

# School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

## Lincoln Elementary

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
School Name	Lincoln Elementary	District Name	Lincoln Unified
Street	818 West Lincoln Rd.	Phone Number	(209) 953-8700
City, State, Zip	Stockton, CA 95207	Web Site	www.lusd.net
Phone Number	(209) 953-8652	Superintendent	Dr. Steve Lowder
Principal	Scott Tatum	E-mail Address	slowder@lusd.net
E-mail Address	statum@lusd.net		

### School Description and Mission Statement

This section provides information about the school's goals and programs.

#### OUR MISSION

We believe all children can learn and we will establish high standards of learning with the expectation for all students to achieve. It is our job to create an environment in our classrooms that engages students in academic work that results in a high level of achievement. We are confident that with our support and help, students can master challenging curricula, and we expect them to do so. We are prepared to work collaboratively with colleagues, students, and parents to achieve this shared educational purpose (DuFour, 1997a).

#### OUR VISION

We will develop a safe and welcoming environment that empowers children to be responsible, caring, independent thinking participants in all life activities. The school community (staff, students and parents) will become active participants in each child's education. Our community will collaborate to create a learning environment with high expectations for academic and social success. We will stress that learning must be meaningful and purposeful to engage all learners. Together we will provide nurturing experiences for students that will foster pride in themselves, others, and their school. Our school will aid parents in developing the necessary skills to encourage positive life experiences. Through professional development opportunities and collaboration, teachers will base their teaching on the needs of the students.

#### OUR VALUES

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In order to advance our shared vision of an exemplary school, we will:

- Provide an inviting classroom environment for students - an environment with clear expectations, consistent consequences, and specific, articulated, academic goals.
- Help all students achieve the intended outcomes of the curriculum by addressing their individual needs and learning styles.
- Use methods of assessment that enable us to monitor the learning of individual students.
- Collaborate with one another and our students so that we can achieve our collective goals more effectively.
- Demonstrate our commitment to ongoing professional development and continuous improvement.
- Promote a positive school climate by modeling the qualities and characteristics that we hope to instill in our students.
- Involve parents in the education of their children by keeping them informed of student progress and offering suggestions for assisting their students.

## SCHOOL PROFILE

Lincoln Elementary School was established in 1878. Since then, it has grown from 29 to 590 students in grades pre-K through 6, and from one teacher to a staff of 26 full time classroom teachers, 6 full and part time support staff teachers, 32 full and part time classified staff members, a full time counselor, part time psychologist, and principal. Programs include Title One, Special Education, School Improvement, Gifted and Talented Education (GATE), Band, Chorus, Strings, After School is In, and English Language Development classes. Activities for students include Lunch Commissioners, Safety Patrol, Student Council, Conflict Managers, Greeters, and Yearbook.

Lincoln Elementary has a very traditional setting where safety is a number one priority. The teachers are compassionate and caring, and committed to developing an atmosphere of mutual respect. Every situation is treated as a learning opportunity. Sixty-four percent of our families are educationally disadvantaged, and helping the families feel welcome and keeping them informed are constant challenges.

Our Parent Teacher Association is committed to the welfare of its students and collaborates with parents, staff and the community to provide: Red Ribbon Week, Family Math Night, Family Reading Week, Family science Night, and Family Library Nights. PTA also plans successful community-building events: Back to school Night Barbecue, Fall Festival, Halloween Parade, Grandparent's Day, Family Dance, movie nights, Spring Festival, kindergarten and 6th grade promotional.

Lincoln Elementary is a strong learning community not just in theory, but in practice. Teachers are committed to a standards-based curriculum and are becoming more discriminating about how they use adopted programs. They have become hungry for data when making decisions about student learning. The organizational structure includes a Leadership Team to help determine the focus of staff development, and the Lincoln Elementary Assistance Program (LEAP), which looks at individual student's needs and provides extra support for them and their classroom teachers. The entire staff is extremely proud of our growth on the Academic Performance Index (API), which the state uses to measure student achievement.

Our entire school community is committed to closing the achievement gap for English language learners, Title One students, educationally disadvantaged students, Special Day students, and all other students working below grade level. Our Title One program has been instrumental in helping meet the academic and social/emotional needs of these students. Special Education staff members may serve non-identified, general education students as appropriate. These services may be provided in general or special education settings. As the law states, general education teachers will provide services to special education students in collaboration with special education teachers and as provided for in the Individual Education Plans for students. The mission statement governing our practice is difficult to realize, but critical to our school community.

While we continue to focus on student achievement, we also strive to improve the appearance and condition of our buildings and grounds so they enhance our students' learning experience. We want our school to be a notable

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example of 21st century education in a traditional setting.

## Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

**Contact Person Name:** Scott Tatum

**Contact Person Phone Number:** (209) 953-8652

All parents are encouraged to participate in our Parent Teacher Students Association, participate in the English Language Advisory Committee, visit during the Principal's Coffee Chat, join School Site Council, visit your child's classroom, and participate in all site activities.

## Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	76	Grade 4	72
Grade 1	80	Grade 5	73
Grade 2	76	Grade 6	79
Grade 3	83	Total Enrollment	539

## Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	17.00%	White (Not Hispanic)	32.28%
Asian	7.61%	Multiple or No Response	0.19%
Filipino	2.00%	Economically Disadvantaged	62.00%
Hispanic or Latino	39.00%	English Learners	18.00%
Pacific Islander	0.93%	Students With Disabilities	11.00%

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## Average Class Size and Class Size Distribution

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05			2005-06			2006-07		
	Number of Classrooms			Number of Classrooms			Number of Classrooms		
	Avg. Class Size	1-20	21-32	Avg. Class Size	1-20	21-32	Avg. Class Size	1-20	21-32
K	18.5	4	--	20	4	--	19	4	--
1	18.3	3	--	20	4	--	20	4	--
2	18.6	5	--	19	5	--	20	3	1
3	20	4	--	19	4	--	19.8	4	--
4	27.7	--	3	31.3	--	3	32.5	--	1
5	22.7	--	3	29	--	2	31	--	1
6	32	--	2	32	--	2	31.5	--	2

## II. School Climate

### School Safety Plan

This section provides information about the school's comprehensive safety plan.

All students will learn in a safe and secure environment. Our school respects diversity and all school stakeholders are provided with a variety of opportunities to be involved. Lincoln Elementary has a high expectation regarding academics, behavior, and attendance. We attempt to meet the needs of students by providing counseling, leadership opportunities, and ongoing support for students in need. Parent and community involvement is actively sought. The staff has ongoing discussions of how to create inviting classrooms so all students feel confident as active participants in their own education.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	17.50%	20.70%	27.10%	30.90%	25.00%	27.60%
Expulsions	0.60%	0.20%	0.00%	0.40%	0.40%	0.40%

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## III. School Facilities

### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Anticipated changes in the year ahead include a new office, library, parking lot, and courtyard as well as the relocation and updating of some classrooms. In celebration of our 125th birthday four years ago, we raised \$9,000 for landscaping and an outdoor pavilion. During the 2007 – 2008 school year we plan to have the school under construction for a majority of the year.

### School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X	-	-	
Mechanical Systems	X	-	-	
Windows/Doors/Gates (interior and exterior)	X	-	-	
Interior Surfaces (walls, floors, and ceilings)	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	-	-	
Playground/School Grounds	X	-	-	
Roofs	X	-	-	
Overall Cleanliness	X	-	-	

### Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary	X			

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## IV. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	29	28	23	406
Without Full Credential	4	3	3	26
Teachers Teaching Outside Subject Area	0	0	0	--

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments	2	0	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	80.8%	19.2%
All Schools in District	75.0%	25.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	55.9%	44.1%

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## V. Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Psychologist	1.0
Speech/Language/Hearing Specialist	1.0

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Following a Public Hearing, the LUSD Board of Education has found that sufficient textbooks and instructional materials are available to each student in Reading/Language Arts.	0%
Mathematics	Following a Public Hearing, the LUSD Board of Education has found that sufficient textbooks and instructional materials are available to each student in Mathematics.	0%
Science	Following a Public Hearing, the LUSD Board of Education has found that sufficient textbooks and instructional materials are available to each student in Science.	0%
History-Social Science	Following a Public Hearing, the LUSD Board of Education has found that sufficient textbooks and instructional materials are available to each student in History/Social Science.	0%
Foreign Language	n/a	n/a
Health	Following a Public Hearing, the LUSD Board of Education has found that sufficient textbooks and instructional materials are available to each student in Health.	0%
Science Laboratory Equipment (grades 9-12)	n/a	n/a

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## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5,012.00	\$529.00	\$4,483.00	\$55,219.00
District	--	--	--	\$52,996.00
Percent Difference - School Site and District	--	--	--	-4%
State	--	--	\$4,943.00	\$58,776.00
Percent Difference - School Site and State	--	--	9%	6%

### Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Students who have scored Far Below Basic, Below Basic, and Basic can receive Title 1 services. Students are provided with an after school program. English Language Learners are provided additional assistance via class instruction.

### Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information 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 a district's 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 at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,355.00	\$38,479.00
Mid-Range Teacher Salary	\$53,080.00	\$60,306.00
Highest Teacher Salary	\$70,530.00	\$74,193.00
Average Principal Salary (Elementary)	\$91,226.00	\$92,985.00
Average Principal Salary (Middle)	\$91,226.00	\$98,305.00
Average Principal Salary (High)	\$114,467.00	\$107,384.00
Superintendent Salary	\$154,125.00	\$155,314.00
Percent of Budget for Teacher Salaries	45.0%	41.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

### CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	39%	40%	41%	43%	45%	46%	40%	42%	43%
Mathematics	44%	47%	57%	39%	43%	44%	38%	40%	40%
Science	24%	23%	40%	37%	37%	39%	27%	35%	38%
History-Social Science	--	--	--	30%	30%	30%	32%	33%	33%

### CST Results by Student Group – Most Recent Year

This 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.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African-American	25%	38%	--
Asian	39%	57%	--
Filipino	50%	64%	--
Hispanic or Latino	35%	59%	34%
Pacific Islander	--	--	--
White (Not Hispanic)	56%	62%	55%
Male	43%	60%	41%
Female	40%	53%	38%
Economically Disadvantaged	27%	46%	29%
English Learners	34%	63%	33%
Students With Disabilities	2%	12%	--

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## Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

## NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	37%	42%	36%	46%	46%	49%	41%	42%	42%
Mathematics	48%	54%	52%	51%	54%	58%	52%	53%	53%

## NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African-American	--	9%
Asian	--	--
Filipino	--	--
Hispanic or Latino	34%	53%
Pacific Islander	--	--
White (Not Hispanic)	55%	64%
Male	35%	60%
Female	36%	43%
Economically Disadvantaged	23%	37%
English Learners	21%	42%
Students With Disabilities	--	9%

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## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	38.0%

## IX. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	5	5	5
Similar Schools	7	7	7

### API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	26	-1	21	767
Hispanic or Latino	30	-5	37	768
White (Not Hispanic)	28	3	2	810
Economically Disadvantaged	16	-28	33	713
English Learners	--	-21	8	765

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## Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

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

## 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. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
Number of Schools Currently in Program Improvement	--	1
Percent of Schools Currently in Program Improvement	--	8.3%

## Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

We offer professional development opportunities to all employees. Our district focuses on training in two areas: standards-based instruction in language arts and mathematics and effective ways to support English learners, GATE students, and students who are not achieving at grade level. On Mondays we spend time discussing student work and instructional practices.