



Abraham Lincoln Elementary School

2010-2011 School Accountability Report Card

CUPERTINO UNION SCHOOL DISTRICT

**Paul Chun,
Principal**

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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 700 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

2010-11	
	Percentage
African American	-
American Indian	-
Asian	86.2%
Filipino	0.9%
Hispanic or Latino	1.8%
Pacific Islander	0.1%
White	10.3%
Two or More	0.7%
None Reported	-

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		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	1	0	2	447	401	314
Suspension Rate	0.1%	0.0%	0.3%	2.5%	2.2%	1.7%
Expulsions	0	0	0	0	0	1
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 the school 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												
	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	09	10	11	09	10	11	09	10	11	09	10	11
By Grade Level												
K	28	31	32	-	-	-	3	3	2	-	-	1
1	20	20	20	6	5	7	-	-	-	-	-	-
2	20	20	20	7	6	6	-	-	-	-	-	-
3	20	20	19	6	4	7	-	3	-	-	-	-
4	30	33	33	-	-	-	3	1	-	-	3	4
5	32	32	29	-	-	1	2	1	-	1	2	4
K-3	20	-	-	1	-	-	-	-	-	-	-	-
4-8	33	-	-	-	-	-	-	-	-	1	-	-

Enrollment & Attendance

Regular attendance at the schools of Cupertino Union School District 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 over the past three years.

Enrollment Trend by Grade Level			
	2008-09	2009-10	2010-11
K	84	103	104
1st	119	91	123
2nd	113	131	103
3rd	137	126	134
4th	111	144	136
5th	117	111	140

Instructional Materials

Cupertino Union held a public hearing on September 7, 2011 and determined that each school within the district had 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 California 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 collected in October 2011 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	% Lacking
K-5	English/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-5	Mathematics	Houghton Mifflin	2008	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.

Contact Information

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

Counseling & Support Staff

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

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 annually dedicates four days to staff development. Topics for staff development during the 2010-11 school year included science, assessment, differentiation, and a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

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.

Safe School Plan

Safety of students and staff is a primary concern of the Cupertino Union School District. 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.

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.

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 2010-11 school year, the district allocated \$0 for the deferred maintenance program.

School Facility Conditions				
Date of Last Inspection: 02/15/2011				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

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	In PI
First Year in PI	-	2011-2012
Year in PI (2011-12)	-	Year 1
# of Schools Currently in PI	-	2
% of Schools Identified for PI	-	8.00%

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 first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/ language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	91	92	94	86	87	87	49	52	54
Mathematics	95	95	96	87	89	89	46	48	50
Science	96	94	100	89	90	92	50	54	57
History/Social Science	*	*	*	83	84	84	41	44	48

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	87	89	92	84
School	94	96	100	*
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	95	98	100	*
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	*
Pacific Islander	*	*	*	*
White	88	82	100	*
Males	92	95	100	*
Females	96	97	100	*
Socioeconomically Disadvantaged	*	*	*	*
English Learners	50	75	*	*
Students with Disabilities	57	59	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

Physical Fitness

In the spring of each year, the schools of Cupertino Union are required by the state to administer a physical fitness test to all students in grades five and seven. 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			
2010-11			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	28.3%	32.6%	6.5%

**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.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the 2010 Growth API at the school, district, and state level.

API School Results			
	2008	2009	2010
Statewide	10	10	10
Similar Schools	8	6	8
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	1	9	8
Asian			
Actual API Change	9	1	7
English Learners			
Actual API Change	-	5	-5

Growth API						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	497	981	13,641	955	4,683,676	778
Asian	423	989	9,629	984	398,869	898
White	55	926	2,838	923	1,258,831	845
English Learners	136	945	2,829	904	1,521,844	707
Students with Disabilities	42	772	1,004	755	521,815	595

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)				
Met AYP Criteria	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Teacher Assignment

Cupertino Union School recruits and employs the most qualified credentialed teachers.

Teacher Credential Status				
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	32	32	30	831
Without Full Credentials	0	0	0	0
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 2011-12 school year, the most current data are reported.

Misassignments/Vacancies			
	09-10	10-11	11-12
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 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	99.9%	0.1%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	99.9%	0.1%

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.

Average Salary Information Teachers - Principal - Superintendent 2009-10		
	District	State
Beginning Teachers	\$50,650	\$41,692
Mid-Range Teachers	\$74,452	\$68,251
Highest Teachers	\$96,046	\$86,582
Elementary School Principals	\$120,596	\$108,334
Middle School Principals	\$130,861	\$111,791
High School Principals	-	\$113,648
Superintendent	\$297,057	\$180,492
Salaries as a Percentage of Total Budget		
Teacher Salaries	45.0%	42.7%
Administrative Salaries	6.0%	5.6%

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 2009-10 financial statements).

Average Teacher Salaries	
School & District	
School	\$69,050
District	\$69,624
Percentage of Variation	-0.83%
School & State	
All Elementary School Districts	\$69,419
Percentage of Variation	-0.54%

District Expenditures

The Cupertino Union School District spent an average of \$7,375 to educate each student, based on (2009-10 FY 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	\$5,131
From Restricted Sources	\$1,480
From Unrestricted Sources	\$3,651
District	
From Unrestricted Sources	\$4,149
Percentage of Variation between School & District	-12.00%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-33.07%

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:

FEDERAL FUNDS

- Title I
- Workability I
- Title II Part A-Teacher Quality
- Title II Technology
- Title II Administrator Training
- Title III LEP
- Title IV
- Title V
- ARRA-SFSF

STATE FUNDS

- Alternative Certification Program
- CSIS
- CBET
- TUPE
- ELAP
- School Safety Grant
- Arts & Music & PE Block
- Secondary School Counselors
- EIA
- GATE
- Instructional Materials Realignment
- PAR
- Principal Training Program
- Teacher Credential Block
- Professional Development Block
- School & Library Improvement
- Lottery - Proposition 20
- RMA

Data Sources

Data within the SARC was provided by Cupertino Union School District, retrieved from the 2010-11 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

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. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.