



Lincoln Elementary School

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Terri Ponce, Principal

2012-13 School Accountability Report Card

Published January 2014

Principal's Message

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 6,000 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."

Lincoln Elementary School serves students in kindergarten through sixth grade. During the 2012-13 school year, the school had an enrollment of 378 students including 7.9% in special education, 68.5% qualifying for English Language Learner support, 11.7% migrant education, and 92.9% qualifying for free or reduced price lunch. Lincoln Elementary School achieved a 2013 Academic Performance Index (API) score of 767.



El Centro Elementary School District

1256 Broadway
El Centro, CA 92243
(760) 352-5712
www.ecesd.org

Board of Trustees

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**Percentage of Students by
Ethnicity/Grade Level
2012-13**

Ethnic Group	%	Grade Level	#
African American	1.9%	Kindergarten	74
American Indian or Alaskan Native	0.3%	Grade 1	61
Asian		Grade 2	53
Filipino		Grade 3	63
Hawaiian or Pacific Islander		Grade 4	35
		Grade 5	57
Hispanic or Latino	96.5%	Grade 6	35
White (not Hispanic)	1.1%	Grade 7	
Two or More Races	0.3%	Grade 8	
		Total	
		Enrollment	378

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 TeleParent 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 aligned to the California State Content Standards and Frameworks 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 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 revolve around the California State Content Standards and Frameworks.

Staff Development Days Three-Year Trend		
2010-11	2011-12	2012-13
3	3	2

During the 2012-13 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
- Data Analysis
- 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 California Content Standards and Frameworks. 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 six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, October 8, 2013, 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 #100813-1012 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 SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2013-14 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.

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.

Class Size Distribution Self-Contained Classrooms				
2010-11				
Grade	Average Class Size	Number of Classes		
		1-20	21-32	33+
K	21.7	1	2	
1	21.7	2	1	
2	19.7	3		
3	22.7	1	2	
4	29.0		1	
5	32.0		1	1
2011-12				
K	23.7	1	2	
1	29.0		2	
2	24.0		3	
3	29.5		2	
4	32.5		1	1
5	35.0			1
6	32.0		1	
2012-13				
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	
6	35.0			1

Combo classes are any combination of K-3, 3-4, and 4-5 grades.

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%	K-6
Math				
2008	Yes	Harcourt School Publishers: <i>California HSP 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 Ancient Civilizations</i>	0%	6

The textbooks and instructional materials used by the school are selected from the State Board of Education's most recent adoption.

Textbook information was obtained from district office personnel December 2013.

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			
	10-11	11-12	12-13
Suspensions (#)	25	14	12
Suspensions (%)	6.54%	3.25%	3.17%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
ECESD All Elementary Schools			
	10-11	11-12	12-13
Suspensions (#)	300	207	131
Suspensions (%)	7.43%	4.83%	3.37%
Expulsions (#)	2	0	0
Expulsions (%)	0.05%	0.00%	0.00%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

Student Achievement

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English/language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>.

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 2012-13			
Number of Standards Met:			
	4 of 6	5 of 6	6 of 6
Grade(s) Tested			
Fifth	25%	16%	5%

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

STAR Results All Students									
Percentage of Students Scoring at Proficient and Advanced Levels									
	Lincoln			ECESD			CA		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	45	46	40	47	49	46	54	56	55
Math	64	59	57	54	53	52	50	51	50
Science	30	36	27	57	60	57	57	60	59
History				39	46	48	48	49	49

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

STAR Results Ethnic Subgroups									
Percentage of Students Scoring at Proficient and Advanced Levels 2012-13									
	Lincoln								
	American American	Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Hawaiian or Pacific Islander	White (not Hispanic)	Two or More Races	
English-Language Arts					39				
Math					56				
Science					26				
History									

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

STAR Results Other Subgroups						
Percentage of Students Scoring at Proficient and Advanced Levels 2012-13						
	Lincoln					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	41	38	27	39	31	38
Math	66	47	46	56	63	45
Science	35	20	10	26		
History						

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

Academic Performance Index Three-Year Performance Comparison

Lincoln
Base API Rank:

	2010	2011	2012
Statewide Rank	6	4	4
Similar Schools Rank	10	8	8

	Lincoln			Lincoln		ECESD		State	
	Increase/Decrease in API			# of Students	Growth	# of Students	Growth	# of Students	Growth
	2010-11	2011-12	2012-13	2012-13		2012-13		2012-13	
All Students	-26		-20	217	767	3,730	797	4,655,989	790
Ethnic Subgroups									
African American				3		48	781	296,463	708
Hispanic or Latino	-30	-1	-17	209	766	3,469	793	2,438,951	744
White (not Hispanic)				3		152	871	1,200,127	853
Two or More Races				1		20	817	-	
Other Subgroups									
Economically Disadvantaged	-30	-2	-13	207	767	3,089	781	2,774,640	743
English Learners	-35	3	-39	143	732	2,081	751	1,482,316	721
Students with Disabilities				14	641	441	676	527,476	615

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well.

Schools/subgroups that have achieved an API of 800 or above must maintain their scores. Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

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 assessment by the year 2014. Meeting Adequate Yearly Progress (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.

For the 2012-13 AYP cycle, elementary and middle schools must achieve a 89.2% or higher proficiency rate in English/language arts and 89.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 740 or increasing the API growth by 1 point.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2012-13

Did the school and district meet or exceed 2013 AYP performance criteria in each of the areas listed below?

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

AYP Performance Level

Number of AYP Criteria Met Out of the Total	8/17	14/25/
Number of Criteria Possible		

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/.

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 2012-13, Lincoln Elementary qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Title I PI Status 2013-14

	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		11
% Schools Currently In PI		100%

The statistical information in this table reflects the PI status during the 2013-14 school year.

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/.

Professional Staff

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.

Counselors and Support Personnel (Nonteaching Professional Staff)

2012-13

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

FTE = Full Time Equivalent

* = As Needed

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

2012-13 Campus Improvement Projects:

- Installation of new carpet in some classrooms
- Installation of new door locks
- Landscaping throughout campus
- Installation of a new HVAC system

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 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, the breakfast area and playground. 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.

Teacher Assignment

During the 2012-13 school year, Lincoln Elementary School had 13 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			
	10-11	11-12	12-13	13-14	10-11	11-12	12-13	13-14
Total Teachers	20	19	13		244	224	190	
Teachers with Full Credential	20	19	13		242	224	189	
Teachers without Full Credential	0	0	0		2	0	1	
Teachers Teaching Outside Subject Area	0	0	0		1	0	1	
Teacher Misassignments for English Learners	0	0	0	0	0	0	0	0
Total Teacher Misassignments	0	0	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	3	0	0	0

In the table in this report, 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:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2012-13	
Lincoln	100.0%	0.0%
District Totals		
All Schools	98.0%	2.0%
High-Poverty Schools	98.0%	2.0%
Low-Poverty Schools	100.0%	0.0%

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.

Deferred Maintenance

Lincoln Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2012-13 school year, El Centro Elementary School District did not receive deferred maintenance funds from the State School Deferred Maintenance Program.

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 September 10, 2013. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2012-13, all restrooms were fully functional and available for student use.

Item Inspected	School Facility Good Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: September 10, 2013				
Systems			✓	
Interior Surfaces		✓		"A" Administration/Room 9 - Lounge has peeling paint
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains		✓		
Safety	✓			
Structural	✓			
External		✓		"A" Administration/Room 9 - Cracks in concrete around office; "C" Rooms 10-13 - Exterior paint peeling; "E" Rooms 1-4 & 22 - Cracked concrete around building
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Percentage Description Rating:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

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 API, AYP, STAR results, 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

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: 2011-12 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2011-12		
	ECESD	State Average of Districts in Same Category
Beginning Teacher Salary	39,753	41,327
Mid-Range Teacher Salary	66,989	63,903
Highest Teacher Salary	84,218	81,573
Average Principal Salaries:		
Elementary School	102,375	103,887
Middle School	107,362	107,439
Superintendent Salary	152,262	155,551
Percentage of Budget For:		
Teacher Salaries	41	41
Administrative Salaries	6	6

Expenditures Per Student

For the 2011-12 school year, El Centro Elementary School District spent an average of \$7,647 of total general funds to educate each student (based on 2011-12 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.)

Current Expense of Education Per Pupil

2011-12

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	4,397	N/A	N/A	N/A	N/A
Restricted (Supplemental)	885	N/A	N/A	N/A	N/A
Unrestricted (Basic)	3,512	3,805	92.3%	5,537	63.4%
Average Teacher Salary	81,255	71,407	113.8%	66,594	122.0%

In addition to general fund state funding, El Centro Elementary School District receives state and federal categorical funding for special programs. For the 2011-12 school year, the District received categorical, special education, and support programs funds for:

- After School Learning & Safe Neighborhood Partnerships
- Class Size Reduction (Grades K-3)
- Early Mental Health Initiative
- Education Jobs Fund
- Economic Impact Aid (EIA)
- Lottery: Instructional Materials
- Medi-Cal Billing
- Ongoing & Major Maintenance Accounts
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III
- Transportation
- Transportation: Special Education

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 2013.