



**Lincrest Elementary School
School Accountability Report Card
Reported Using Data
from the 2018-19 School Year
Published During 2019-20**



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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Lincrest Elementary School
Street	1400 Phillips Rd.
City, State, Zip	Yuba City CA, 95991
Phone Number	(530) 822-5260
Principal	Sara Nowinski
Email Address	slnowinski@ycusd.org
Website	http://lincrest.ycusd.k12.ca.us/
County-District-School (CDS) Code	51-71464-6053417

Entity	Contact Information
District Name	Yuba City Unified School District
Phone Number	(530) 822-5200
Superintendent	Doreen Osumi
Email Address	dosumi@ycusd.org
Website	http://www.ycusd.org/

School Description and Mission Statement (School Year 2019-20)

Lincrest Elementary School is a K-5 school located in a suburban residential area of Sutter County in the Central Valley, approximately 45 miles north of Sacramento. One of our main goals for '19-20 is to implement our positive behavior intervention program, "ROAR". This stands for: Responsible, Offer Kindness, Always Be Safe, Resolve Problems. Our staff believes in Growth Mindset, or looking at all challenges as opportunities for growth and becoming the best we can be. The CA Assessment of Student Performance and Progress (CAASPP) testing from the spring of 2019 showed significant growth in ELA and Math. We firmly believe that this is due to professional collaboration between teachers and administration. Additionally, school climate topics reported in the CA School Dashboard showed improvement. For the 2019-2020 School Year, we are piloting SWUN Math school-wide.

A systematic belief that student success is a product of quality instruction in conjunction with meeting emotional, social, and health needs encompasses our core values. The Lincrest community is proud of their achievements in educating the whole child and their progress towards closing the achievement gap. We take pride in our accomplishments and are determined to continue to refine the craft of teaching and learning in order to assure that each student continues to progress. Our school has a set of established norms that show our commitment to our school. They are as follows:

1. Assume the Best in Others, Be Kind, Be Respectful, Approach situations with positive thought, Listen first
2. Be Solution Minded, 80/20 rule (spend only 20% of your time on a problem, the rest on the solution)
3. Act as a Team, Prioritize Communication.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	119
Grade 1	130
Grade 2	90
Grade 3	108
Grade 4	109
Grade 5	117
Total Enrollment	673

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	1
Asian	13.5
Filipino	0.4
Hispanic or Latino	37.3
Native Hawaiian or Pacific Islander	0.9
White	37.6
Two or More Races	6.8
Socioeconomically Disadvantaged	73.8
English Learners	21.7
Students with Disabilities	9.4
Foster Youth	0.1
Homeless	0.1

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	31	33	30	643
Without Full Credential	2	1	0	8
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	9

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	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)

Year and month in which data were collected: 10/08/2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders ELA/ELD, McGraw Hill Education, 2017 READ 180, Houghton Mifflin Harcourt, 2017 English 3D, Houghton Mifflin Harcourt, 2017	Yes	0%
Mathematics	HMH Go Math California, Houghton-Mifflin Harcourt, Gr K-5 2014	Yes	0%
Science	District Developed NGSS Units (K-5)	No	0%
History-Social Science	Pearson California History Social-Science myWorld Interactive, Grades K-5th (2019)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Lincrest Elementary School was originally constructed in 1959 and provides a safe and clean environment for students, staff, and volunteers. Lincrest Elementary is currently comprised of 39 classrooms (including portables), a library, two computer labs, a multipurpose room, a staff lounge, classrooms for Sutter County Schools students, offices for administration and the nurse, a day care facility, an ELD/Intervention room, the Learning Center, and a music room. Our septic system was replaced during the summer of 2019 and the large field area over it will be re done this fall/winter. Our cafeteria was updated with new paint, bulletin boards, stage and tables in fall of 2019.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 11/19/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC equipment on the Multi-Purpose Room will be replaced using deferred maintenance funding

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Good	Using deferred maintenance funds, doors on the Multi-Purpose Room will be replaced. Library structure needs to be replaced. Capital funding will be used. Library has been temporarily relocated to a classroom.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Roofs on the Administration building and Multi-Purpose Room are scheduled to be replaced in summer of 2020 using 49 funding.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Asphalt and concrete areas need to be repaired. This project will be covered by deferred maintenance funds.
Overall Rating	Good	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	49	50	46	48	50	50
Mathematics (grades 3-8 and 11)	30	36	29	30	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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	328	323	98.48	1.52	50.15
Male	162	162	100.00	0.00	50.62
Female	166	161	96.99	3.01	49.69
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	37	37	100.00	0.00	56.76
Filipino					
Hispanic or Latino	135	132	97.78	2.22	37.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	122	121	99.18	0.82	59.50

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	20	20	100.00	0.00	75.00
Socioeconomically Disadvantaged	240	236	98.33	1.67	42.37
English Learners	86	84	97.67	2.33	35.71
Students with Disabilities	42	40	95.24	4.76	17.50
Students Receiving Migrant Education Services	17	17	100.00	0.00	41.18
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	328	323	98.48	1.52	36.22
Male	162	162	100.00	0.00	40.74
Female	166	161	96.99	3.01	31.68
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	37	37	100.00	0.00	43.24
Filipino					
Hispanic or Latino	135	132	97.78	2.22	25.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	122	121	99.18	0.82	42.98
Two or More Races	20	20	100.00	0.00	60.00
Socioeconomically Disadvantaged	240	236	98.33	1.67	29.66
English Learners	86	84	97.67	2.33	27.38
Students with Disabilities	42	40	95.24	4.76	15.00
Students Receiving Migrant Education Services	17	17	100.00	0.00	29.41

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	12.0	21.4	51.3

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.

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)

Contact Person Name: Jeanene Castaneda, PTA President

Contact Person Phone Number: 530-822-5260

Lincrest Elementary School parents serve as an integral component of the school program. They assist with family programs, student events, classroom activities, technology and library programs, and sponsor fundraising activities. Parents, staff, and students work together to ensure the success of Holiday Baskets for families in need, as well as, the Spaghetti Dinner, Book Fair, Silent Auction, Family Movie Night, and Jog-a-Thon. Our volunteers dedicate their time to support school activities, assist in the classroom, and generate funding that has provided support for technology, field trips, campus beautification, and classroom needs. School and community members are supportive in our events and efforts to raise funds for students.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	4.2	3.5	2.7	6.8	10.5	6.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.7	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Safety Plan stresses the procedures for ensuring student safety during emergencies. Revisions to the Safety Plan are reviewed with the whole staff annually. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, earthquake, and lock-down drills are conducted on a regular basis throughout the school year. The safety plan was last reviewed, updated, and discussed with faculty on August 9, 2019. Our school is working closely with Incident Command System for Schools (ICS 4 Schools) to implement an Incident Command System.

Lincrest Elementary School provides a safe, clean environment for students, staff, and volunteers. Students are supervised by teachers and administrators before and after school. During lunch and recess, yard duty personnel and administrators supervise students. Crossing guards assist with supervision after school. There is a designated student drop off and pickup area at the main entrance of the school. All visitors must sign in at the office, where they receive a badge that must be displayed at all times. Visitors are encouraged to give teachers prior notification when visiting a classroom. Lincrest Elementary School also offers a before and after school program to assure student safety. Students are able to receive academic support and participate in enrichment/recreational activities. Last year, security fencing was installed across the front of the school to limit access during school hours.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	19	5	1		23		6		20	5	1	
1	20	4	1		22	1	3		26		5	
2	22		5		22		5		23		4	
3	23		5		22	1	4		27		4	
4	29		4		24		5		22		5	
5	27		5		30		4		29		4	
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.

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

Title	Ratio
Academic Counselors*	673.0

*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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0
Other	1.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7162.38	856.44	6305.94	\$67,977
District	N/A	N/A	\$8673.01	\$73,167.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	-31.6	0.0
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-14.7	-15.8

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 (Fiscal Year 2018-19)

Yuba City Unified School District spent an average of \$12,778.51 to educate students (based on 2018-19 audited financial statements). Yuba City Unified School District receives state and federal categorical funding for special programs. For the 2018-19 school year, the district received approximately \$4,475.02 per student in state and federal funding for the following categorical, special education, and support programs:

- ASES
- Donations
- Extended Day
- Lottery
- Medi-Cal Billing Option
- Medi-Cal SELPA
- Sp Ed AB-602
- Sp Ed IDEA Basic
- Sp Ed Low Incidence
- Sp Ed Transportation
- Title I
- Title II Teacher Quality
- Title III, LEP
- Title IV
- CSEPD Block Grant
- LPS Block Grant

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,151	\$51,374
Mid-Range Teacher Salary	\$71,410	\$80,151
Highest Teacher Salary	\$92,981	\$100,143
Average Principal Salary (Elementary)	\$140,815	\$126,896
Average Principal Salary (Middle)	\$150,125	\$133,668
Average Principal Salary (High)	\$153,817	\$143,746

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	\$211,380	\$245,810
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12