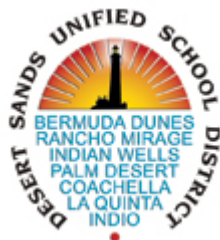


Desert Sands Unified School District Abraham Lincoln Elementary School

Grades K through 5
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2009-10 School Accountability Report Card *Published January 2011*

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Principal's Message

Abraham Lincoln Elementary School continues to meet and exceed our Annual Performance Index (API) goal and our Annual Yearly Progress (AYP) goals. Proudly, Lincoln Elementary School was one of eight schools in DSUSD to meet all of their Federal AYP objectives in English Language Arts, Mathematics, and in all subgroups. Our State API grew 18 points from 823 to an impressive 841 points. Abraham Lincoln Elementary School is a collaborative community of staff, students, parents, and community members who are dedicated to providing opportunities that instill a lifelong love of learning in our students. Staff members meet weekly in collaborative grade level teams to analyze student data, review instructional practices and plan specific interventions and enrichment. We are committed to creating a supportive, risk-taking environment that empowers all children with the belief that they can attain their full potential. We believe that students learn in many ways and we are able to provide differentiated instruction and activities to support students' diverse learning styles, as well as academic and social needs. Staff, students and parents are very proud of our accomplishments.

Lincoln School has a history of great accomplishments. In 2005, 17 students and several staff members were invited to the White House by President Bush to accept the Presidential Environmental Youth Award. Our school also received the California Governor's Environmental Award and Economic Leadership Award. Abraham Lincoln Elementary School was awarded the title of a California Distinguished School in the 2005-06 school year, and then became a Title One Academic Achievement School recipient in 2008. We are most proud of the cultural diversity in our student population. To speak more than one language is valued and encouraged. Great efforts are made to provide translation to parents in their native language in order to maintain our collaborative commitment to involve every family in their child's educational experience. At Lincoln, parents are essential partners in our school's program who work with staff to insure that our students and school are the best that they can be.

Our business partnerships include the City of Palm Desert, the Palm Desert City Sister Cities Program, the Palm Desert Historical Society, The McCallum Theatre, the Regional Access Foundation, local Rotary Clubs, The Living Desert, as well as numerous local businesses, and retired citizens who donate their time, money, and expertise in supporting our instructional program. Lincoln School is the recipient of two community-supported grants. Abraham Lincoln Elementary School is a wonderful, positive, and engaging place for all of our school's shareholders. It is with great pride that I invite you to visit our campus so that you may experience our dynamic culture in person.

Mission Statement

The mission of the Desert Sands Unified School District, a dynamic system of challenging educational choices, is to ensure that every student develops the skills and knowledge to succeed as an independent thinker, lifelong learner, and productive, ethical global citizen, by creating collaborative learning communities of caring, committed, qualified staff, working in partnership with diverse families and our community to assure each student equal access to student-focused learning environments.

School Profile

Abraham Lincoln Elementary School is located in the central region of Palm Desert and serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2009-10 school year, 724 students were enrolled, including 7% in special education, 36% qualifying for English Language Learner support, and 83% qualifying for free or reduced price lunch. Abraham Lincoln Elementary School achieved a 2010 Academic Performance Index (API) score of 841 and met all 2010 Adequate Yearly Progress criteria.

Student Enrollment by Ethnicity / Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-Amer.	3.45 %	Kindergarten	124
Amer. Indian or Alaskan Native	0.41 %	Grade 1	115
Asian	1.10 %	Grade 2	128
Filipino	0.69 %	Grade 3	114
Hisp. or Latino	77.07 %	Grade 4	124
Pacific Islander	0.00 %	Grade 5	119
Caucasian	16.57 %		
Multi-Racial	0.28 %		
Total Enrollment			724

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, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

Physical Fitness

The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. The 2009-10 data was not available at the time this publication was prepared.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Abraham Lincoln Elementary School			District			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Language Arts	51	53	56	47	50	53	46	50	52
Math	70	70	72	44	46	49	43	46	48
Science	61	61	80	48	50	58	46	50	54
Social Science	0	0		30	34	42	36	41	44

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels								
	Abraham Lincoln Elementary School							
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander
Language Arts	78	*	*	65	*	53		
Math	78	*	*	78	*	69		
Science	*		*	88	*	76		
Social Science								

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels								
	DSUSD	Abraham Lincoln Elementary School						
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Lang. Arts	53	56	51	62	36	53	43	
Math	49	72	70	74	59	71	49	
Science	58	80	83	76	*	77	*	
Social Science	42							

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2009-10			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth			
Seventh			
Ninth			

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.

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.

Academic Performance Index (API) Three Year Rank Comparison			
	2007	2008	2009
Statewide Rank	6	8	7
Similar Schools Rank	9	10	9

Results generated from 2007, 2008, and 2009 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2007-08	2008-09	2009-10
Schoolwide - All Students	44	-8	18
Ethnic Subgroups			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	47	-9	18
Multi-Racial	N/A	N/A	*
Pacific Islander	*	*	*
Caucasian	22	-7	23
Other Subgroups			
Students with Disabilities	*	*	*
Economically Disadvantaged	52	-4	17
English Learners	*	2	17

Results generated from 2008, 2009, and 2010 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
Group	2010 Growth API		
	School	District	State
African-Amer.		785	685
Amer. Indian or Alaskan Native			728
Asian		900	889
Filipino		894	851
Hisp. or Latino	827	751	715
Pacific Islander			754
Caucasian	882	863	838
Multi-Racial		878	807
Economically Disadvantaged	829	745	610
English Learners	818	713	691
Students with Disabilities		663	580
All Students	841	787	767

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 2009-10 AYP cycle, elementary and middle schools must achieve a 56.8% or higher proficiency rate in all subgroup populations for

English/Language Arts and 58% 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 680 or increasing the API growth by 1 point.

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/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2009-10		
<i>Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	ALES	DSUSD
Overall Results	Yes	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient</i>		
Language Arts	Yes	No
Math	Yes	No
API Score	Yes	Yes
Graduation Rate	N/A	Yes

Reported data based upon performance of all subgroups for each of the areas listed

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 2009-10, Abraham Lincoln Elementary School 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 Program Improvement (PI) Status		
	ALES	DSUSD
PI Status	Not in PI	In PI
Implementation Year	N/A	2004-2005
Year in PI	N/A	Year 3
No. of Schools Currently in PI		6
% of Schools Currently Identified for PI		N/A

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 simply attending school events.

Parents stay informed on upcoming events and school activities through flyers, parent conferences, school newsletters, and SynerVoice (automated telephone message system). Contact the school office at (760) 862-4340 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone Field Trips
Classroom Helper
Fundraising Activities
Attend School Committee Meetings
Palm Desert Golf Cart Parade
Parent Nights at McDonalds

Committees

English Learner Advisory Council
School Site Council
Parents Club
Social Committee
Language Appraisal Team
TRAC Leadership Committee
Leadership Committee
GATE Committee
Science Leadership Committee
Earthquake Disaster Plan Committee
Butterfly Garden Committee
School Advisory Committee

School Activities

Back to School Night
Parent Nights
Title I Parent Nights
Parent Club Meetings
International Day
3rd Grade Mini-Muster
Math Field Day
Science Fair
Coolers
Palm Desert Golf Cart Parade
Annual Gettysburg Re-enactment

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Abraham Lincoln Elementary School's original facilities were built in 1966 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. In the last 12 months, the following improvements have been completed:

- Added 14 new classrooms
- Added new library/media center
- New parent parking lot and student drop off/pick up area
- Installed new marquee
- Added new playground facility

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

- Cafeteria setup/cleanup
- Office area cleaning
- Restroom cleaning

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

- Cafeteria cleaning
- Cleaning desktops and whiteboards
- Restroom cleaning
- Vacuuming of all rooms

The principal communicates with the custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1966
Acreage	10
Square Footage	55,787
Quantity	
Permanent Classrooms	32
Portable Classrooms	0
Restrooms (sets)	4
Cafeteria	1
Library	1
Computer Lab	1
Multipurpose Room	1
Teachers Lounge	1

Deferred Maintenance

Abraham 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 2009-10 school year, Abraham Lincoln Elementary School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

Facilities Inspection

The district's maintenance department inspects Abraham Lincoln Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Abraham Lincoln Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and

facility improvement needs. The most recent school inspection took place on Wednesday, December 15, 2010. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2009-10, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Wednesday, December 15, 2010			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
✓			

Rating Description

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

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, the yard duty supervisors, the administrator, and the counselor are strategically assigned to designated entrance areas and the playground. During recess, teachers and the administrator supervise playground activity. Yard duty supervisors and the administrator monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, teachers, yard duty supervisors, and the administrator monitor student behavior to ensure a safe and orderly departure.

Abraham Lincoln Elementary School 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 Abraham Lincoln Elementary

School 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 most recent school safety plan was reviewed, updated, and discussed with school staff in November 2010.

Classroom Environment

Instructional Time

All instructional time offered at Abraham Lincoln Elementary School either meets or exceeds California's Education Code requirements. For the 2009-10 school year, Abraham Lincoln Elementary School offered 180 days of instruction comprised of 134 regular days, 9 minimum days, and 37 modified days. Minimum days were used for parent conferences, teacher planning, and teacher preparation. Modified days were used for teacher planning and teacher preparation.

The table below is a comparison of the instructional minutes offered and the state's instructional time requirements.

Instructional Minutes 2009-10		
Grade Level	Actual Minutes Offered	State Requirement
K	37,800	36,000
1-3	51,840	50,400
4-5	55,228	54,000

Discipline & Climate for Learning

Abraham Lincoln Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	ALES		
	07-08	08-09	09-10
Suspensions (#)	13	5	11
Suspensions (%)	1.77 %	0.68 %	1.52 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
	DSUSD Elementary Schools		
	07-08	08-09	09-10
Suspensions (#)	370	531	349
Suspensions (%)	2.84 %	4.07 %	2.66 %
Expulsions (#)	2	5	5
Expulsions (%)	0.02 %	0.04 %	0.04 %

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 2 days and then suspended a month later for three days is counted as two cases of suspension.

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. Calculations exclude classrooms of 50 or more students.

Abraham Lincoln Elementary School participates in the state's Class Size Reduction Program (CSR), which provides funding to reduce K-3 class sizes to 20 students or less. During the 2009-10 school year, 100% of Abraham Lincoln Elementary School's K-3 classes participated in the CSR Program. The "Percentage of K-3 Classrooms Participating in the Class Size Reduction Program" table in this report illustrates the participation rate of classrooms in the CSR by grade level.

Percentage of K-3 Classrooms Participating in the Class Size Reduction Program			
Grade	2007-08	2008-09	2009-10
K	100 %	100 %	100 %
1	100 %	100 %	100 %
2	100 %	100 %	100 %
3	100 %	100 %	100 %

Class Size Distribution Self-Contained Classes				
Grade	2007-08			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	29.8		4	
1	19.3	7		
2	17.3	7		
3	18.8	6		
4	29.3		4	
5	26.2		5	
Grade	2008-09			
	Avg. Class Size	Number of Classrooms		
K	25.3		4	
1	19.4	7		
2	18.4	7		
3	26.2		5	
4	29.8		4	
5	28.0		4	
Grade	2009-10			
	Avg. Class Size	Number of Classrooms		
K	16.0	8		
1	21.5	6		
2	24.0		5	
3	28.5		4	
4	31.3		3	1
5	29.0		4	

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Abraham Lincoln Elementary School revolve around the California State Content Standards and Frameworks. During the 2009-10 school year, Abraham Lincoln Elementary School held staff development training devoted to:

- Data Analysis
- English Language Development Instruction
- Strategic Schooling
- Technology
- Math Curriculum
- Ongoing Professional Development
- Direct Interactive Instruction Strategies
- Best Practices for English Learners
- Access to Core
- Tier Intervention Training

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. Abraham Lincoln Elementary School supports ongoing professional growth throughout the year on minimum days. Teachers met in both grade level and department level teams to conduct data analysis to identify areas of need.

Abraham 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. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2007-08	2008-09	2009-10
3	1	0

Instructional Materials

All textbooks used in the core curriculum at Abraham 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 19, 2010, the Desert Sands Unified's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 16/2010-2011 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.

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

2010-11 school year, Desert Sands Unified 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.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
History-Social Science		
2007	Harcourt, <i>Reflections</i>	0 %
Language Arts		
2003	Houghton Mifflin, <i>Houghton Mifflin Reading: A Legacy of Literacy</i>	0 %
2002	Open Court, <i>Open Court Reading</i>	0 %
Math		
2009	Houghton Mifflin Company, <i>Houghton Mifflin California Math</i>	0 %
Science		
2008	Harcourt School Publishers, <i>California Science</i>	0 %

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

Professional Staff

Counseling & Support Staff

Abraham Lincoln Elementary School provides professional, highly qualified staff that 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 Abraham 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 & Support Personnel (Nonteaching Professional Staff) 2009-10		
	No. of Staff	FTE
Counselor	1	1.0
Behavior Intervention Specialist	1	.25
Library Technician	1	1.0
Nurse	1	*
Psychologist	1	0.2
Speech/Language/Hearing Specialist	1	0.4

* as needed
FTE = Full-Time Equivalent

Teacher Assignment

During the 2009-10 school year, Abraham Lincoln Elementary School had 32 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. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-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.

Percentage of Core Classes 2009-10		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Abraham Lincoln Elementary School	100.0 %	0.0 %
District Totals		
All Schools	96.8 %	3.2 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	97.2 %	2.8 %

Teacher Credentials & Assignments				
	ALES			DSUSD
	07-08	08-09	09-10	09-10
Total Teachers	36	34	32	1312
Teachers with full credentials	36	34	32	1302
Teachers without full credentials	0	0	0	10
Teachers in alternate routes to certification	0	0	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	0	0	19
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	0	0	15

Teacher Credentials & Assignments (cont'd)		
	ALES	DSUSD
	10-11	10-11
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	4

Teacher Education Levels 2009-10		
	ALES	DSUSD
Doctorate	0.0 %	0.9 %
Master's degree plus 30 or more semester hours	10.0 %	13.7 %
Master's degree	33.3 %	33.2 %
Bachelor's degree plus 30 or more semester hours	0.0 %	0.0 %
Bachelor's degree	56.7 %	52.1 %
Less than Bachelor's degree	0.0 %	0.0 %

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: 2008-09 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2008-09		
	DSUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$42,678	\$42,377
Mid-Range Teacher Salary	\$69,129	\$67,667
Highest Teacher Salary	\$84,793	\$87,102
Superintendent Salary	\$210,000	\$223,323
Average Principal Salaries:		
Elementary School	\$107,692	\$108,894
Percentage of General Fund Expenditures for:		
Teacher Salaries	42.8%	40.2%
Administrative Salaries	3.9%	5.5%

Expenditures Per Student

For the 2008-09 school year, Desert Sands Unified spent an average of \$8,265 of total general funds to educate each student (based on 2008-09 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.)

In addition to general fund state funding, Desert Sands Unified receives state and federal categorical funding for special programs. For the 2008-09 school year, the district received categorical, special education, and support programs funds for:

- After School Learning & Safety
- Agricultural Vocational Incentive Grants
- ARRA: State Fiscal Stabilization Fund

- California Peer Assistance & Review Program for Teachers(CPARP)
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Indian Education
- Instructional Materials
- Lottery: Instructional Materials
- Partnership Academies Program
- Quality Education Investment Act
- School Community Violence Prevention Grant
- Special Education
- Teacher Recruitment/Incentives
- Title I
- Title II
- Title III
- Title IV
- Title V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education

prepare the instructional materials and school facilities sections were acquired in December 2010.

Expense of Education Per Pupil 2008-09					
	Dollars Spent per Student				
	ALES	DSUSD	% Diff. School & Dist.	State Avg., Dist.	% Diff. School & State
				Size & Type	
ADA*	706	27434	N/A	N/A	N/A
Total**	\$6,368	\$6,365	100.04	N/A	N/A
Restr.†	\$872	\$1,104	78.96	N/A	N/A
Unrestr.††	\$5,496	\$5,261	104.46	\$5,681	96.74
Avg. Teacher Salary	\$75,913	\$72,157	105.21	\$57,352	132.36

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Abraham 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 Abraham Lincoln Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Abraham Lincoln Elementary School is Palm Desert Branch Library, a branch of Riverside County Library System.

Address: 73-300 Fred Waring Dr., Palm Desert
 Phone Number: (760) 346-6552
 WebSite: <http://rivlib.com>
 Number of Computers Available: 18

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Desert Sands Unified. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to