

School Accountability Report Card for School Year 2003-2004

Published in 2004-2005

Lincoln School Primary & Intermediate

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A Message from the Principal . . .

As the Principal of Lincoln Elementary, it gives me great pleasure to be part of a school team and community that is so supportive of our dedicated effort to improve student learning.

In order to foster quality communication between Lincoln Elementary, parents, and the community at large, we provide our School Accountability Report Card (SARC) as a source of information. The SARC is to our school what a report card is to our students. It is a public document that supports our attempt to be accountable to our community and everyone who has an interest in quality public education. Although published only once annually, the SARC is a continual resource, enabling its readers to be aware of Lincoln Elementary's successes, as well as identified areas for improvement. It also describes the ongoing educational improvement processes, student achievement, and the learning environment. The statistics reported are from the 2003-2004 school year unless otherwise noted. In some cases, comparison data covering three consecutive years is provided.

At Lincoln, our students are taught by extremely well prepared and dedicated educators. Our students are also supported by a paraprofessional staff and school community that is committed and involved. We are proud to have school business partnerships with COSTCO of San Marcos, Palomar Family YMCA, Hometown Buffet, Washington Mutual, Target and Baja Fresh. We invite you to come and see all the learning going on at Lincoln School!

Elisa Fregoso, Principal
Lincoln School

Opportunities for Parent Involvement

Lincoln Elementary School's Parent Involvement Program promotes the goal of improving student learning and achievement. Parent involvement activities provide parents opportunities to positively engage in their children's education and to support their children's learning. Parent Involvement Activities include:

The Annual Title I meeting, Parent Education meetings held on topics determined by staff and parent input, and parent classroom volunteer programs. Parents are involved in annually reviewing school data, planning and revising programs for students and parents as part of the Single Site Plan planning process. Important research-based information regarding home support is provided to parents monthly in "The Lion Link".

The Lincoln School Compact that specifically defines school, parent and student responsibilities is distributed and discussed with parents at Back to School Night by each teacher and by the principal.

Parents are provided many opportunities to play an active role in their children's education through PTA, School Site Council, English Learner Advisory Council, and EUSD committees such as DELAC, DAC, GATE PAC, and Safe & Drug Free Schools. We have a special Parent Welcome Center ... a room just for our most important partners - our students' parents! Stop by!

Parents interested in getting involved are encouraged to call the school at (760) 432-2466.

Mission Statement

The Lincoln School Community believes all students can achieve at high levels with sufficient time, support, and resources. We focus on learning in a positive, caring, nurturing environment that celebrates successes and excellence. All stakeholders are persistent and engage in focused collaboration dedicated to student success and P.R.I.D.E. (Perseverance, Respect, Integrity, Dedication, Excellence).

DEMOGRAPHIC INFORMATION

Student Enrollment

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level Enrollment		Enrollment By Ethnic Group K-2		Enrollment By Ethnic Group 3-5	
Kindergarten	194	African-American	2.6%	African-American	3.3%
Grade 1	263	American Indian or Alaska Native	0.1%	American Indian or Alaska Native	0.0%
Grade 2	243	Asian	0.7%	Asian	0.4%
Grade 3	240	Filipino	0.7%	Filipino	0.9%
Grade 4	215	Hispanic or Latino	91.3%	Hispanic or Latino	90.6%
Grade 5	212	Pacific Islander	0.0%	Pacific Islander	0.0%
Total Enrollment	1367	White (Not Hispanic)	4.4%	White (Not Hispanic)	4.5%
		Multiple or No Response	0.1%	Multiple or No Response	0.3%

SCHOOL SAFETY AND CLIMATE FOR LEARNING

District School Safety Plan

Each school participates in annual Safe School Planning, which includes review of its safety policies in relation to board policy, administrative regulations and the Education Code. The plans are reviewed and updated using discipline data, crime report data and parent survey information. The plan was last reviewed and approved in February, 2005. Each school safety committee meets regularly to discuss safety issues and to take steps to be proactive in preventing various types of school-related safety issues. Schools have Safety Patrols and crossing guards that work before and after school to provide safe ingress and egress from schools. Supervision is provided before and after school as well as during recess and lunch breaks. All visitors to any campus are required to sign in at the front office and wear a visitors' badge as a signal to staff and students. Access to campus is limited as much as possible by limiting open gate entrances. Two Resource Officers serve all the elementary and middle schools and are on call during school hours. Schools are cleaned and maintained on a regular basis. All campuses strive to be graffiti free and any violations are handled through the special graffiti officer assigned by the police department. A scientifically research based curriculum was implemented in the fall of 2004 for all students in grades K-8. The curriculum focuses on character development as well as drug and violence prevention.

SCHOOL SAFETY AND CLIMATE FOR LEARNING (cont.)

Facilities and Safety

General

The district focuses cooperative attention through every department and every employee to ensure that all schools are clean, safe, and functional. The team approach to interdisciplinary problem solving makes Escondido Union School District a child-friendly learning environment.

In March 2002, voters in the Escondido community passed Prop K, providing funding to schools for facilities improvements and long-needed projects. The Independent Citizens Oversight Committee (ICOC) meets with District staff twice monthly to collaborate on projects funded by Prop K, and promotes community involvement in the school district initiatives.

School Buildings

This school opened in 1943 and currently serves grades K-5. It now has 76,277 square feet for 1,150 students.

By 1957 the school included 21 classrooms and a Food Service and Multipurpose Building. In 1962 a Kindergarten was added. In 1968 a new Administration Building was built, with a Library addition to this building in 1981. A total of 37 relocatable classroom and special-use buildings have been added over the years—3 in 1966; 13 in 1987; 7 in 1997; 8 in 1998; 2 in 2000; and 4 in 2001. Additional (relocatable) restrooms were added in 1991 and 2000. The original buildings were modernized in 2003 and will be given additional modernization in 2005.

A \$1.6 million modernization project was completed in 1999 which addressed accessibility upgrades, new cabling for voice, data, and security, new whiteboards for classrooms, and improvements to HVAC systems, lighting, and the kitchen, as well as many other small projects of improvement.

Maintenance and Repair

District maintenance staff methodically accomplishes the repairs necessary to keep the school in good repair and working order. A web-based work order process is used to allow both maintenance staff and school staff to initiate work order requests. This work order process is a dynamic resource for our interdisciplinary team approach to achieve excellence in clean, safe, functional, child-friendly campuses. Work orders are prioritized by the team leaders, emergency needs are met immediately, and general repair and maintenance work flows steadily through organized and well-managed procedures.

In 2003-2004, the District maintenance staff successfully completed six HVAC repair; ten sewer repairs (generally sewer backups from clogged toilets); 20 window repairs; and one hazardous waste abatement. All emergency requests for repair work were completed within a reasonable time frame.

Cleaning Process and Schedule

District cleaning schedules and measures of standard are reviewed, upgraded, and re-issued annually. These schedules are adjusted to accommodate the population census of each school campus, adjusting frequency in schedules in response to changing populations. On-site custodial staff can solicit additional staff support from Maintenance & Operations to accomplish extraordinary projects or special needs outside the routine cleaning schedules. School administrative staff, teachers, custodial staff, and maintenance staff work cooperatively in both quality control inspections and scheduling to assure the highest levels of cleanliness for the health and safety of our children.

SCHOOL SAFETY AND CLIMATE FOR LEARNING (cont.)

Facilities and Safety

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides state matching funds to assist with expenditures for major repair or replacement of existing building components. Typically this includes roofing, plumbing, heating, air conditioning, electrical systems, exterior painting, and floor systems.

The District plans to spend \$110,000 in the 04-05 school year for several projects including lighting, painting, plumbing, roofing, flooring, and paving/playground repairs and improvements.

Modernization Projects

In June of 2004 a Notice to Proceed was issued by the school board to launch a \$235,000 modernization project for Lincoln, to be completed 2005. This modernization includes new carpet and paint; remodeling restrooms to provide ADA compliance; modifications to the fire alarm system; new ceilings and lighting in some areas; new exhaust fans in modified restrooms; new sinks/bubblers in the kindergarten classrooms; and new doors, frames, hardware, and thresholds for ADA compliance.

School Programs and Practices that Promote a Positive Learning Environment

Lincoln Elementary School focuses on demonstrating respect for self and others at all times. Our students and staff are expected to use integrity, initiative, flexibility, perseverance, organization, sense of humor, effort, common sense, problem solving, respect, responsibility, patience, friendship, curiosity, cooperation, caring, courage, and pride. The Positive Action curriculum focuses on building character as well as drug and violence prevention.

Students will be acknowledged for good behavior through the use of C.U.L.'s (Caught Using the LIFESKILLS), special certificates, assemblies, and other rewards. Each classroom chooses one student per month to receive the "Positive Action Kid of the Month" award at the monthly PRIDE Assembly. This monthly, school wide "Lincoln Lion's Pride" morning assembly gives students the opportunity to come together for the Pledge of Allegiance, to sing patriotic songs, and to sing the school song, "Picture A Place".

Students who engage in inappropriate behavior at Lincoln may receive a warning, time-out, recess restriction, referral to administrators, and/or suspension. A zero tolerance policy is in effect for weapons and drugs. Any student who brings a weapon or illegal drugs to school may be subject to expulsion by the EUSD Board.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	2001-02		2002-03		2003-04	
	School	District	School	District	School	District
Suspensions	54	1,545	88	1,743	68	1,790
<i>Suspension Rate</i>	.04	.08	.06	.09	.05	.09
Expulsions	0	25	0	35	0	64
<i>Expulsion Rate</i>	0	.001	0	.001	0	.003

Standardized Testing and Reporting (STAR)

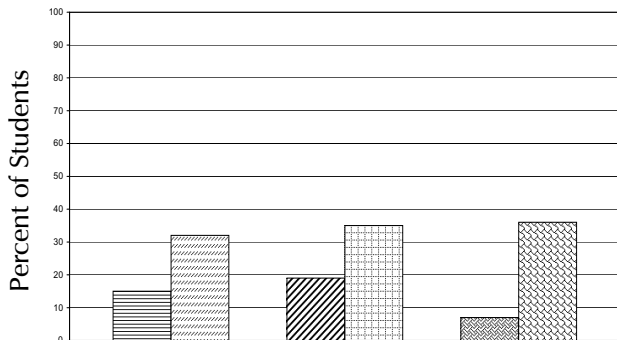
Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history/social science in grades 8, 10, and 11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal.

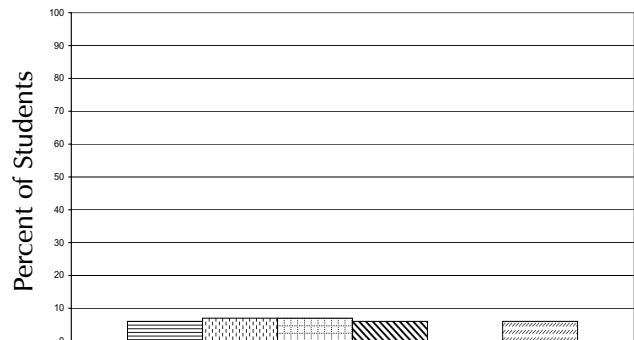
K-2 CST - English Language Arts

Percent of Students Scoring Proficient or Advanced



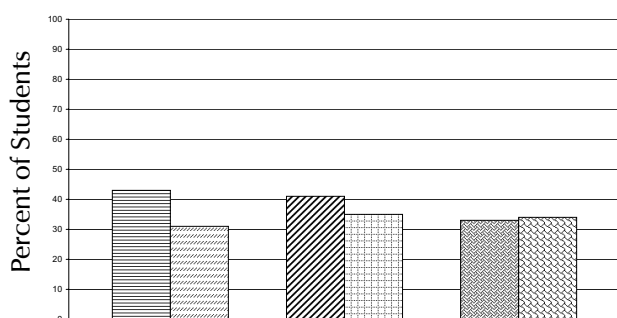
CST - Subgroups - English Language Arts

Percent of Students Scoring Proficient or Advanced



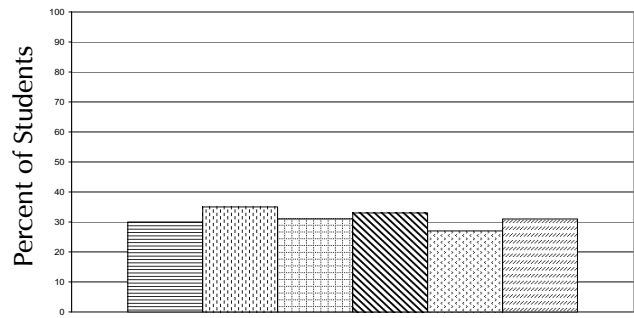
K-2 CST - Mathematics

Percent of Students Scoring Proficient or Advanced



CST - Subgroups - Mathematics

Percent of Students Scoring Proficient or Advanced



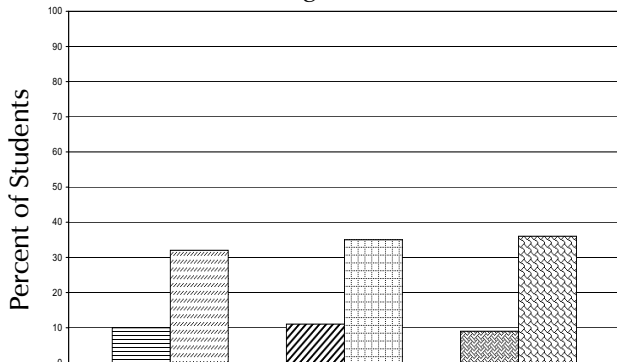
▨ School 2002	▩ State 2002
▧ School 2003	▪ State 2003
▦ School 2004	▫ State 2004

▨ Male	▩ Female
▧ English Learners	▪ Economically Disadvantaged
▦ Students With Disabilities	▫ Hispanic or Latino

ACADEMIC DATA (cont.)

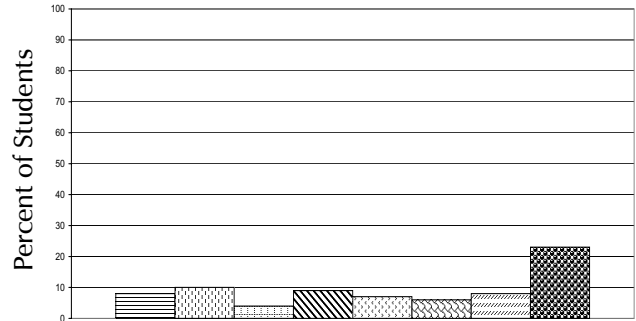
3-5 CST - English Language Arts

Percent of Students Scoring Proficient or Advanced



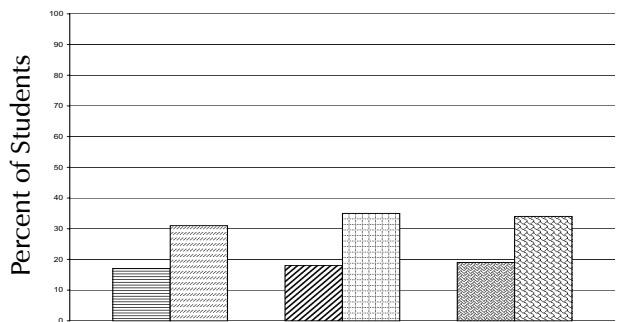
CST - Subgroups - English Language Arts

Percent of Students Scoring Proficient or Advanced



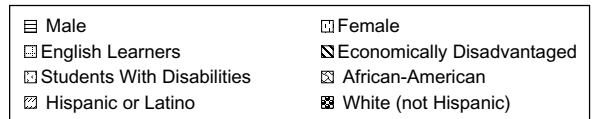
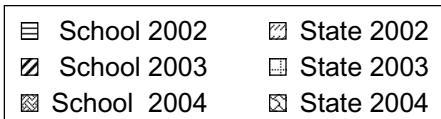
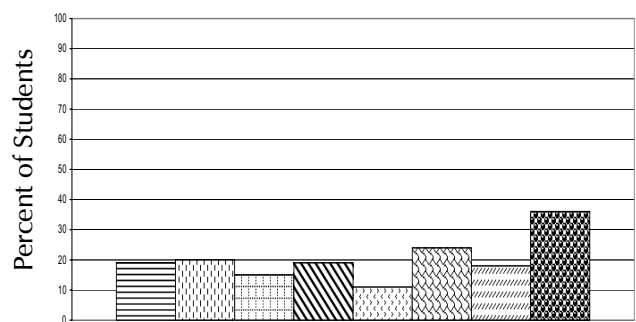
3-5 CST - Mathematics

Percent of Students Scoring Proficient or Advanced



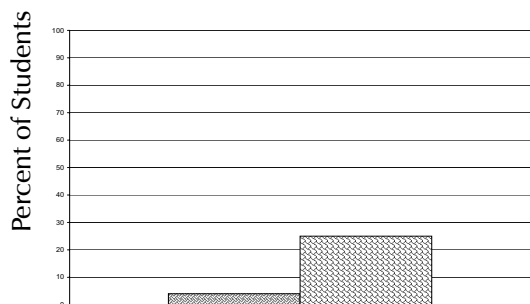
CST - Subgroups - Mathematics

Percent of Students Scoring Proficient or Advanced



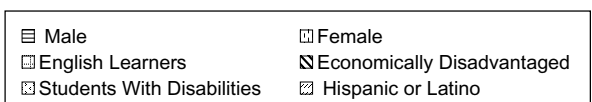
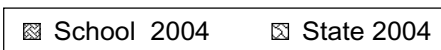
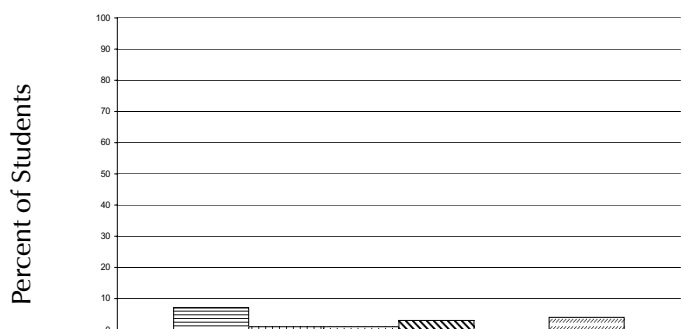
CST - Science

Percent of Students Scoring Proficient or Advanced



CST - Subgroups - Science

Percent of Students Scoring Proficient or Advanced



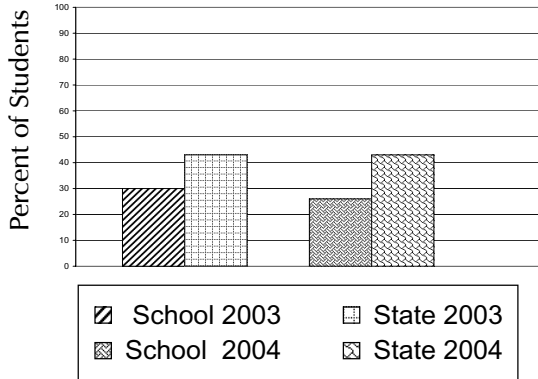
Norm-Referenced Test (NRT)

Grades K-2

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal.

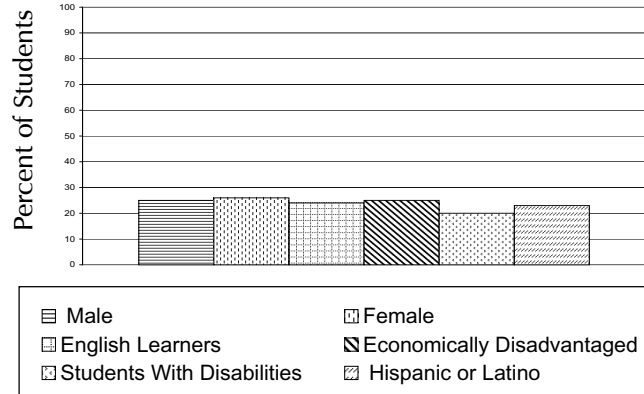
NRT - Reading

Percent of Students Scoring at or above the 50th Percentile



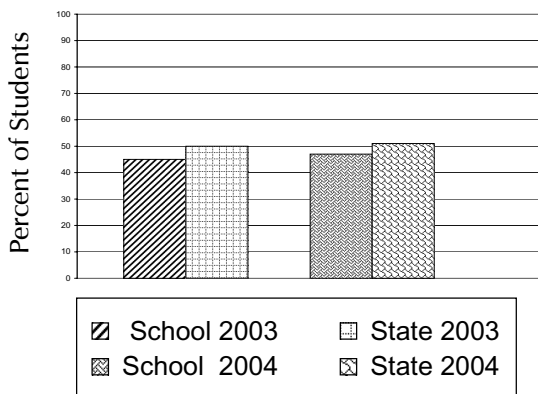
NRT - Subgroups - Reading

Percent of Students Scoring at or above the 50th Percentile



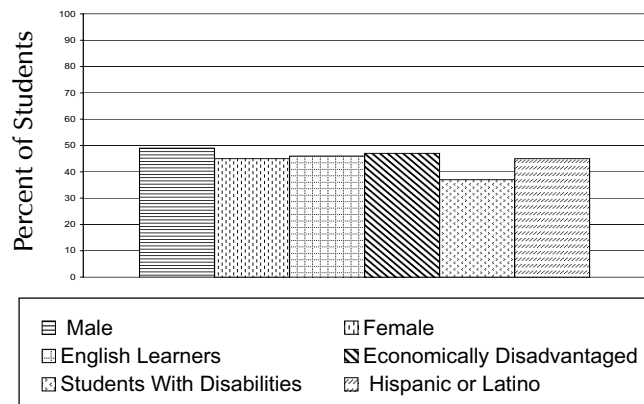
NRT - Mathematics

Percent of Students Scoring at or above the 50th Percentile



NRT - Subgroups - Mathematics

Percent of Students Scoring at or above the 50th Percentile



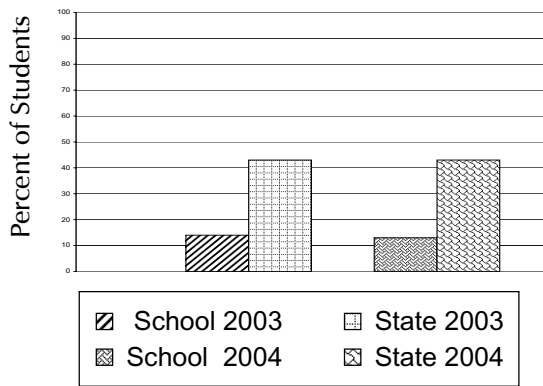
ACADEMIC DATA (cont.)

Norm-Referenced Test (NRT) - cont.

Grades 3-5

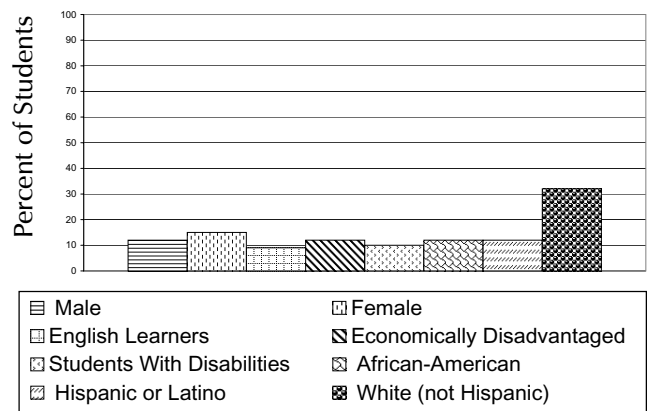
NRT - Reading

Percent of Students Scoring at or above the 50th Percentile



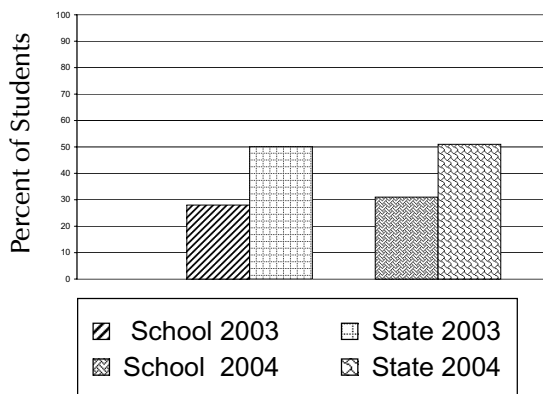
NRT - Subgroups - Reading

Percent of Students Scoring at or above the 50th Percentile



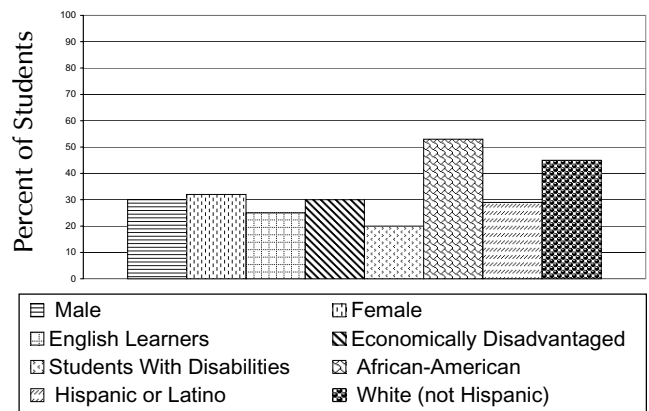
NRT - Mathematics

Percent of Students Scoring at or above the 50th Percentile



NRT - Subgroups - Mathematics

Percent of Students Scoring at or above the 50th Percentile



TEACHER AND STAFF INFORMATION

Core Academic Courses Not Taught by NCLB Compliant Teachers

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be “highly qualified” not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor’s degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education’s Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school’s classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

Grades K-2

	School	District
This School	5.9	—
All Schools in District	—	15.1
High-Poverty Schools in District	—	4.5
Low-Poverty Schools in District	—	5.6

Grades 3-5

	School	District
This School	3.6	—
All Schools in District	—	15.1
High-Poverty Schools in District	—	4.5
Low-Poverty Schools in District	—	5.6

Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as ‘1’. If a teacher works at two schools, he/she is only counted at one school.

Grades K-2

	2002	2003	2004
Total Teachers	42	43	38
Teachers with Full Credential	39	40	36
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)	0	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	3	3	2

Grades 3-5

	2002	2003	2004
Total Teachers	34	34	32
Teachers with Full Credential	34	34	32
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)	0	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	0	0	0

TEACHER AND STAFF INFORMATION (cont.)

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

Grades K-2	2002	2003	2004
Misassignments of Teachers of English Learners	—	—	1
Total Teacher Misassignments	—	—	1

Grades 3-5	2002	2003	2004
Misassignments of Teachers of English Learners	—	—	1
Total Teacher Misassignments	—	—	1

Teacher Education Level

Data reported are the percent of teachers by education level.

Grades K-2	School	District
Doctorate	0.0	0.5
Master's Degree plus 30 or more semester hours	18.4	9.3
Master's Degree	15.8	21.6
Bachelor's Degree plus 30 or more semester hours	63.2	54.6
Bachelor's Degree	2.6	13.8
Less than Bachelor's Degree	0.0	0.2

Grades 3-5	School	District
Doctorate	0.0	0.5
Master's Degree plus 30 or more semester hours	3.1	9.3
Master's Degree	18.8	21.6
Bachelor's Degree plus 30 or more semester hours	53.1	54.6
Bachelor's Degree	18.8	13.8
Less than Bachelor's Degree	6.3	0.2

TEACHER AND STAFF INFORMATION (cont.)

Vacant Teacher Positions

Data reported are 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 or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
Vacant Teacher Positions	—	—	0

Teacher Evaluations

EUSD evaluates all teachers at least biannually and probationary teachers annually. The teacher evaluation process incorporates a pre-evaluation, scheduled and unscheduled instructional observations, and a final evaluation. Objectives established between the principal and the teacher, reflecting the district's goals and adopted curriculum standards, guide the evaluations. Each teacher is evaluated on the effectiveness of his/her instructional program through formal and informal classroom observations and professional activities. We ensure that those practices are consistently applied to the teaching staff at Lincoln School. Further, our teachers expand their professional expertise through regularly scheduled collaboration meetings, attendance at in-service activities inside and outside the district, and graduate college studies. Mentor teachers are assigned to all new teachers and to tenured teachers by request.

Substitute Teachers

The district maintains approximately 400 active substitute teachers districtwide. Our school may determine a priority list for calling substitutes who are most successful at our site or may restrict the calling of those not as successful with our students. Lincoln School has had consistent coverage by substitute teachers except when an epidemic illness has stricken our district and neighboring districts or the absence occurs too late to obtain a substitute. An administrator or non-classroom, certificated person is called upon under such circumstances to ensure instructional continuity.

TEACHER AND STAFF INFORMATION (cont.)

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). One person who works 50 percent of full time equals .50 FTE.

Grades K-2

Title	FTE
Counselor	.6
Librarian	0
Psychologist	.4
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0

Grades 3-5

Title	FTE
Counselor	.6
Librarian	0
Psychologist	.5
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0

CURRICULUM AND INSTRUCTION

Professional Development

EUSD has a diverse student population. In meeting the needs of all students, the district provides ongoing staff development in teaching strategies and resources, assessment tools and communication skills. Specific training activities are based on state, district, site, and, in some cases, individually-identified content and professional growth needs. In addition, teachers are encouraged to participate in local, statewide, and national training opportunities that will directly affect student achievement. Because new teachers often confront challenges as they begin teaching, EUSD participates in the Beginning Teacher Support and Assessment (BTSA) program, guided by the California Standards for the Teaching Profession, to train, support, and encourage new teachers to grow, reflect, and focus instruction on professional growth.

Instructional Minutes

The California *Education Code* establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Lincoln is on a modified traditional calendar of 180 instructional days and had one minimum day in the 2003-2004 school year.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	36,323	36,000
1- 3	54,342	50,400
4 - 5	54,342	54,000

School Instruction and Leadership

The Lincoln Learning Community operates on the premise that success for every student is dependent upon the people in the organization. Lincoln School is a learning community where all stakeholders

- Are recognized when goals are achieved.
- Frequently revisit and reflect on school vision.
- Focus on collaboration and planning.
- Are good listeners and communicators.
- Value diversity and encourage biliteracy.
- Are persistent to staying the course.
- Model behaviors consistent with our goals.

A School That Has...

- Focused standards based curriculum that is uniform across grade levels.
- Uninterrupted blocks of instructional time.
- A safe, nurturing, orderly environment conducive to learning.
- Resources including technology and library that support learning.
- Facilities that stimulate student learning.
- On-going campus beautification projects.

Staff Members Who...

- Continuously strive to improve student achievement using data and research to make informed decisions.
- Focus on team collaboration, curriculum, instruction, and assessment and reflect on strategies that promote student success.
- Model behaviors that support goals and excellence for all students.
- Model the importance of life-long learning by a commitment to personal, professional growth.
- Act in a professional manner, with integrity, and develop relationships characterized by caring and respect.
- Show appreciation for cultural diversity and are sensitive to the thoughts and opinions of others.
- Guide students in accepting increasing responsibility for their learning, decisions and actions.

Parents Who...

- Are participants in the attainment of the school's goals.
- Support the value of education.
- Are active learners through involvement and parent education opportunities.
- Monitor their children's academic performance and play an active role in the education of their children.
- Monitor the activities of their children and respond to behavior that jeopardizes their education, health and well-being.

Students Who...

- Attend school, are on time, prepared, and focused on their learning.
- Achieve at high levels and increase performance annually to meet established growth targets.
- Set goals and are recognized for achieving those goals.
- Take responsibility for their learning and celebrate successes.
- Act in a manner that best represents themselves, their school and the community by using their LIFESKILLS.
- Care for and respect the school staff, their peers and school property.

The students at Lincoln School are a reflection of our dedication and determination to provide the highest quality education.

CURRICULUM AND INSTRUCTION (cont.)

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, and foreign language, as appropriate.

Selected Textbooks	Date of Publication	Subject	Year Adopted	A book for each student?	Class sets used?	Aligned w/ State Standards?
Houghton Mifflin <i>Reading</i>	2003	Language Arts	2003	Yes	No	Yes
Hampton-Brown <i>High Point</i>	2001	Reading Intervention	2003	Yes*	No	Yes
Harcourt <i>Math 2002</i>	2002	Math	2002	Yes	No	Yes
Harcourt <i>Science</i>	2000	Science	2001	Yes	No	Yes
Harcourt <i>Social Studies</i>	2000	History/ Social Studies	2000	Yes	No	Yes
Hampton-Brown <i>Into English</i>	1997	ELD	1999	Yes*	No	Yes

* There is a book for each student requiring this program, but not a book for each student in the district.

Reading And Writing

Houghton Mifflin *Reading* is a scientifically research-based reading program built around rich, authentic literature and powerful, step-by-step instruction that lets students experience success in reading. Program resources support meeting individual student needs—including resources for English language learners, struggling readers and advanced learners. Powerful, comprehensive instruction in the five strands of reading: phonics, phonemic awareness, fluency, vocabulary, and comprehension are presented in an explicit, systematic approach. Program assessments diagnose student needs, inform classroom instruction, and document results of student progress.

Houghton Mifflin *Lectura* provides comprehensive, parallel Spanish reading instruction for bilingual classrooms.

Reading Intervention Program For Students In Grades Four And Five

The Hampton-Brown *High Point* Program is for students in grades four through eight. It is a State Board of Education Intervention Reading Program designed to motivate and accelerate struggling readers and English Learners' reading achievement. It is a standards-based program that contains extensive vocabulary development skills practice, a complete learning-to-read strand, direct instruction in reading strategies, comprehensive grammar instruction, and writing projects. It also provides specialized instructional strategies to address diverse learning needs. *High Point* assessments provide a full array of tests to diagnose, plan instruction, and measure student progress.

CURRICULUM AND INSTRUCTION (cont.)

Mathematics

Kindergarten through fifth-grade teachers implement the Harcourt *Math 2002* Program. Harcourt Math is a standards-based mathematics program that is designed to build conceptual understanding, skill proficiency, problem-solving ability, and logical reasoning. Program resources include ongoing opportunities to differentiate instruction based on students' individual needs. The program assessments provide inventory tests, chapter and unit tests, pretests and practice tests, benchmark and performance assessments, as well as daily assessments, intervention, and extension resources.

Science

The district-adopted Harcourt *Science* Program provides kindergarten through fifth-grade students science content and real-world connections. It is a standards-based program that provides a well-balanced curriculum that actively involves students in hands-on investigations to teach the content as well as the essential process skills. Teacher resources include school-home connection letters, activities for home and school, resource pages for student activities, student workbook pages, as well as the Harcourt Science Assessment Program.

Social Science

Kindergarten through fifth-grade teachers implement the Harcourt *Social Studies* Program. The program curriculum provides content, instructional strategies, reading selections, and instructional support materials to ensure students at all levels acquire the necessary skills to meet the California History/Social Science standards. The program also includes test preparation to prepare students for the California STAR Test.

English Language Development

Hampton-Brown *Into English!* is designed to accommodate English language development for students in every grade level, regardless of language proficiency level. The multi-level strategies built into the lesson plans provide suggested options for teaching students of all levels.

Supplemental Student Services

Lincoln School participates in a variety of special programs that support our school. We receive funds from the following federal or state programs: Title I, School Improvement Program (SIP), Economic Impact Aid (EIA), English Language Acquisition Program (ELAP), Knox Technology, Gifted and Talented Education (GATE). We are also participating in the Reading First Grant, which provides staff development and materials in Language Arts. These funds are allocated to provide additions to the basic educational program such as supplemental instructional materials, classroom support, professional development and school environment improvements.

Along with the Title I Program, students that are below grade level in reading or math may participate in the intervention program with the goal to provide intense instruction that allows students to re-learn reading or math skills to progress to a higher level. The classroom teacher, the Student Study Team, or parents refer students for intervention and qualification is based on academic assessments.

FISCAL AND EXPENDITURE DATA

Expenditures (Fiscal Year 2002-2003)

For the 2002-03 school year, the total operational cost of the school district was \$125.8M, or \$6,433 per student. The majority of the expenditures were for student instruction, including employee salaries/benefits and classroom supplies/equipment. Instructional Services include libraries, staff/curriculum development, and other administrative costs. Pupil Services include guidance, counseling, psychological, healthcare, transportation, and other pupil services. Maintenance/Operations/Facilities includes custodial, maintenance, and facilities costs. General Administration includes business services, personnel, and other administrative services. Other costs include debt service payments, interfund transfers, and other community services. Lottery expense comprises 2.60% of total expenditures.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$125,832,735	\$6,433	\$6,542	\$6,822

Average Salaries (Fiscal Year 2002-2003)

Data reported are the district average salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409.

Category	District Amount	State Average
Beginning Teacher Salary	\$ 36,669	\$ 37,951
Mid-Range Teacher Salary	\$ 57,711	\$ 61,262
Highest Teacher Salary	\$ 73,104	\$ 74,414
Average Principal Salary (Elementary)	\$ 94,702	\$ 93,342
Superintendent Salary	\$ 157,046	\$ 140,715
Percent of Budget for Teacher Salaries	46.33%	44.6%
Percent of Budget for Administrative Salaries	4.96%	5.5%

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 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.

Growth Targets: The annual growth target for a school is 5% of the distance between its base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools program (II/USP), which provides resources to schools to improve their academic achievement.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.

Statewide Rank: Schools receiving an API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education website at <http://api.cde.ca.gov/> or by speaking with the school principal.

Primary (K-2) Schoolwide API							
API Base Data				API Growth Data			
	2001	2002	2003		2001-2002	2002-2003	2003-2004
Percent Tested	98	97	99	Percent Tested	97	99	99
API Base Score	589	628	672	API Growth Score	630	674	611
Growth Target	11	9	6	Actual Growth	41	46	-61
Statewide Rank	3	3	3				
Similar Schools	10	9	9				

API Subgroups							
API Base Data				API Growth Data			
	2001	2002	2003		2001-2002	2002-2003	2003-2004
<i>Hispanic or Latino</i>							
API Base Score	560	611	669	API Growth Score	619	669	600
Growth Target	9	7	5	Actual Growth	59	58	-69
<i>Economically Disadvantaged</i>							
API Base Score	576	613	664	API Growth Score	621	667	610
Growth Target	9	7	5	Actual Growth	45	54	-54

"A" means the school scored at or above the Statewide Performance Target of 800.

ACADEMIC DATA (cont.)

Academic Performance Index (API) - *cont.*

Intermediate (Gr. 3-5)

Schoolwide API							
API Base Data				API Growth Data			
	2001	2002	2003		2001-2002	2002-2003	2003-2004
Percent Tested	100	97	99	Percent Tested	97	99	100
API Base Score	517	548	580	API Growth Score	532	575	583
Growth Target	14	13	11	Actual Growth	15	27	3
Statewide Rank	1	1	1				
Similar Schools	4	3	4				

API Subgroups							
API Base Data				API Growth Data			
	2001	2002	2003		2001-2002	2002-2003	2003-2004
<i>Hispanic or Latino</i>							
API Base Score	493	526	572	API Growth Score	506	563	575
Growth Target	11	10	9	Actual Growth	13	37	6
<i>Economically Disadvantaged</i>							
API Base Score	506	535	572	API Growth Score	517	566	576
Growth Target	11	10	9	Actual Growth	11	31	4

“A” means the school scored at or above the Statewide Performance Target of 800.

California Physical Fitness Test

The California Fitness Test measures the fitness levels of students in the six fitness standards. The test is administered to all 5th, 7th and 9th grade students. The test sets a minimum standard for each area which is called the Healthy Fitness Zone (HFZ) and students must meet the standard for all six areas to be considered fit. The HFZ reflects a standard level of fitness that offers some degree of protection against diseases that result from sedentary living.

Percent of Students Meeting Fitness Standard

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	20.3	23.8	17.0	26.7	31.3	22.1	24.8	26.7	22.9

Awards and Intervention Programs

Although state intervention and awards programs are currently in the California *Education Code*, the programs were not funded for the period addressed by this report.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ayp/> or by speaking with the school principal.

Districtwide, three schools or 15 percent of the schools did not meet all AYP requirements and were identified for the Title I Program Improvement program.

Grades K-2

Groups	School			District		
	2002	2003	2004	2002	2003	2004
All Students	N/A	Yes	No	N/A	Yes	Yes
Hispanic or Latino	N/A	Yes	No	N/A	Yes	Yes
Economically Disadvantaged	N/A	Yes	No	N/A	Yes	Yes
English Learners	N/A	Yes	No	N/A	Yes	No

ACADEMIC DATA (cont.)

Adequate Yearly Progress (AYP) - *cont.*

Grades 3-5

Groups	School			District		
	2002	2003	2004	2002	2003	2004
All Students	N/A	No	No	N/A	Yes	Yes
Hispanic or Latino	N/A	No	No	N/A	Yes	Yes
Economically Disadvantaged	N/A	No	No	N/A	Yes	Yes
English Learners	N/A	No	No	N/A	Yes	No

CLASS SIZE

Average Class Size and Class Size Distribution

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher.

In kindergarten and grade three, the district implements an Option 2 Class Size Reduction. In this model, three teachers work with sixty students for the language arts and mathematics portion of the day. The students remain housed within two classrooms and the third teacher works with groups of children in both classrooms. The district plans to return to full Class Size Reduction at grades kindergarten and three, as new elementary schools open in the fall of 2004 and in 2005.

Grade	Average Class Size		
	2002	2003	2004
K	18.5	19.1	24.4
1	19.6	18.9	20.0
2	17.8	18.7	18.9
3	18.4	17.2	18.3
4	26.9	29.0	26.4
5	28.1	29.1	19.6