

San José Unified School District
**ABRAHAM LINCOLN HIGH
SCHOOL**

Grades 9-12

School Accountability Report Card
For School Year 2003-2004
Published in 2004-2005

Principal's Comments

Abraham Lincoln Academic, Visual and Performing Arts Magnet draws students from all corners of San Jose Unified School District as well as from surrounding districts (many of our students are interdistrict transfers). Each student has the opportunity to develop his/her unique talents in a positive and supportive atmosphere provided by a dedicated professional staff, an involved community, and generous business partners.

Lincoln received a Distinguished School Award from the State Department of Education in 1992 and 1996. In 1993, our Visual, Performing and Electronic Arts programs were chosen for the Golden Bell Award by the California School Board Association. In 1994, we were presented with the Outstanding California Senate Bill 65 High School Maintenance and Motivation Program Award. In 1995, Lincoln received the Kennedy Center Alliance for Arts Education award as well as the Glenn Hoffman Exemplary Program Award in 1996 for maintaining an outstanding tutoring and academic support system -- the same year that Lincoln was the recipient of the prestigious National Magnet Merit School of Distinction Award. The State Department of Education, again, recognized Lincoln for having an exemplary program in 1997. An example of one of our exemplary offerings is the mock trial program. Lincoln's mock trial class is open to student's grades 9 through 12 and is coached by teachers and legal professionals. Lincoln's team has been a finalist 11 out of the

last 14 years, representing Santa Clara County at the state level five times. The Mock Trial Team won the Santa Clara County Mock Trial Championship, and won the State Mock Trial Championship Two years in a row. They placed fifth and fourth at Nationals held in Omaha, Nebraska. Hispanic Magazine and Ryder System, Inc. selected Lincoln High School as one of 2000 Schools of Excellence in the nation. Of those 2000 schools, five were honored for offering outstanding and unique programs that have a significant impact on preparing our youth for the next century. Lincoln was one of the five (5) schools so honored in an awards ceremony in Washington D. C.

In May of 1998, Lincoln was selected by the United States Department of Education as a National Blue Ribbon School. To receive this prestigious honor, a school is evaluated on outcome, measures, and conditions of effective schooling. Those measures and conditions include areas such as student focus and support, school organization and culture, challenging standards and curriculum, active teaching and learning, and many other indicators of success. Additionally, Lincoln was one of eight schools in the nation to receive special recognition for our exemplary art program from the Department of Education. Lincoln was one of twenty schools in the nation to receive the 21st Century Schools of Distinction Award in June 2004 from Intel & Blue Ribbon Schools.

Chris Funk, Principal
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Schedule/Hours

Office hours
7 a.m.— 4 p.m.
Media Center
7 a.m.—5:30 p.m.
Homework Center
2:30 p.m.—5:30 p.m.

2003-2004 Achievements

- 223 students took 377 Advance Placement exams in 15 subject areas with a 70 percent pass rate.
- Music and dance groups received many local and national awards for their outstanding performances.

Focus for Improvement for 2004-2005

- Increase the number of students who pass the CAHSEE in the class of 2006, the first time they take it.
- Meet our targeted score on the API & AYP.

San José Unified School District Building on Success

Superintendent
Don Iglesias
Board of Education
Pam Foley
Richard Garcia
Jorge González
Veronica Grijalva Lewis
Leslie Reynolds
Susan Nguyen, Student

CONTACT US

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Parental Involvement

Please refer to our website at <http://www.lincolnhighsanjose.org> on our parent volunteer program or contact Susan Dini at 408.535.6300 extension 202.

Funding

We currently have six booster clubs on campus. They include PTSA, Athletic, Music, Dance, Drama and the Lincoln Foundation. Each group brings in a significant amount of money to each program.

Demographics

Data reported are the number of students at each grade level as reported by the California Basic Education Data System (CBEDS)

Student Enrollment by Grade Level

Grade Level	Enrollment
Grade 9	511
Grade 10	465
Grade 11	412
Grade 12	380
Total Enrollment	1768

Student Enrollment by Ethnic Group

Racial/Ethnic Category	Number of Students	Percent of Students
African-American	46	2.6
American Indian or Alaska Native	34	1.9
Asian	95	5.4
Filipino	22	1.2
Hispanic or Latino	966	54.6
Pacific Islander	5	0.3
White (Not Hispanic)	600	33.9
Multiple or No Response	0	0.0



School Safety and Climate for Learning

Safety and Safety Plan

Lincoln focuses successfully on providing a safe, clean, and secure environment for all students and staff. Facts about our school's safety are available from the California Safe School Assessment. The information below about property crimes, crimes against people, and drug and alcohol incidents is drawn from this report, which we file every six months. The number of incidents per 1000 students is reported in the graph below. This way of reporting results makes it easier to compare with other high schools. Our safety plan is reviewed yearly and shared with the staff on our first Inservice day/Staff Development day in August.

Facilities

Abraham Lincoln High School is 62 years old. Through SSP (Specialized Secondary Program) funding, the Video Production Studio and the Digital Photography Laboratory were completed. The Federal Magnet Grant resulted in the opening of a Computer Art and Illustration Lab. Volunteer parents, teachers, and students reorganized the music office and split a storage area into two needed practice rooms. All buildings were wired for a new security system.

In the summer of 1996, a new double classroom facility was remodeled into additional instructional space for our orchestras and string ensembles—a program that has more than doubled in student participation in the last two years. Also, a former resource room has been remodeled into a Homework and Tutoring Center for use by all students.

In spring 2001, Lincoln completed our renovation from Measure C bond funds. All buildings on campus have gone through retrofitting, electrical upgrades, new AC/heating systems, and a variety of upgrades. Fifteen new portables have also been added to the campus to replace the old, dilapidated portables in our parking lot. The old boiler room has been transformed into a multi-purpose room specifically used for dance classes and musical theater rehearsals. Lincoln students take pride in their campus and regularly participate in the San Jose Mercury News "Cleanest High School Campus Award" which they have won five times.

Maintenance

San José Unified takes great efforts to make sure all of its schools are clean, safe, and functional. The District's maintenance staff works to ensure that all necessary repairs are made to keep schools in good condition and in working order. A work order process is used to make certain that repairs are done in a timely and efficient manner. Emergency repairs are given the highest priority and those requests are usually handled the day they are received. Restrooms at all schools are fully operational. Work order requests to repair restrooms are given a number one priority.

The District has adopted cleaning standards for all schools in the District. The principal works daily with the custodial staff to develop cleaning schedules and to ensure a clean and safe school. **A copy of the cleaning standards is available upon request by calling the Maintenance Department at (408) 535-6200.**

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. In the 2004-05 school year, the district deposited \$1,322,354 into the deferred maintenance program. This is equivalent to 0.5% of the district's general fund budget. Expenditures in this fund are made according to the District's five year plan, which is developed in coordination with the Measure F bond program. It is anticipated that \$1,155,000 will be expended on deferred maintenance projects during the 2004-2005 school year.

Deferred Maintenance and Modernization Projects.

In 1997 voters in San José Unified passed Measure C – a \$165 million bond measure that began modernization projects in the district's 48 schools. To continue and expand these renovations, voters once again voted to approve a \$423 million bond measure in March of 2002 – Measure F. When Measure F is completed, San José Unified will have some of the finest facilities in the state of California. A Citizens' Bond Oversight Committee was appointed by the Board of Education to ensure that the bond funds are spent properly. School by school projects targeted to be funded by Measure F are available on the District's website, www.sjUSD.k12.ca.us, and at each school site.

Homework

Looking at our school Climate Survey, staff, students and parents feel students are safe at school. Staff, students and parents feel strongly that homework is necessary for students to understand their class work. Staff, students and parents strongly believe that students have to work hard to do well in their classes. Most students, staff and parents believe that 1-2 hours of homework is given four or more days a week.

Discipline

The Lincoln staff believes all students can behave appropriately in the classroom. Our school discipline plan includes the regulations as outlined in the San Jose Unified School District Student Behavior and Parent Information Handbook and additional discipline rules and procedures are provided in the Lincoln Student Handbook. These handbooks are distributed each year to both students and parents. Student assemblies are held throughout the year to highlight change in policy and to reinforce any urgent areas of concern. Individual teacher discipline plans are posted in each classroom. Lincoln has a standing Discipline and Attendance Committee whose charge is to communicate with the staff at large regarding procedures and policies, which need revising and implementation. Parent involvement and support remains a prime deterrent to discipline problems. We offer a full Outreach office that provides counseling, SST's and referral to the homework center as well as the Future Vision Mentoring program.

Suspensions and Expulsions

	2002	2003	2004
Number of Suspensions	96	152	163
Rate of Suspensions	6%	9%	9%
Number of Expulsions	3	2	7
Rate of Expulsions	0%	0%	0%

Data reported are the total number of incidents where a student was suspended or expelled from school and the school's rates of suspension or expulsion. A single student may be involved in more than one incident. The rate of suspension or expulsion are calculated by dividing the number of incidents during the school year by the school's total enrollment in October 2003. Rates for the district are computed separately for Elementary, Middle and High Schools.

Academic Data

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) and a norm-referenced test (NRT). The CST tests 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. The NRT 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 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 CST and CAPA 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. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

All Students

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts	43	40	43	38	40	40	32	35	36
Mathematics	17	16	15	32	34	34	31	35	34
Science	34	21	17	34	26	25	30	27	25
History-Social Science	47	43	37	36	35	33	28	28	29

Students scoring at the Proficient or Advanced level meet state standards in that content area. 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 CST and CAPA 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. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standards).

CST—Racial/Ethnic Groups

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	White (not Hispanic)
English-Language Arts	30	64	57	64	28	66
Mathematics	8	0	30	7	8	26
Science	8	23	27	9	9	31
History-Social Science	23		62		19	61

CST—Subgroups

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts	33	50	2	23	50	4	46	14
Mathematics	13	16	3	10	17	1	16	9
Science	17	18	1	8	20	3	18	7
History-Social Science	36	37	4	19	43	5	40	8



Norm Referenced Test (NRT)

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

NRT—All Students

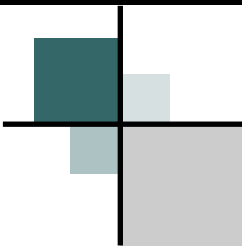
Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	---	56	55	---	47	47	---	43	43
Mathematics	---	51	53	---	53	53	---	50	51

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. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Data reported are the percent of students scoring at or above the 50th percentile.

NRT—Racial/Ethnic Groups

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	White (not Hispanic)
Reading	50	64	76	79	39	76
Mathematics	47	57	76	50	40	72



NRT—Subgroups

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	45	61	8	35	61	9	59	27
Mathematics	48	56	16	41	57	6	57	40

Local Assessment

% Scoring Proficient or Higher			
Grade	2002	2003	2004
72	66	76	55

Data reported are the percent of students meeting or exceeding the district standards.



California Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
9	16.4	13.8	21.1	23.3	20.3	26.0	26.3	25.3	27.2

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

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 percent 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 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 Inter-

API—Schoolwide

	API Base Data			API Growth Data		
	2001	2002	2003	From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percent Tested	95	97	97	Percent Tested	97	97
API Base Score	670	683	677	API Growth Score	660	670
Growth Target	7	6	6	Actual Growth	-10	15
Statewide Rank	7	7	6			
Similar Schools Rank	10	10	7			

vention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

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 test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base 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: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 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. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/>, or by speaking with the school principal.

API—Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Hispanic or Latino				Hispanic or Latino			
API Base Score	568	586	587	API Growth Score	554	583	615
Growth Target	6	5	5	Actual Growth	-14	-3	28
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	804	794	790	API Growth Score	794	779	800
Growth Target	A	5	5	Actual Growth	-10	-15	10

API—Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score	537	561	569	API Growth Score	528	565	594
Growth Target	6	5	5	Actual Growth	-9	4	25

State 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. Therefore, there are currently no data available to report.

Federal Intervention Programs

	School	District
Year Identified for Program Improvement		---
Year in Program Improvement		---
Year Exited Program Improvement		---
Number of Schools Currently in Program Improvement	---	10
Percent of Schools Identified for Program Improvement	---	17.5

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Adequate Yearly Progress (AYP)

AYP Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	No	Yes	---	No	Yes
Subgroups						
Subgroups	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	Yes	Yes	---	Yes	Yes
African American	---	n/a	n/a	---	Yes	Yes
American Indian or Alaska Native	---	n/a	n/a	---	No	Yes
Asian	---	n/a	n/a	---	Yes	Yes
Filipino	---	n/a	n/a	---	Yes	Yes
Hispanic or Latino	---	Yes	Yes	---	Yes	Yes
Pacific Islander	---	n/a	n/a	---	Yes	Yes
White (not Hispanic)	---	Yes	Yes	---	Yes	Yes
Socioeconomically Disadvantaged	---	No	Yes	---	Yes	Yes
English Learners	---	Yes	Yes	---	Yes	Yes
Students with Disabilities	---	n/a	n/a	---	No	Yes

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. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at

<http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

NOTE: N/A means that this group was too small to receive summary scores.

School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully complete the CAHSEE.

These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender and ethnic group.

Dropout Rate and Graduation Rate

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Enrollment (9-12)	1673	1638	1660	9291	9096	9396	1735576	1772417	1830664
Number of Dropouts	9	15	3	116	143	98	47899	48210	58493
Dropout Rate (1-year)	0.5	0.9	0.2	1.2	1.6	1.0	2.8	2.7	3.2
Graduation Rate	95.9	97.3	98.7	92.4	92.8	93.8	86.7	87.0	86.7

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9-12 dropouts divided by grades 9-12 enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

Average Teaching Load and Teaching Load Distribution

Subject	2002				2003				2004			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.7	26	25	4	27.1	23	17	26	33.1	9	9	43
Mathematics	23.7	27	22	6	30.6	9	19	25	39.0	3	5	39
Science	30.0	3	26	8	31.2	9	5	36	40.1		2	40
Social Science	26.7	7	26	8	31.4	6	11	28	35.2	4	3	36

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Teacher and Staff information

This is Chris Funk's second year as principal. Prior to becoming principal, he was assistant principal for five years and he taught for nine years.

Core Academic Courses Not Taught by NCLB Compliant Teachers

	School	District
This School	70.0	---
All Schools in District	---	70.3
High-Poverty Schools in District	---	57.1
Low-Poverty Schools in District	---	75.7

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.

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.

		2002	2003	2004
Total Teachers		82	90	82
Teachers with Full Credential		60	65	66
Teachers Teaching Outside Subject Area	<i>(full credential but teaching outside subject area)</i>		6	0
Teachers in Alternative Routes to Certification	<i>(district and university internship)</i>	1	0	0
Pre-Internship		1	2	8
Teachers with Emergency Permits	<i>(not qualified for a credential or internship but meeting minimum requirements)</i>	12	20	8
Teachers with Waivers	<i>(does not have credential and does not qualify for an Emergency Permit)</i>	8	4	2

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.

	2004
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Teacher Education Level

	School	District
Doctorate	3.7	1.2
Master's Degree plus 30 or more semester hours	4.9	2.3
Master's Degree	29.3	25.8
Bachelor's Degree plus 30 or more semester hours	39.0	46.0
Bachelor's Degree	23.2	24.6
Less than Bachelor's Degree	0.0	0.1

Data reported are the percent of teachers by education level.

Vacant Teacher Positions

	2004
Vacant Teacher Positions	0

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.

Evaluating/Improving Teachers

At Lincoln, we follow the SJTA contract where all temporary and probation teachers get evaluated twice yearly. All tenure teachers go through the evaluation process every other year. However, the Lincoln administration does five classroom visits per week regardless of whether the instructor is going through the formal evaluation process. First and second year teachers may participate in the district/state sponsored BTSA program. Every new teacher at Lincoln is paired with a "buddy" teacher to show them the ropes and provide needed support throughout the year.

Staff Development

All staff members are eligible to receive staff development funds. Teachers are to apply for staff development funds through the Curriculum Council (department chairs). Furthermore, staff development days are devoted toward reviewing data on the star 9, discussing content standards, receiving technology training and any thing else the staff deems necessary for support in the classroom. Every Monday is a minimum day. Students get out early from school. Monday afternoons are set aside for either faculty, department, curricular or Focus Groups meetings.

Teacher Assignment

Each year, teachers submit a form stating what subjects they would like to teach. Teachers are placed in the subject area that the administration feels best suites that instructor and for which that instructor is qualified to teach. Feedback is sought from the department chairpersons as to the best fit within each department. Teachers who are assigned advance placement or SDAIE classes are provided extra training to teach those classes.

Substitute Teachers

Each instructor is responsible for obtaining a substitute teacher. We try to handle as many substitutes in house with our own staff as much as possible. Emergency lesson plans for each teacher are on file in the main office. All instructors must provide seating charts, class rosters, discipline plan, and lesson plans for the substitute. It is a simple fact that substitutes do not have the same positive impact upon our instructional program as the regular instructor has. Thus, we try our hardest to handle as many substitutes in house with our own staff.

Leadership Team

The leadership team is made of the department chairpersons, principal, API, registrar, one parent and one student. Although the last three do not meet with the team on a regular basis, the leadership team meets once a month. The leadership team gives input on all facets of the school community.

Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
2.0	884

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). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Other Support Staff

Lincoln's support staff consists of a nurse, resource specialist, speech and language specialist and hearing specialist. These positions are part time...

Specialized Programs

GATE

We offer open enrollment in all of our honors, accelerated and advance placements courses. All of our advanced visual, performing and fine arts classes are based on audition. Students are able to challenge and move up throughout the year.

English language learners

We offer classes in ESL, and SDAIE as well as a bilingual tutorial class. Students are placed in the proper level class based on their CELDT and LAS exams. All visual, performing and fine arts classes are available to all students. Furthermore, our homework center is staffed with bilingual tutors and is open Monday through Thursday from 2:30-5:30 pm.

Students with disabilities

We have nine special education teachers on staff. We have two SED instructors, three RSP instructors and four SDC instructors. Our goal is to have our Special Ed students in the least restrictive environment.

Tutoring

Our homework center is open Monday-Thursday from 2:30 – 5:30 pm and staffed with bilingual tutors.



Curriculum and Instruction

Reading and Writing

Students will read and interpret a variety of literary works at differing levels of difficulty and from various historical contexts. Students will improve their critical thinking skills as readers and decision makers. Students will increase their ability to communicate effectively in both spoken and written English. Students will expand their understanding and tolerance of alternative perspectives of the world.

Math

Lincoln has moved away from the Integrated math sequence and returned to the tradition sequence of Algebra 1, Geometry, and Algebra 2. Students may progress into Math Analysis, Calculus, AB or BC and we also offer AP Statistics. Students who struggle with math may sign up for the math lab, which is offered at the end of the day.

Science

We offer a whole host of science classes which include the following: Integrated Science, Human Biology, Biology, Marine Biology, Honors Biology, AP Biology, Physiology, Chemistry, AP Chem. Chemistry in the Community, Physics, AP Physics and Robotics is offered as an activity class.

Social Studies

We offer the following classes based on grade level.

- Ninth grade-Intro to computers & World Cultures/Geography
- Tenth grade- Accelerated World History & World History.
- Eleventh grade-AP U.S. History & U.S. History.
- Twelfth grade-AP Government/Honors Economics & Gov't/Economics

Textbooks

All of our core textbooks meet State standards and have been adopted by the State Board of Education. Every student is provided a textbook for each of his or her core classes.

A complete list of textbooks and their date of adoption is available at

http://www.sjUSD.org/Staff/Instructional_Material/Textbook_Listing.pdf



Instructional Minutes

Grade		
Level	Offered	State Requirement
9	64,860	64,800
10	64,860	64,800
11	64,860	64,800
12	64,860	64,800

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. The number of minutes shown here does not take into consideration pupil free days, minimum days or shortened days that are used for parent/teacher conferences or testing.

Four and a half hour days are scheduled three days each semester to accommodate final exams.

Postsecondary Preparation

Advanced Placement/International Baccalaureate Courses Offered

Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts	2	4	72
Computer Science			
English	1	4	148
Foreign Language	3	4	50
Mathematics	3	3	100
Science	2	3	82
Social Science	1	5	172

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

Number of Students Enrolled in All Courses	Number of Students Enrolled In Courses Required For UC and/or CSU Admission	Percent of Students Enrolled In Courses Required For UC and/or CSU Admission
5901	2968	50/3

Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
310	230	74.2

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

SAT I Reasoning Test

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Grade 12 Enrollment	369	366	380	1984	2056	2226	365,907	385,181	395,194
Percent of Grade 12 Enrollment Taking Test	47.7	48.1	44.7	46.0	46.1	41.4	37.3	36.7	35.2
Average Verbal Score	511	536	538	512	522	521	490	494	496
Average Math Score	502	524	522	536	548	544	516	518	519

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/sp/ai/>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

College Preparation

SJUSD does not provide SAT prep classes. However, at Lincoln students may take SAT Prep classes through Gear Up for all current sophomores. Gear Up is a partnership we have with SJSU. Furthermore, we do provide for a cost, SAT Prep classes through E-Group Learning.

Workforce Preparation

In order to participate in a technical-career training, students must attend the Central County Occupational Center (CCOC). Students may take a wide range of technical-career training. They may attend either the morning or afternoon session while taking their core classes at Lincoln. CCOC is open for all students sixteen years or older.

Dropout Prevention

Our Outreach office is unique for a high school. Counselors provide support for academic, personal or family issues. Outreach incorporates the school's important services of Future Vision mentoring, sophomore advising, Safety Net (homework center) and personal counseling (Student Success Teams, All Student Assistance Program)

Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Average Salaries (Fiscal Year 2002-2003)

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$37,477	\$36,856
Mid-Range Teacher Salary	\$61,930	\$58,263
Highest Teacher Salary	\$75,268	\$72,665
Average Principal Salary (Elementary)	\$88,972	\$94,774
Average Principal Salary (Middle)	\$93,586	\$98,934
Average Principal Salary (High)	\$98,794	\$106,858
Superintendent Salary	\$215,206	\$177,295
Percent of Budget for Teacher Salaries	37.7	41.6
Percent of Budget for Administrative Salaries	5.8	5.1

Data reported are the district average salary 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. Detailed information regarding salaries may be found at the California Department of Education Web site at

<http://www.cde.ca.gov/ds/fd/cs/> and

<http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>

Expenditures (Fiscal Year 2002-2003)

District Total Dollars	District Dollars per Student (ADA)	State Average for Districts in the Same Category (ADA)	State Average All Districts (ADA)
\$251,113,629	\$7,855	\$6,882	\$6,822

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at

<http://www.cde.ca.gov/ds/fd/>

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

San José Unified SARC's are prepared by the Office of Public Engagement. Questions — call Sheryl Stroh at 535-6108 or via e mail to Sheryl_Stroh@sjsud.org