



Lincoln Elementary School

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Terri Ponce, Principal

2014-15 School Accountability Report Card



El Centro Elementary School District

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Principal's Message

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Lincoln School is a special place to learn, where children are given opportunities to grow and succeed academically. The staff of Lincoln School recognizes that educating children is our primary role as instructional leaders and helping children explore their strengths, which enhances their self-esteem and self-worth, is a major goal for Lincoln School.

We take great pride in our clean and beautiful campus and work hard at keeping it attractive and welcoming for all students, parents, staff and the surrounding community. Our staff is committed to a high academic enrichment program that meets the needs of all children. We also accept the many challenges we are faced with daily to provide a balanced, integrated, and relevant educational program to all students. Lincoln School is currently involved in aggressively redesigning the reading, mathematics, language and writing programs to meet the needs of all students at Lincoln. Lincoln staff is committed to providing a quality education to the entire student population.

This school accountability report card provides parents and the community with ongoing information about Lincoln Elementary School. We hope you find it important and useful.

School Mission

At Lincoln Elementary School we believe that all students can be academically successful. We encourage ethnical and cultural diversity as well as provide a safe, orderly, and welcoming environment. We will achieve this by creating a positive school culture in which every stakeholder does their part to reach our school goal with a maximum effort on everyone's part. We will know that we have accomplished this goal when our English Language Learners move one level in CELDT, and each student moves up one quintile toward proficiency. Our school will be analyzing current data to help drive instruction and allocate appropriate resources to meet our goals. The school staff will build professional learning communities that will strengthen our communication and collaboration to ultimately improve student achievement. Using this monitoring system, all students who are not meeting expectations will be assigned to an appropriate support system to help ensure that we meet our goals. To help reach this goal our leadership will be composed of the leadership team and the principal.

District & School Profile

The El Centro Elementary School District is located in Imperial County, and is surrounded by thousands of acres of California's most productive farming land. El Centro Elementary School District is comprised of nine elementary schools and two middle schools, and educates almost 6,100 students in kindergarten through eighth grade per school year. The district is committed to preparing its students for the future and dedicated to excellence in the realm of academics. All programs within the district are founded on the principle that "children come first."

Percentage of Students by Ethnicity/Grade Level 2014-15			
Ethnic Group	%	Grade Level	#
African American	2.2%	Kindergarten	59
American Indian or Alaskan Native	0.3%	Grade 1	63
Asian		Grade 2	66
Filipino		Grade 3	52
Hawaiian or Pacific Islander		Grade 4	36
Hispanic or Latino	96.2%	Grade 5	58
White (not Hispanic)	1.4%	Grade 6	34
Two or More Races		Grade 7	
Socioeconomically Disadvantaged	92.9%	Grade 8	
English Learners	66.3%		
Students with Disabilities	15.8%		
Migrant Education		Total	
Foster Youth	1.1%	Enrollment	368

Lincoln Elementary School serves students in kindergarten through sixth grade. During the 2014-15 school year, the school had an enrollment of 368 students including 15.8% in special education, 66.3% qualifying for English Language Learner support, and 92.9% qualifying for free or reduced price lunch.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in Standardized State Assessments, including the CST Results and CAASPP charts; and Career Technical Education (CTE) Programs (Workforce Preparation), including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Engagement – State Priority 5: Covered in Dropout & Graduation Rate, including Dropout & Graduation Rate and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or attending school events.

Parents stay informed of upcoming events and school activities through daily flyers, parent conferences, progress reports, the school marquee, the school website, and Blackboard Connect (automated telephone message

delivery system). Contact any school office staff member at (760) 352-3060 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone
Classroom Helper
Fundraising Activities
Library Helper

Committees

English Learner Advisory Council
Parent Teacher Organization
School Site Council

School Activities

ASES Parent Meetings
Back to School Night
Canned Food Drives
Christmas Posada
Harvest Carnival
Health Fair
Movie Nights
Open House
Student Performances
Student Recognition Assemblies

Curriculum & Instruction

School Leadership

The administrative team is comprised of the principal, who works closely with the leadership team, teachers, and school staff. Principal Terri Ponce is responsible for the day-to-day operations of the school and the overall instructional program. Coordinating efforts with the principal is the Leadership Team, comprised of the principal, the reading coach, and grade level representatives. The Leadership Team meets monthly throughout the year to discuss school operational systems and educational concerns.

Specialized Instruction

All curriculum and instruction is being aligned to the Common Core State Standards approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using state-approved instructional materials to ensure academic success.

For students whose primary language is not English and who have limited English proficiency, Lincoln Elementary School offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. English Learners receive small group and/or individualized instructional support in the classroom. Instruction focuses on reinforcement of class lessons, reading

intervention, and targeted support in areas of need. Some students may receive English Language Development instruction as a supplement to their regular Language Arts instruction. Students provided ELD instruction are regrouped based on language fluency and receive targeted instruction at their proficiency level. Lincoln Elementary School's teachers utilize the Treasures series, a state-approved reading intervention program and textbook adoption. Students are monitored through the CELDT exam given throughout the year, teacher observation and benchmark assessments; results are used to evaluate and adjust individualized learning strategies. English Learners are assessed annually using the CELDT exam (California English Language Development Test); results are used to evaluate student progress, intervention programs, and teaching strategies.

Lincoln Elementary School's special education program is staffed by a special education teacher and instructional aides. Instruction is provided in the least restrictive environment based on each student's Individual Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education class with in-class support in both small group and individual settings. A portion of instruction may be provided in the special day class. The IEP team meets annually to establish goals and objectives, define academic instruction, evaluate the effectiveness of the student's plan, and make instructional adjustments as necessary. Lincoln Elementary School takes advantage of the district's participation in the Imperial County Office of Education's Special Education Local Plan Area (SELPA), which provides a pool of professional resources and expertise in the field of special education.

Lincoln Elementary School provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using district benchmark assessments, STAR test results and end-of-unit exams, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject area, a Problem Solving Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

- Linda Mood Bell Instruction
- Successmaker
- English Language Development

Supplementary instructional materials are purchased as needed to support intervention programs. Classroom teachers monitor

student performance on district benchmark assessments and end-of-unit tests to measure ongoing academic progress and adjust instructional needs.

Enrichment Programs

Lincoln Elementary School offers an all day kindergarten program, a band program to all fourth grade students, and a strings program to all fifth grade students who wish to participate. All third through fifth grade students can participate in the After School Education & Safety (ASES) Program which offers enrichment programs in science, visual arts, performing arts, and physical education.

Staff Development

All training and curriculum development activities at Lincoln Elementary School are being aligned with the Common Core State Standards.

Staff Development Days Three-Year Trend		
2012-13	2013-14	2014-15
2	2	4

During the 2014-15 school year, Lincoln Elementary School held staff development devoted to:

- Introduction to English Language Arts Exemplars
- Building Formative Assessments
- Data Analysis
- Professional Learning Communities
- Universal Access
- O.A.R.S.
- Identification of Essential Standards
- Creating Student Friendly Standards
- English Language Arts Program Resources
- SPARKS Training
- Unit 1 Planning
- Common Core State Standards
- English Language Arts Grade Level

- Frontloading Science
- Non-Violent Crisis Prevention Intervention
- School Business

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Lincoln Elementary School supports ongoing professional growth throughout the year on minimum days and early release days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need.

Lincoln Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Instructional Materials

All textbooks used in the core curriculum at Lincoln Elementary School are aligned to the Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The District follows the State Board of Education's adoption cycle for core content materials (English/Language Arts, math, science, and social science).

On Tuesday, October 13, 2015, the El Centro Elementary School District held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Governing Board adopted Resolution #101315-1064 which certifies as required by Education Code §60119 (1) that

textbooks and instructional materials were provided to all students, including English Learners, in the District to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, and 3) each pupil enrolled in a foreign language has sufficient textbooks or instructional materials that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board for those subjects.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2015-16 school year, El Centro Elementary School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Class Size Distribution Self-Contained Classrooms				
2012-13				
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	24.0	1	2	
1	20.0	1	2	
2	18.0	1	2	
3	32.0		2	
4	35.0			1
5	29.0		2	
2013-14				
K	16.0	2	2	
1	24.0	1	2	
2	32.0		1	1
3	28.0		2	
4	35.0			2
5	34.0			1
6	29.0		2	
2014-15				
K	24.0		2	
1	24.0		2	
2	22.0		3	
3	26.0		2	
4	35.0			1
5	30.0		2	
6	34.0			1

*Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2009	Yes	McMillan/McGraw Hill: <i>California Treasures</i>	0%	TK-6
Math				
2014	Yes	Houghton Mifflin Harcourt: <i>California Go Math!</i>	0%	K-6
Science				
2007	Yes	Harcourt School Publishers: <i>California Science</i>	0%	K-6
2006	Yes	Holt, Rinehart & Winston: <i>Earth Science</i>	0%	6-8
Social Science				
2006	Yes	McMillan/McGraw Hill: <i>California Vistas</i>	0%	K-6
2006	Yes	McDougal Littell: <i>World History Ancient Civilizations</i>	0%	6

Textbook information was obtained from district office personnel in December 2015.

Classroom Environment

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Discipline & Climate for Learning

Lincoln Elementary School's discipline policies are based upon a schoolwide discipline plan, which is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Lincoln Elementary School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

	Suspensions and Expulsions								
	Lincoln			ECESD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Suspensions (#)	10	11	6	224	196	291	329,370	279,383	243,603
Expulsions (#)	0	0	0	4	8	7	8,266	6,611	5,692

This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

Student Achievement

Adequate Yearly Progress

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. Meeting AYP milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient.

The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Physical Fitness

In the spring of each year, Lincoln Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2014-15

Number of Standards Met:
4 of 6 5 of 6 6 of 6

Grade(s) Tested	4 of 6	5 of 6	6 of 6
Fifth	66%	44%	21%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2014-15, Lincoln Elementary qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I PI Status 2015-16

	Lincoln	ECESD
PI Status	In PI	In PI
First Year of PI Implementation	2012-2013	2004-2005
Year in PI	Year 2	Year 3
# Schools Currently In PI		9
% Schools Currently In PI		82%

Note: Cells with N/A values do not require data.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2014-15

Did the school and district meet or exceed 2015 AYP performance criteria in each of the areas listed below?

AYP Criteria	Lincoln	ECESD
Overall Performance	Yes	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	N/A	N/A
Math	N/A	N/A
Graduation Rate	N/A	N/A
Attendance Rates	Yes	Yes

AYP Performance Level

Number of AYP Criteria Met Out of the Total Number of Criteria Possible	9/9	12/13
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California Standards Test (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level.

California Standards Test (CST)									
All Students									
Percentage of Students Scoring at Proficient and Advanced Levels									
	Lincoln			ECESD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	26	35	50	62	60	53	59	60	56

California Standards Test (CST)	
Results by Student Subgroup	
2014-15	
	Percentage of Students Scoring at Proficient and Advanced Levels
ECESD	53
Lincoln	50
Male	46
Female	53
Hispanic or Latino	51
English Learners	39
Students with Disabilities	52

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. More information on CSTs can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/sr/cstsciref.asp.

California Assessment of Student Performance and Progress (CAASPP)

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level

CAASPP Assessment Results Disaggregated by Student Groups													
2014-15													
English Language Arts/Literacy							Mathematics						
			Achievement Level							Achievement Level			
Total Enrollment	Number Tested	Percent Tested	1	2	3	4	Total Enrollment	Number Tested	Percent Tested	1	2	3	4
Grade 3							Grade 3						
All Students Tested	51	50	98.0%	44.0%	38.0%	8.0%	51	49	96.1%	39.0%	24.0%	31.0%	6.0%
Male	51	28	54.9%	43.0%	43.0%	7.0%	51	27	52.9%	41.0%	26.0%	30.0%	4.0%
Female	51	22	43.1%	45.0%	32.0%	9.0%	51	22	43.1%	36.0%	23.0%	32.0%	9.0%
Hispanic or Latino	51	49	96.1%	43.0%	39.0%	8.0%	51	49	96.1%	39.0%	24.0%	31.0%	6.0%
Socioeconomically Disadvantaged	51	45	88.2%	47.0%	36.0%	9.0%	51	44	86.3%	41.0%	25.0%	27.0%	7.0%
English Learners	51	34	66.7%	50.0%	35.0%	9.0%	51	33	64.7%	39.0%	24.0%	33.0%	3.0%
Students with Disabilities	51	7	13.7%	*	*	*	51	7	13.7%	*	*	*	*
Migrant Education	51	4	7.8%	*	*	*	51	3	5.9%	*	*	*	*
Grade 4							Grade 4						
All Students Tested	35	35	100.0%	54.0%	14.0%	26.0%	35	35	100.0%	40.0%	43.0%	11.0%	3.0%
Male	35	20	57.1%	55.0%	10.0%	30.0%	35	20	57.1%	40.0%	40.0%	10.0%	5.0%
Female	35	15	42.9%	53.0%	20.0%	20.0%	35	15	42.9%	40.0%	47.0%	13.0%	0.0%
Hispanic or Latino	35	35	100.0%	54.0%	14.0%	26.0%	35	35	100.0%	40.0%	43.0%	11.0%	3.0%
Socioeconomically Disadvantaged	35	31	88.6%	58.0%	13.0%	26.0%	35	31	88.6%	42.0%	45.0%	13.0%	0.0%
English Learners	35	26	74.3%	62.0%	12.0%	23.0%	35	26	74.3%	42.0%	46.0%	8.0%	0.0%
Students with Disabilities	35	7	20.0%	*	*	*	35	7	20.0%	*	*	*	*
Migrant Education	35	4	11.4%	*	*	*	35	4	11.4%	*	*	*	*
Grade 5							Grade 5						
All Students Tested	64	58	90.6%	31.0%	33.0%	26.0%	64	61	95.3%	46.0%	36.0%	10.0%	8.0%
Male	64	29	45.3%	45.0%	31.0%	21.0%	64	32	50.0%	50.0%	34.0%	6.0%	9.0%
Female	64	29	45.3%	17.0%	34.0%	31.0%	64	29	45.3%	41.0%	38.0%	14.0%	7.0%
Hispanic or Latino	64	56	87.5%	30.0%	32.0%	7.0%	64	59	92.2%	44.0%	37.0%	10.0%	8.0%
White (not Hispanic)	64	1	1.6%	*	*	*	64	1	1.6%	*	*	*	*
Socioeconomically Disadvantaged	64	51	79.7%	29.0%	35.0%	27.0%	64	54	84.4%	44.0%	39.0%	9.0%	7.0%
English Learners	64	29	45.3%	48.0%	34.0%	14.0%	64	32	50.0%	50.0%	41.0%	6.0%	3.0%
Students with Disabilities	64	5	7.8%	*	*	*	64	5	7.8%	*	*	*	*
Migrant Education	64	7	10.9%	*	*	*	64	7	10.9%	*	*	*	*
Grade 6							Grade 6						
All Students Tested	35	34	97.1%	41.0%	32.0%	24.0%	35	34	97.1%	32.0%	44.0%	9.0%	15.0%
Male	35	14	40.0%	29.0%	29.0%	36.0%	35	14	40.0%	36.0%	29.0%	14.0%	21.0%
Female	35	20	57.1%	50.0%	35.0%	15.0%	35	20	57.1%	30.0%	55.0%	5.0%	10.0%
African American	35	1	2.9%	*	*	*	35	1	2.9%	*	*	*	*
Hispanic or Latino	35	33	94.3%	42.0%	33.0%	21.0%	35	33	94.3%	33.0%	42.0%	9.0%	15.0%
Socioeconomically Disadvantaged	35	29	82.9%	45.0%	28.0%	24.0%	35	29	82.9%	31.0%	48.0%	7.0%	14.0%
English Learners	35	17	48.6%	59.0%	29.0%	6.0%	35	17	48.6%	41.0%	41.0%	6.0%	12.0%
Students with Disabilities	35	3	8.6%	*	*	*	35	3	8.6%	*	*	*	*
Migrant Education	35	4	11.4%	*	*	*	35	4	11.4%	*	*	*	*

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores. Level 1 = Standards not met; Level 2 = Standards nearly met; Level 3 = Standards met; Level 4 = Standards exceeded

and subgroup. Results are shown only for subgroups with ten students or more taking the exam. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

Counseling & Support Staff

Lincoln Elementary School provides professional, highly qualified staff who provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Lincoln Elementary School's students.

Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

California Assessment of Student Performance and Progress

All Students

Percentage of Students Meeting or Exceeding the State Standards

	2014-15		
	Lincoln	ECESD	CA
English-Language Arts/Literacy	27	31	44
Mathematics	23	21	33

Note: Students in grades 3-8 and 11 are given this test. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Professional Staff

Teacher Assignment

During the 2014-15 school year, Lincoln Elementary School had 17 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Credentials and Assignments

	Lincoln			ECESD		
	13-14	14-15	15-16	13-14	14-15	15-16
Total Teachers	17	17	17	211	221	217
Teachers with Full Credential	17	17	17	209	219	212
Teachers without Full Credential	0	0	0	2	2	5
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	0	2
Total Teacher Misassignments*	0	0	0	0	0	2
Teacher Vacancies	1	0	0	2	6	5

*Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total teacher misassignments includes the number of misassignments of teachers of English learners.*

In the adjacent table, which identifies the number of classrooms taught and not taught by NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

NCLB Compliance Percentage of Classes in Core Academic Subjects:

	2014-15	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
Lincoln	100.0%	0.0%
District Totals		
All Schools	94.0%	6.0%
High-Poverty Schools	94.0%	6.0%
Low-Poverty Schools	100.0%	-

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Counselors and Support Personnel (Nonteaching Professional Staff)

2014-15

	No. of Staff	FTE*
Academic Counselor	0	0.0
Librarian	1	1.0
District Nurse	As Needed	
Primary Intervention Personnel	1	0.5
Psychologist	1	0.2
Speech & Language Therapist	1	1.0

**One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.*

Facilities & Safety

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Lincoln Elementary School's original facilities were built in 1949, and ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

2014-15 Campus Improvements:

- Installation of WiFi throughout campus
- Installation of a new phone system

2015-16 Planned Campus Improvements:

- Painting of the exterior and interior of some buildings
- Installation of new carpet in some classrooms
- Asbestos abatement

Every morning before school begins, the custodian inspects facilities for safety hazards or conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Lincoln Elementary School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- General grounds maintenance
- Restroom cleaning
- Trash Removal

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- General use area cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff on an as-needed basis concerning maintenance and school safety issues.

Campus Description	
Year Built	1964
	Quantity
# of Permanent Classrooms	21
# of Portable Classrooms	5
# of Restrooms (student use)	4
Computer Lab	1
Indoor Food Service Area	1
Library	1
Multipurpose Room/Cafeteria	1
Outdoor Covered Patio	1
Staff Lounge	1
Staff Work Room	1

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, pupil supervisors are strategically assigned to designated entrance areas and playground. Breakfast is served daily in their classrooms. During recess, classified staff and teachers supervise playground activity. The pupil supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the pupil supervisors monitor student behavior to ensure a safe and orderly departure. Lincoln Elementary is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Lincoln Elementary in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's safety plan is reviewed, updated, and discussed with school staff on an annual basis.

Facilities Inspection

The district's maintenance department inspects Lincoln Elementary on an annual basis in accordance with Education Code §17592.72(c)(1). Lincoln Elementary uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on October 13, 2015. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date: October 13, 2015	Good	Fair	Poor	
Systems	✓			
Interior Surfaces		✓		Building "A" Office/Lounge Room 9 - Office: Front counter formica top damaged, stained ceiling tiles, back cabinet damaged, patch walls all around, storage door damaged, Lounge: Stained ceiling tiles, formica top trim damaged, cabinet missing top, Nurse's Office: Remove old exhaust fan, stained ceiling tiles, Room 9: Stained ceiling tiles, formica top damaged, need door stop; Building "B" Rooms MPR - Bench hard to pull out, west side kitchen door not closing properly; Building "C" Rooms 10-13 - Room 10: Adjust cabinet doors, Room 11: Stained ceiling tiles, adjust cabinet doors, Room 12: Adjust cabinet doors, Room 12: Adjust cabinet doors; Building "D" Rooms 5-8 - Room 5: Formica trim damaged, Room 6: Patch east wall, hole on ceiling tiles, west wall cabinet panel loose, Room 6 1/2: Patch holes on east wall, Room 7: Stained/cracked ceiling tiles; Building "E" Rooms 1-4 - Room 3: Stained ceiling tiles, Room 2: Patch holes east wall; Building "F" Rooms 14-22 - Room 14: Stained ceiling tiles, Room 15: Stained ceiling tiles, Room 17: Stained/cracked ceiling tiles, repair wallpaper, Room 18: Stained ceiling tiles, Room 19: Stained ceiling tiles, repair wallpaper, Room 20: Repair wallpaper; Building "G" Rooms A & B - Room A: Storage clean up, Room B: Stained ceiling tiles
Cleanliness	✓			
Electrical		✓		Building "A" Office/Lounge Room 9 - Lounge: light fixtures out, Nurse's Office: Light fixtures out; Building "B" Rooms MPR - Light fixtures out; Building "C" Rooms 10-13 - Room 10: Light fixtures out, Room 11: Light fixture out; Building "D" Rooms 5-8 - Room 5: Light fixture out, Room 6: Light fixture out, Room 7: Light fixture out, Room 8: Light fixtures out; Building "E" Rooms 1-4 - Room 4: Light fixtures out, Room 3: Light fixtures out; Building "F" Rooms 14-22 - Room 14: Light fixture out, Room 15: Light fixtures out, Room 16: Light fixtures out, Room 17: Light fixtures out, Room 18: Light fixtures out, Room 19: Light fixtures out, Room 21: Light fixtures out, Room 22: Light fixtures out; Building "G" Rooms A & B - Room A: Light fixtures out, Room B: Light fixtures out
Restrooms/Fountains		✓		Building "A" Office/Lounge Room 9, Building "B" Rooms MPR & Building "D" Rooms 5-8 - Deficiency noted; Building "E" Rooms 1-4 - Room 3: Service drinking fountain, Girls Restroom: Partitions badly damaged, mirror damaged
Safety	✓			
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
				✓

Percentage Description Rating:

Poor: The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2013-14 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2013-14 school year, El Centro Elementary School District spent an average of \$8,568 of total general funds to educate each student (based on 2013-14 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the District and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2013-14		
	ECESD	State Average of Districts in Same Category
Beginning Teacher Salary	-	42,723
Mid-Range Teacher Salary	70,729	65,936
Highest Teacher Salary	88,921	84,545
Average Principal Salaries:		
Elementary School	108,612	106,864
Middle School	109,206	110,494
Superintendent Salary	168,558	15,933
Percentage of Budget For:		
Teacher Salaries	42	40
Administrative Salaries	6	6

For detailed information on salaries, see the CDE
Certificated Salaries & Benefits Web page at
<http://www.cde.ca.gov/ds/fd/cs/>.

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool location at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Lincoln Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to AYP, CST, CAASPP, enrollment, and staffing.

Public Internet Access Location

Parents may access Lincoln Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Lincoln Elementary School is the El Centro Public Library.

El Centro Public Library
539 W. State Street, El Centro
Phone Number: (760) 337-4565
WebSite: <http://www.cityofelcentro.org/library>
Hours: Mon-Thurs 9am-6pm
Fri 9am- 5pm
Sat & Sun, Closed
Number of Computers Available: 5

Current Expense of Education Per Pupil 2013-14					
Dollars Spent Per Student					
Expenditures Per Pupil	Lincoln	ECESD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	4,799	N/A	N/A	N/A	N/A
Restricted (Supplemental)	726	N/A	N/A	N/A	N/A
Unrestricted (Basic)	4,073	4,445	91.6%	5,348	76.2%
Average Teacher Salary	62,228	76,291	81.6%	69,086	90.1%

Note: Cells with N/A values do not require data.

In addition to general fund state funding, El Centro Elementary School District receives state and federal categorical funding for special programs. For the 2013-14 school year, the District received categorical, special education, and support programs funds for:

- After School Learning & Safe Neighborhood Partnerships
- California Clean Energy Jobs Act
- Common Core State Standards Implementation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing
- Ongoing & Major Maintenance Account
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the El Centro Elementary School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in December 2015.