

# Abraham Lincoln Elementary School

## Cupertino Union School District

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

Lynn Shimada, Principal

### 2007-2008 School Accountability Report Card

#### 2007-08 Board of Education

Pearl Cheng  
Member

Ben Liao  
Member

Josephine Lucey  
Member

Gary McCue  
Member

Phyllis Vogel  
Member

#### Superintendent

Phil Quon



#### Principal's Message

At Lincoln School we provide a challenging educational program for every student while building a sense of positive self worth essential to academic and social success. Families, children, staff, and community members work together to create a learning environment in which children's ethical, social, and intellectual development are interconnected and integrated into activities across our rigorous curriculum.

Our staff uses teaching strategies and methods which stimulate children's natural curiosity and desire to learn. We focus on opportunities for students to take real-life experiences and make connections to new information. Strategies in the classroom provide opportunities for students to work together to find solutions to problems, and to explore a variety of methods for furthering their own learning. Communication between families, teachers, and students is an important element in the maintenance of our caring community.

We are fortunate to have two strong parent organizations to support our school program. Our Parent Teacher Association (PTA) and our School Site Council (SSC) work together to provide an enriching and dynamic environment for our students. We invite you to become active in our shared decision making process, and to join us in providing the best possible educational setting for your child.

At Lincoln School we focus on developing lifelong learners whose sense of pride in achievement is intrinsically motivated by an enjoyment and appreciation of learning. We welcome any questions you may have regarding our academic program.

#### 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 1878. 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 707 students with 31 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

2007-08

	Percentage
African American	0.4%
American Indian	0.0%
Asian	82.2%
Caucasian	14.5%
Filipino	0.4%
Hispanic or Latino	2.1%
Pacific Islander	0.3%
Multiple or No Response	0.0%

#### 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.



## Suspensions & Expulsions

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	7	0	1	415	293	425
Suspension Rate	1.1%	0.0%	0.1%	2.5%	1.7%	2.5%
Expulsions	0	0	0	7	2	3
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	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. 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 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: Book fair, Box tops, Carnival, Entertainment Books and eScrip Promotions (fundraising), Fall Welcome Dinner, 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 Sandra Murata (PTA President) at (408) 252-4798.

## 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 enrollment.

	Class Size Distribution											
	Average Class Size		Classrooms Containing:									
			1-20 Students			21-32 Students			33+ Students			
	06	07	08	06	07	08	06	07	08	06	07	08
K	31	29	32	-	-	-	3	3	2	-	-	1
1	19	20	20	5	5	5	-	-	-	-	-	-
2	19	20	20	5	5	8	-	-	-	-	-	-
3	19	20	20	4	4	4	-	1	-	-	-	-
4	31	33	33	-	-	-	3	-	-	-	2	2
5	33	33	34	-	-	-	1	-	-	3	3	3
K-3	17	20	20	2	3	2	-	-	-	-	-	-
3-4	20	20	20	1	1	1	-	-	-	-	-	-
4-8	-	33	22	-	-	1	-	-	-	-	1	1

## Enrollment & Attendance

Regular attendance at Lincoln Elementary School is a necessary part of the learning process and is critical to academic success. School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. More importantly, attendance is critical to academic achievement. The following chart illustrates enrollment at Lincoln Elementary School over the past three years.

	Enrollment Trend by Grade Level		
	2005-06	2006-07	2007-08
K	99	87	106
1st	95	113	110
2nd	100	100	130
3rd	101	103	105
4th	110	102	107
5th	136	117	112

## Instructional Materials

Cupertino Union School held a Public Hearing on September 9, 2008, 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 during the 2007-08 school year.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	English/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-5	Mathematics	Houghton Mifflin	2002	Yes	0.0%
K-5	Science	Foss Science Kits - Standards Aligned	2008	Yes	0.0%
K-5	Social Science/ History	Scott Foresman	2007	Yes	0.0%

## 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.

## Curriculum Development

All curriculum development in the Cupertino Union School District 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.

## School Facilities

Lincoln Elementary is comprised of a kindergarten area, library media center, computer lab, large multipurpose room, 31 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. Facility information is current as of December 2008.

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			

### Cleaning Process

The Principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. 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.

### Maintenance and Repair

District maintenance staff ensure that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs. At time of publication 100% of restrooms on campus were in working order.

### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the district allocated \$171,184 for the deferred maintenance program. This represents 0.0012% of the district's general fund budget. For a list of deferred maintenance projects please contact the district office.

### Safe School Plan

Safety of students and staff is a primary concern of Abraham Lincoln Elementary. Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitor's badge; visitors are required to return to the school office upon departure.

During lunch, recesses, and before and after school, assigned staff supervise students and school grounds, including the cafeteria and recreation area, to ensure a safe and orderly environment.

The Comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. Fire drills are conducted on a monthly basis throughout the school year and intruder/lock-down drills are held annually.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff in the fall, at the start of each school year. An updated copy of the plan is available to the public at the school office.

## 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

## Data Sources

Data within the SARC was provided by Cupertino Union School District, retrieved from the 2007-08 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.

## 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 grade five. 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. For the 2007-08 school year, 22.8% of all fifth graders at Abraham Lincoln Elementary met the standards in all six fitness areas.



## 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								
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08						
All Students																											
School	90	94	88	87	80	88	90	95	96	92	88	94	91	92	93	95	89	98	88	94	95	91	89	95	83	84	93
District	83	83	84	77	75	78	87	88	89	84	84	88	89	89	90	88	89	90	88	88	89	86	86	87	75	79	86
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
Males																											
School	88	90	85	80	75	83	91	93	94	90	88	93	88	88	92	98	88	94	91	91	93	90	93	98	84	84	98
District	81	81	82	73	72	73	86	87	88	82	82	86	90	89	90	88	88	89	88	87	88	87	87	88	77	79	87
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
Females																											
School	94	98	91	92	85	94	90	96	98	92	88	95	94	96	92	92	90	86	96	98	92	87	91	83	83	87	
District	86	87	85	80	79	82	89	90	92	86	87	88	88	88	90	89	89	91	88	89	89	85	86	85	72	78	84
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
Asian																											
School	96	94	92	92	90	89	97	96	96	95	95	95	98	93	94	97	96	98	96	97	99	96	96	97	86	88	94
District	88	89	90	84	81	83	92	93	92	88	89	91	94	93	94	95	93	95	94	95	94	92	93	94	79	83	89
State	70	73	74	59	60	61	73	73	77	67	68	72	81	81	82	82	82	84	81	83	86	76	77	78	54	60	69
Caucasian																											
School	75	*	80	68	56	*	68	95	80	67	89	69	*	88	95	69	*	63	84	81	77	72	89	74	72	89	
District	81	79	75	72	73	71	84	85	90	81	85	85	85	85	87	83	86	85	82	81	82	79	79	80	71	80	84
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68

\*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. 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				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	7	8	8	
All Students				
Actual Growth	14	-3	8	970
Asian				
Actual Growth	21	-6	-1	980
Caucasian				
Actual Growth	-18	9	38	938

## 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, 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	
	Yes	No	Yes	No
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
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		
Program Improvement (PI) Status	School	District
	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

## 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.

## 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 2007-08 school year included a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

CAT/6 Norm Referenced Test						
	% At or Above 50th Percentile					
	Reading			Math		
	06	07	08	06	07	08
All Students						
School	79	79	82	97	89	93
District	71	72	71	88	88	87
State	37	38	38	55	56	56
Males						
School	70	71	79	98	88	91
Females						
School	87	88	86	96	92	96
Asian						
School	84	84	84	97	95	94
Caucasian						
School	61	69	*	100	75	*

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

## 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 2006-07 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	100.0%	0.0%
District	98.8%	1.2%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	98.8%	1.2%

## Teacher Assignment

Cupertino Union School recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Lincoln Elementary had 31 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status				
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	31	30	31	817
Without Full Credentials	0	0	0	31
Working Outside Subject	0	0	0	0

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 2008-09 school year, the most current data are reported.

Misassignments/Vacancies			
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## District Expenditures

Cupertino Union School spent an average of \$7,344 to educate each student, based on (2006-07 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	\$4,861
From Restricted Sources	\$932
From Unrestricted Sources	\$3,929
District	
From Unrestricted Sources	\$4,272
Percentage of Variation between School & District	8.03%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	25.87%

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

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 [www.cde.ca.gov](http://www.cde.ca.gov).

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$50,348	\$40,667
Mid-Range Teachers	\$74,008	\$66,167
Highest Teachers	\$95,473	\$84,142
Elementary School Principals	\$117,202	\$104,640
Middle School Principals	\$129,095	\$107,227
Superintendent	-	\$167,564
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.6%	42.3%
Administrative Salaries	5.7%	5.4%

## 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 2006-07 financial statements).

Average Teacher Salaries	
School & District	
School	\$64,980
District	\$66,660
Percentage of Variation	2.53%
School & State	
All Elementary School Districts	\$64,702
Percentage of Variation	0.42%