 15.9 |
| English Learners | 3.7 |
| Students with Disabilities | 8.5 |
| Homeless | 3.4 |

## A. Conditions of Learning

**State Priority: Basic**

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

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

| Teacher Credentials for Lincoln Crossing | 17-18 | 18-19 | 19-20 |
|---|---|---|---|
| With Full Credential | 28 | 28 | 29 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |

| Teacher Credentials for Western Placer Unified | 17-18 | 18-19 | 19-20 |
|---|---|---|---|
| With Full Credential | ♦ | ♦ | |
| Without Full Credential | ♦ | ♦ | |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | |

**Teacher Misassignments and Vacant Teacher Positions at Lincoln Crossing Elementary School**

| Indicator | 17-18 | 18-19 | 19-20 |
|---|---|---|---|
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

\* Note: "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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

**Textbooks and Instructional Materials**
**Year and month in which data were collected: September 2019**

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|---|---|
| **Reading/Language Arts** | * K – 3 Benchmark Education Company Benchmark Advance (Adopted 2017)<br>* 4 – 5 WPUSD English Language Arts Curriculum Maps and Anchor Texts; Curriculum Associates Ready Common Core Reading and Writing (Adopted 2017)<br><br>**The textbooks listed are from most recent adoption:**　　Yes<br>**Percent of students lacking their own assigned textbook:**　0 |
| **Mathematics** | * TK - McGraw Hill My Math (Adopted 2014)<br>* K – 5 Pearson Envisions (Adopted 2014)<br><br><br>**The textbooks listed are from most recent adoption:**　　Yes<br>**Percent of students lacking their own assigned textbook:**　0 |
| **Science** | * K - 5 Delta Science/FOSS (Adopted 2007)<br>**The textbooks listed are from most recent adoption:**　　Yes<br>**Percent of students lacking their own assigned textbook:**　0 |
| **History-Social Science** | * K - 5 Pearson Scott Foresman History/Social Science for CA (Adopted 2007)<br>**The textbooks listed are from most recent adoption:**　　Yes<br>**Percent of students lacking their own assigned textbook:**　0 |

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

### School Facility Good Repair Status (Most Recent Year)
### Year and month in which data were collected: 10/16/19

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|---|---|---|
| **Systems:**<br>Gas Leaks, Mechanical/HVAC, Sewer | Good | 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:**<br>Interior Surfaces | Good | G 104: Vinyl wall surface damage<br>Music: Broken ceiling tile<br>D 101: Vinyl wall surface damage |
| **Cleanliness:**<br>Overall Cleanliness, Pest/ Vermin Infestation | Good | 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:**<br>Electrical | Good | Restrooms: H Girls - missing light diffuser, light fixture not working, H Boys - missing diffuser, Light out |
| **Restrooms/Fountains:**<br>Restrooms, Sinks/ Fountains | Good | K-1: Chipped paint on boys restroom door<br>Drinking fountains appear to be accessible and functioning as intended. |

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|---|---|---|
| **Safety:**<br>Fire Safety, Hazardous Materials | Good | 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). |
| **Structural:**<br>Structural Damage, Roofs | Good | 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. |
| **External:**<br>Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | 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. There is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk. |
| **Overall Rating** | **Good** | None |

## 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. 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); 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 Test Results in ELA and Mathematics for All Students
### Grades Three through Eight and Grade Eleven
**Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA | 66 | 67 | 55 | 57 | 50 | 50 |
| Math | 54 | 63 | 43 | 45 | 38 | 39 |

Note: 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students
### Grades Five, Eight, and Ten
**Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5 | 12.8 | 30.3 | 32.1 |

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 322 | 321 | 99.69 | 67.29 |
| Male | 146 | 145 | 99.32 | 55.86 |
| Female | 176 | 176 | 100.00 | 76.70 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 17 | 17 | 100.00 | 58.82 |
| Filipino | 22 | 22 | 100.00 | 63.64 |
| Hispanic or Latino | 55 | 55 | 100.00 | 65.45 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 206 | 205 | 99.51 | 69.27 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 65 | 65 | 100.00 | 49.23 |
| English Learners | 25 | 25 | 100.00 | 60.00 |
| Students with Disabilities | 45 | 45 | 100.00 | 48.89 |
| Homeless | 14 | 14 | 100.00 | 0.00 |

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 322 | 320 | 99.38 | 62.81 |
| Male | 146 | 145 | 99.32 | 63.45 |
| Female | 176 | 175 | 99.43 | 62.29 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 17 | 17 | 100.00 | 76.47 |
| Filipino | 22 | 22 | 100.00 | 72.73 |
| Hispanic or Latino | 55 | 55 | 100.00 | 58.18 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 206 | 204 | 99.03 | 61.27 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 65 | 64 | 98.46 | 40.63 |
| English Learners | 25 | 25 | 100.00 | 60.00 |
| Students with Disabilities | 45 | 45 | 100.00 | 53.33 |
| Homeless | 14 | 14 | 100.00 | 0.00 |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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.

## 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 for the school district and each school site

**Opportunities for Parental Involvement (School Year 2019-20)**
Parents are considered key partners in the education of all students and are involved in a variety of ways including:
• Serving on an active Parent Teacher Club (PTC) coordinating monthly events/activities the support family and student engagement. Activities include an annual jog-a-thon, family dance and bowling nights, 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 using standards based art curriculum and materials provided by our PTC.
• Dad's serving as a WatchDOGs (Dads Of Great Students) and 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 and they support keeping our students safe at morning drop off.
• Serving on the School Site Council which is responsible for monitoring the School Improvement Plan. In addition, our English Language Advisory Council allows families of our English Language Learners to offer feedback on our programs and guide our site priorities.
• 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.

We host at least one parent education night each trimester with a focus on our site goals, interventions we offer and/or family nights that promote engagement of parents and children with our curriculum. This year, we also offered a "Happy Families" series that focused on areas of parent interest based on our Spring 2019 community input survey. We attempt to offer all parent educational events during the school day and in the evening to meet the needs of all parent's schedules.

**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.

**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. Each door on campus is equipped with additional supports in case of the need to quickly secure them - classroom doors have magnetic strips that cover the strike panel, and push through doors are secured with emergency straps that can be unlocked to allow for instant door locking. We have added on 'barracuda" to each classroom; it is next to an exterior door. Emergency procedures have been refreshed and are rehearsed throughout the school year. This year, we are implementing more complex drills related to our Safety Response Protocol (SRP) in order to better assess our protocol's strengths and weaknesses. We have installed several additional surveillance cameras on campus, and are exploring the installation of panic buttons in various campus spaces.

We use the PBIS system to support positive choices on campus, and is used 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 for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|
| Suspensions Rate | 0.8 | 1.7 | 1.3 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|
| Suspensions Rate | 2.4 | 1.9 | 2.1 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the State | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|
| Suspensions Rate | 3.6 | 3.5 | 3.5 |
| 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.

**Ratio of Academic Counselors to Pupils (School Year 2018-19)**

| Title | Ratio |
|---|---|
| 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.

**Student Support Services Staff (School Year 2018-19)**

| Title | Number of Full-Time Equivalent (FTE) |
|---|---|
| **Counselor (Social/Behavioral or Career Development)** | |
| **Library Media Teacher (Librarian)** | |
| **Library Media Services Staff (Paraprofessional)** | 1.0 |
| **Psychologist** | 0.5 |
| **Social Worker** | |
| **Nurse** | |
| **Speech/Language/Hearing Specialist** | 1.0 |
| **Resource Specialist (non-teaching)** | 1.0 |
| **Other** | |

\* 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 Level | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-20 | 2016-17 # of Classes* Size 21-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | 23 | | 5 | | 22 | | 5 | | 27 | | 5 | |
| 1 | 27 | | 4 | | 27 | | 5 | | 27 | | 4 | |
| 2 | 28 | | 4 | | 27 | | 4 | | 43 | | 4 | 1 |
| 3 | 27 | | 4 | | 27 | | 4 | | 27 | | 4 | |
| 4 | 31 | | 3 | | 44 | | 3 | 1 | 31 | | 3 | |
| 5 | 126 | | 4 | 3 | 37 | | 4 | 1 | 145 | | 4 | 2 |
| Other** | | | | | | | | | | | | |

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

## Professional Development provided for Teachers

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 7 | 8 |

All Site Professional Development: Western Placer Unified School District provided three Staff Development Days each year for the last two years and four days in the 2017-18 year. Additionally, many opportunities are available for staff development credit, both during the school day and after hours for Staff Development Buyback credit. All staff have the opportunity to participate in grade level collaboration for 2 days in 2015-16 and 2016-17 and up to 4 days in 2017-18. In 2018-19, there were two days of collaboration offered to each teacher team, and work/planning/collaboration time offered for our music, science and special education teachers. In 2019-20, teachers were given 2 full days of PLC collaboration, a full day of vertical articulation with the grade above and below them, 3 days of PD related to iReady implementation, as well as 2 days of district driven PD (one day before school; one day in the fall). In addition, staff in grades 1-3 have access to two additional PLC work days per our contract. Finally, we host one hour long staff meeting each month, which has a PD focus, particularly related to math this year.

Staff Specific Professional Development: Teachers who service ELD students have attended the districts ELD training. Staff have participated in ELA training offered by our local Reading Council and Special Education/MTSS Tier II training offered by the county and our SELPA, and Illuminate (a program we use to collect and analyze student data). We have invites special guests to our staff meetings in order to support professional development related to classroom behavior and math curriculum. We have made it a priority to have our teachers offer PD in our staff meetings about strategies and activities they are engaged in or learning about. Our District's Educational Technology Coordinator is also our part time assistant principal, and she has exposed numerous classes almost all grade levels to innovative technology applications, including coding. Our 4th and 5th grade team attended the Summer Institute for AVID in 2019 and continues to implement the AVID program and attend additional training offered by Sacramento County. This spring, our 3rd grade team with be attending a preview program related to AVID. Two teachers attended the Youth Development Institute training offered by our District this summer, and several staff attended educational technology trainings offered over the summer. Two of our staff teams participated in ongoing math professional development with an outside consultant. Staff have also participated in training of interest to them, including trainings on using music and movement to support mindful learning. Teachers who attend trainings are encourage to bring their learning back to the site through staff meeting or PLC share outs.

## FY 2017-18 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|---|---|---|
| Beginning Teacher Salary | $37,893 | $49,084 |
| Mid-Range Teacher Salary | $71,003 | $76,091 |
| Highest Teacher Salary | $93,595 | $95,728 |
| Average Principal Salary (ES) | $108,151 | $118,990 |
| Average Principal Salary (MS) | $115,051 | $125,674 |
| Average Principal Salary (HS) | $127,942 | $137,589 |
| Superintendent Salary | $189,844 | $230,096 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|---|---|---|
| Teacher Salaries | 38% | 35% |
| Administrative Salaries | 5% | 6% |

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

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $9,890 | $2,173 | $7,717 | $81,757 |
| District | N/A | N/A | $7,778 | $82,323.00 |
| State | N/A | N/A | $7,506.64 | $78,059.00 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|---|---|---|
| School Site/District | -0.8 | -0.7 |
| School Site/ State | 2.8 | 4.6 |

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

**The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.**

## 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, chromebooks for classroom use).
- Instructional supplies (classroom books, etc.)
- Teacher stipends for Musical Theater, SST Coordinator, Leadership Program Coordinator
- 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 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).

## 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.