



LINCOLN ELEMENTARY SCHOOL

21710 McClellan Road, Cupertino, CA 95014 • (408) 252-4798

Principal: Lynn Shimada

School Accountability Report Card

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Lincoln Elementary at (408) 252-4798.

School Profile

In 1865 the original Lincoln School was built as a one-room schoolhouse located at the southeast corner of Prospect and Saratoga-Sunnyvale Road in Cupertino. It was named in honor of President Lincoln, who had been assassinated earlier the same year. In 1871 the schoolhouse was moved by a neighbor who felt his land was a more suitable site. He hitched up a team of horses and pulled the school across the road, using ropes and rollers. A new and larger schoolhouse was erected at the same location in 1978. For 43 years this Victorian styled school was utilized by many Cupertino children. By 1921, however, Lincoln School closed to join Collins, San Antonio, and Doyle (the original 4 schools of Cupertino) in one consolidated Cupertino Grammar School. After a number of years, this school felt its growing pains and broke-up again, into the four above mentioned schools. Lincoln School was established on its present site in 1950 on McClellan road. Today it houses over 600 students with 29 classrooms. We are proud of Lincoln School with its roots dating back to the early agricultural days of Santa Clara Valley. (This information was obtained by interviews with senior members of the Cupertino community, Catherine Gasich and Henrietta Marcotte, and the Cupertino Chronicle, Judy Ackerman).

Student Enrollment by Ethnic Group

2006-07

	Percentage
African American	0.5%
American Indian	0.2%
Asian	81.0%
Caucasian	14.6%
Filipino	0.5%
Hispanic	2.9%
Pacific Islander	0.3%
Multiple or No Response	0.0%

Parent Involvement

The Lincoln PTA is a thriving organization providing many activities throughout the year for parents to be involved with the school. A family events are planned through the PTA to encourage opportunities for parents and their children to learn together and have fun as a family. Lincoln has a web site that contains all the events and activities, as well as the parent bulletins from the office each week, and other information regarding the school. The web site is updated regularly by our web master.

Parents are encouraged to participate in school activities and to volunteer in the classrooms and on committees, and as yard duties and field trip volunteers. Besides Parent Teacher Association and School Site Council, parents are urged to head or assist in various committees such as: Bookfair, Box tops, Carnival, Entertainment Books and eScrip Promotions (fundraising), Fall Welcome Dinner, Frosty's Holiday Shop, Give a Book, Health and Welfare, Ice Cream Social, New Parent Liaison, Reflections (art), Student Programs, Teacher Appreciation Week, University Day, Volunteer Coordinator, and Year Book. We are very grateful for the many hours our parents give to our classroom teachers and school community to make Lincoln Elementary a fun place to be as well as a strong learning community.

For additional information about organized opportunities for parent involvement at Lincoln (Abraham) Elementary, please contact Vicki Shapiro (PTA President) at (408) 252-4798.

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level

	2004-05	2005-06	2006-07
K	88	99	87
1st	97	95	113
2nd	91	100	100
3rd	104	101	103
4th	121	110	102
5th	131	136	117
6th	86		



Class Size

Average class sizes vary by grade level and subject area taught. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
K	30	31	29	-	-	-	3	3	3	-	-	-
1st	20	19	20	4	5	5	-	-	-	-	-	-
2nd	20	19	20	6	5	5	-	-	-	-	-	-
3rd	20	19	20	5	4	4	-	-	1	-	-	-
4th	32	31	33	-	-	-	2	3	-	-	-	2
5th	33	33	33	-	-	-	-	1	-	4	3	3
6th	33	-	-	-	-	-	-	-	-	2	-	-
K-3	20	17	20	1	2	3	-	-	-	-	-	-
3-4	-	20	20	-	1	1	-	-	-	-	-	-
4-8	32	-	33	-	-	-	1	-	-	-	-	1

Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Lincoln Elementary began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of K-3 classrooms that participated in CSR for the past three school years.

CSR Participation			
	2004-05	2005-06	2006-07
K	-	-	-
1st	100%	100%	100%
2nd	100%	100%	100%
3rd	100%	100%	80%
K-3	100%	100%	100%

Safe School Plan

COMPONENT 1 - PERSONAL CHARACTERISTICS OF STUDENTS AND STAFF

Areas of Pride:

Staff Development cultural awareness, Student Council, International Night/School Carnival, GATE Program, student work displayed in classroom and public areas, Parent/Teacher Conferences, Upper Grade Chorus, Music (before and after school programs), enrichment classes, Intervention Strategy Teams/Student Success Team, YMCA Day Care, Chess Club, upper grade noon sports, Grades 1-5 Noon Running Program, Horticulture Club, Reading Tutors, Buddy Classes, Here's Looking at You 2000, Track Meet, Rainy Day Monitors, PeaceBuilders, Community Celebrations, Success, Inc. University Day (2).

Areas of Desired Change:

Maintaining volunteers that represent our diverse student population

COMPONENT 2 - THE SCHOOL'S PHYSICAL ENVIRONMENT

Areas of Pride:

Emergency backpacks in each classroom, PeaceBuilders Displays, emergency procedures defined and practiced, parent and community volunteers, first aid team trained, attractive and well maintained school grounds, playground equipment installed and maintained, Campus

Clean-up Program, check-in system for volunteers and parents, Reading Garden, covered eating areas, new air conditioning, updated bathrooms and drinking fountains

Areas of Desired Change:

Increase campus safety; Increase number of parents/visitors who sign in at the office and wear visitor badges; Decrease the number of students not picked up in a timely manner. Investigate possibility of parent volunteer after school program.

COMPONENT 3 - THE SCHOOL'S SOCIAL ENVIRONMENT

Areas of Pride:

School handbook describing site adopted rules and regulations, Student Success Team, Student Council, PeaceBuilders Program, referral system for students with chronic behavioral/academic issues, Student Attendance Review Board (SARB), Student Council, curriculum related assemblies, parent/teacher meetings, opportunities for parent/community volunteers, University Days, regular classroom newsletters, teacher articulation about students, active PTA organization supporting school goals, weekly communication folders, Reading Garden, Buddy Program, Updated Diversity Literature, Classroom Newsletters, weekly school newsletter, Volunteer Appreciation Tea, Teacher Appreciation Week.

Areas of Desired Change:

All classrooms will provide an orderly learning environment to promote positive interactions among students and staff.

- Continue Anti-Bullying and Respect Program
- Enforce Zero Tolerance Policy
- Peer coaching between teachers
- Organize games for primary playground
- Organize games for noon league activities
- Noontime running program grades 1-6
- PeaceBuilders Program
- Noontime parent volunteer/paid to assist in supervision

COMPONENT 4 - THE SCHOOL'S CULTURE

Areas of Pride:

GATE program meets the needs of identified students, high rate of attendance, parent sponsored programs to recognize teachers, positive student behavior is recognized in many ways, assembly programs (student and professional) featuring art, music, and multicultural activities, intervention specialist to work with identified students, lunch activities: technology lab, library, running program, noon league, Chess Club, Guitar/Harmonica Club, maximized instructional time, instructional aides to work with at-risk students, JFK counselors, PeaceBuilders, Read Around, Buddy Program, Leadership Team to implement goals of the School Plan

Areas of Desired Change:

- Improved communication of behavioral and academic expectations.
- Student rules assemblies
- School/district rules review in class (zero tolerance/sexual harrassment)
- Parent/Teacher Conferences
- Back-To-School Night
- Update Student Handbook
- Continue staff development on CUSD/State Standards
- Grade Level/Cross Grade Level Meetings
- Staff Development on Learning Days

Date of Last Review/Update: June 2003

Date Last Reviewed with Staff: May 2003

Discipline & Climate for Learning

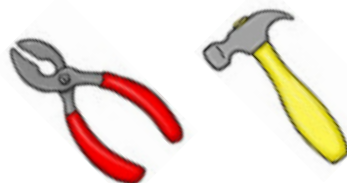
The school has a schoolwide discipline plan that includes the use of suspension, and ultimately expulsion, as severe disciplinary actions for specific behaviors cited in the California Education Code.

Suspensions & Expulsions						
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	0	7	0	0	415	293
Suspension Rate	0.00%	1.09%	0.00%	0.00%	2.50%	1.73%
Expulsions	0	0	0	0	7	2
Expulsion Rate	0.00%	0.00%	0.00%	0.00%	0.04%	0.01%

School Facilities

Lincoln Elementary offers a safe and secure campus where students, staff, and visitors are free from physical and psychological harm. The school provides up-to date facilities and adequate space for students and staff. Lincoln Elementary is comprised of a kindergarten area, library media center, computer lab, large multipurpose room, 29 classrooms, and two rooms for YMCA child care. The school also enjoys a spacious playground with two built in play equipment sets, two covered eating areas, as well as a grassy field for running, sports, and games. In the evenings and during the day, custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Cupertino Union School District to ensure that all classrooms and facilities are maintained to a degree of adequacy.

School Facility Conditions				
Date of Last Inspection: 07/22/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			



Teacher Assignment

Cupertino Union School recruits and employs the most qualified credentialed teachers. For the 2006/07 school year, Lincoln Elementary had 27 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2006/07 school year, the most current data are reported.

	Teacher Credential Status			District
	04-05	05-06	06-07	
Fully Credentialed	32	31	30	786
Without Full Credentials	0	0	0	30
Working Outside Subject	0	0	0	0

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.00%	0.00%
District	99.00%	1.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	98.60%	1.40%

Substitute Teachers

The Cupertino Union School District has established a practice of recruiting and hiring only the most highly qualified candidates for substitute teaching positions. At this time, the District has developed a substitute pool that reflects the high standards set forth by the Board of Education and the Superintendent.

Teacher Evaluation

Cupertino Union School District teachers are routinely observed by site and school district administrators. Tenured classroom teachers are evaluated every other year. Non-tenured teachers are evaluated each year until they are recommended for tenure. Teachers are evaluated on the following professional standards of performance: curriculum and instruction, learning environment, student growth, and professional qualities. These standards are based on state guidelines outlined in the Standards for the Teaching

Professional document. Each teacher meets with his or her administrative supervisor annually to establish individual performance goals. The teacher is also asked to provide a self-assessment document, reviewing progress in the four areas of professional standards of performance. At the conclusion of the annual conference, the teacher is requested to complete a document which focuses on goal setting for the next school year.

Counseling & Support Staff

It is the goal of Lincoln Elementary to assist students in their social and personal development as well as academics. The table lists the support service personnel available at Lincoln Elementary.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Library Clerk	1	.5
Nurse	1	.2
Psychologist	1	.2
Speech and Language Specialist	1	.2

Curriculum Development

All curriculum development in the Cupertino Union School is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Instructional Services Department to align with the state standards, district goals, and the statewide assessment program.

Instructional Materials

Cupertino Union School held a Public Hearing on September 11, 2007, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K-5	English/ Language Arts	Houghton Mifflin	2003	Yes
K-5	Mathematics	Houghton Mifflin	2002	Yes
K-5	Science	Foss Science Kits - Standards Aligned	N/A	Yes
K-5	Social Science/ History	Scott Foresman	2007	Yes

District Expenditures

Cupertino Union School spent an average of \$4,952 to educate each student, based on (2005/06FY audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil

School	
Total Expenditures Per Pupil	\$4,653
From Restricted Sources	\$923
From Unrestricted Sources	\$3,729
District	
From Unrestricted Sources	\$4,011
Percentage of Variation between School & District	7.03%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	24.56%

District Revenue Sources

In addition to general state funding, the Cupertino Union School District receives state and federal funding for the following categorical funds and other support programs:

- Title I Intervention Specialist
- Title I Reading Specialist
- Classroom aides
- After school test preparation
- 6th grade support team
- Academy
- Ipass: Computer based math program
- Differentiated Instruction Workshop
- Intervention strategies for parents
- After school tutorial program
- STEP Parenting classes
- Safety Resource Officers
- Professional Development Workshop
- Before school academic program
- After school study skills class
- GATE parent meetings



- Instructional aide coordinator
- School site Literacy Night
- School site Science Night

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2005/06 financial statements).

Average Teacher Salaries	
School & District	
School	\$57,595
District	\$61,365
Percentage of Variation	6.15%
School & State	
All Elementary School Districts	\$61,005
Percentage of Variation	5.59%

Average Salary Information Teachers - Principal - Superintendent 2005-06

	District	State
Beginning Teachers	\$46,451	\$39,984
Mid-Range Teachers	\$68,279	\$63,798
Highest Teachers	\$88,083	\$79,204
Elementary School Principals	\$109,772	\$99,820
Middle School Principals	\$118,308	\$102,340
High School Principals	-	-
Superintendent	\$217,412	\$158,484

Salaries as a Percentage of Total Budget		
Teacher Salaries	43.5%	43.0%
Administrative Salaries	5.8%	5.4%

* Data unavailable from the State of California at the time of publication.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Language Arts						Math						Science														
	2	3	4	5	2	3	4	5	2	3	4	5	5														
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07									
All Students																											
School	88	90	94	80	87	80	92	90	95	89	92	88	96	91	92	94	95	89	91	88	94	88	91	89	79	83	84
District	80	83	83	75	77	75	87	87	88	85	84	84	89	89	89	88	88	89	88	88	88	85	86	86	72	75	79
State	42	47	48	31	36	37	47	49	51	43	43	44	56	59	59	54	58	58	50	54	56	44	48	49	28	32	37
Males																											
School	82	88	90	78	80	75	89	91	93	87	90	88	96	88	88	96	98	88	90	91	91	86	90	93	83	84	84
District	75	81	81	71	73	72	85	86	87	85	82	82	89	90	89	89	88	88	87	88	87	85	87	87	75	77	79
State	39	43	44	29	33	33	44	46	48	39	40	41	58	59	59	56	58	58	50	54	56	43	48	48	32	34	38
Females																											
School	93	94	98	81	92	85	95	90	96	93	92	88	96	94	96	93	92	90	93	86	96	89	92	87	74	83	83
District	83	86	87	78	80	79	90	89	90	86	86	87	90	88	88	88	89	89	89	88	89	87	85	86	69	72	78
State	45	50	53	35	39	41	52	54	55	46	47	48	55	57	58	54	56	57	51	55	58	45	48	49	26	30	35
Asian																											
School	91	96	94	86	92	90	97	97	96	89	95	95	97	98	93	97	97	96	97	96	97	90	96	96	80	86	88
District	86	88	89	82	84	81	90	92	93	89	88	89	94	94	93	94	95	93	95	94	95	92	92	93	75	79	83
State	66	70	73	54	59	60	71	73	73	67	67	68	79	81	81	81	82	82	79	81	83	74	76	77	50	54	60
Caucasian																											
School	84	75	*	60	68	56	79	68	95	91	80	67	95	69	*	85	95	69	79	63	84	83	77	72	74	74	72
District	74	81	79	71	72	73	84	84	85	86	81	85	86	85	85	82	83	86	81	82	81	79	79	79	73	71	80
State	61	65	66	51	55	56	68	69	71	63	63	64	73	74	74	70	73	72	65	68	70	58	64	63	49	52	58
English Learners																											
School	*	*	83	*	*	*	*	*	*	*	*	*	*	*	75	*	*	*	*	*	*	*	*	*	*	*	*
District	50	50	63	31	37	21	53	43	41	32	36	31	74	74	75	75	71	69	79	70	63	63	69	60	20	22	23
State	23	27	30	12	15	15	19	24	24	13	13	14	43	45	46	40	41	42	32	36	39	22	24	25	6	7	11

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

Physical Fitness

In the spring of each year, Lincoln Elementary is required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone 2006-07 Test Results	
5th Grade	
School	
School Overall	27.6%
School (Boys)	22.8%
School (Girls)	32.2%
District	
District Overall	30.1%
District (Boys)	27.1%
District (Girls)	33.1%
State	
State Overall	24.6%
State (Boys)	22.4%
State (Girls)	26.9%



CAT/6 Norm Referenced Test

	% At or Above 50th Percentile					
	Reading			Math		
	05	06	07	05	06	07
All Students						
School	74	79	79	92	97	89
District	71	71	72	86	88	88
State	36	37	38	55	55	56
Males						
School	67	70	71	96	98	88
Females						
School	79	87	88	89	96	92
Asian						
School	78	84	84	96	97	95
Caucasian						
School	60	61	69	80	100	75

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	5	7	8	
All Students				
Actual Growth	23	14	-3	957
Asian				
Actual Growth	11	21	-6	978
Caucasian				
Actual Growth	36	-18	9	901

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)

Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated four days to staff development annually for the past three years. Topics for staff development during the 2006/07 school year included a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

Instructional Time (Includes Minimum Days)

For the 2006/07, Lincoln Elementary offered 180 days of instruction, comprised of 137 regular days. The additional 43 minimum days were used by school staff for curriculum development, instructional planning, coordination between teachers, parent conferences, and professional in-services.. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code. The table displays a comparison of the number of instructional minutes offered at the school as compared to the state requirement for each grade level.

Instructional Minutes By Grade Level

	Minutes Required	Actual Minutes
K	36,000	36,000
1st	50,400	50,400
2nd	50,400	50,400
3rd	50,400	50,400
4th	54,000	54,000
5th	54,000	54,000

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Cupertino, Saratoga, Santa Clara, San Jose, Los Altos, and Sunnyvale, which contain numerous computer workstations.

Data Sources

Data within the SARC was provided by Cupertino Union School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

