Cupertino Union
Abraham Lincoln Elementary
2024–2025 School Accountability Report Card

SCHOOL ADMINISTRATION
Joanne Conner
Conner_Joanne@cusdk8.org

SCHOOL INFORMATION
43694196046940
21710 McClellan Rd.
Cupertino, CA 95014
(408) 252-4798
www.cusdk8.org

DISTRICT INFORMATION
Cupertino Union
1309 South Mary Ave. Ste. 150
Sunnyvale, CA 94087
(408) 252-3000

BOARD OF EDUCATION
Jerry Liu
Satheesh Madhathil
Sylvia Leong
Ava Chiao
Long Jiao

DISTRICT ADMINISTRATION
Stacy Yao,
Superintendent
yao_stacy@cusdk8.org
Allison Liner,
Deputy Superintendent,
Educational Services
Chris Jew,
Chief Business Officer
Mike Ghelber,
Associate Superintendent,
Human Resources
Mahmoud Abed,
Chief Technology Officer

SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
- Visit the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/, for more information about SARC requirements.
- Visit the CDE LCFF webpage at http://www.cde.ca.gov/fg/aa/lc/, for more information about the LCFF or LCAP.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at https://www.caschooldashboard.org.

DISTRICT STATEMENTS
MISSION STATEMENT
The Mission of the Cupertino Union School District is to provide a child-centered environment that cultivates character, fosters academic excellence, and embraces diversity. District families, communities, and staff join as partners to develop creative, exemplary learners with the skills and enthusiasm to contribute to a constantly changing global society.

DISTRICT PRIORITIES
- Priority 1: Future-Ready Learning: Support each child in developing the skills and characteristics of our CUSD Portrait of a Learner (POL) including academic content skills and our seven (7) competencies:
　*Critical Thinker
　*Effective Communicator
　*Global Contributor
　*Inclusive Collaborator
　*Inspired Creator
　*Resilient Learner
　*Wellness
- Priority 2: Community-Wide Engagement: Actively engage educational partners (students, staff, parents and community members) and build strong relationship to support the implementation of the CUSD Strategic Plan, including the Portrait of a Learner.
- Priority 3: Fiscal Responsibility: Effectively and efficiently utilize District resources, operations, and processes to maximize each student's learning.
- Priority 4: Sense of Belonging: Create a sense of belonging in the workplace so that every employee feels valued, validated and supported to actively engage in their work, fully contribute, and confidently practice well-being activities that promote connectedness and work-life harmony.

OUR FOCUS
- We will prepare students for future success - in high school, college, career, and in life - in this rapidly changing world
- We will provide personalized and challenging learning experiences, designed to help each child stretch towards their "just right" next learning step
- We will develop the whole child - social, emotional, intellectual, mental and physical well-being
- We will support student success and family engagement by building partnerships with parents and community organizations

OUR COMMITMENT AND PROMISE
- Provide Meaningful, Creative, and Innovative Curriculum and Instruction that supports student engagement and deepen student learning experiences
- Design Dynamic Learning Environments to meet the needs of all students while challenging each to develop existing skills, interests and understandings, as well as building new ones
- Attract, retain and support high quality staff who are seen as leaders and learners empowered to inspire our students
- Engage Family and Community as partners to actively support and improve the academic achievement, social and behavioral development, and health of our students
- Ensure District Communication systems are in place in order to connect our schools to our families and community, celebrate the successes of our students, staff and alumni while attracting and welcoming new families to the District
- Develop and maintain a District culture and infrastructure that ensures fiscal responsibility and places highest value on student learning
- Students will be provided and engage in learning experiences that are relevant and rigorous, personalized, and focused on the development of the whole child

OUR BELIEFS
- All children will progress, learn and thrive when provided engaging learning experiences and environments
- One size does not fit all - students learn at different paces and in different ways
- Academics are a portion of what matters to a child's success in school and in life
- When families, communities and schools work together, students are more successful and the entire community benefits

SCHOOL PROFILE
The Cupertino Union School District is the largest elementary school district in northern California. The District serves approximately 13,500 students in 17 elementary schools, one K-8 school, and five middle schools throughout the city of Cupertino and parts of the cities of Sunnyvale, San Jose, Saratoga, Los Altos, and Santa Clara.

ABOUT THE SCHOOL
Lincoln is a caring and thriving community of approximately 630 students, serving TK-5th grade students and families. It strives to offer a program balancing academic rigor and engagement, while still supporting the social emotional growth of our students. It is important that every student is known, valued and respected. Our goal is to make sure every student feels like they belong! The school values collaboration with our families and know that students are most successful when the school and community work together!

SCHOOL MISSION STATEMENT
The mission of Lincoln Elementary School is to provide a challenging educational program for every student while building a sense of positive self-worth essential to academic and social success.
Families, children, staff and community members work together to create a learning environment in which children's ethical, social, and intellectual development are interconnected and integrated into activities across our rigorous curriculum.

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2024-25	**Count**
K	117
1st	85
2nd	106
3rd	96
4th	129
5th	129
Total	662

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2024-25	**Percentage**
Female	47.70
Male	52.30
Non-Binary	
American Indian or Alaska Native	1.20
Asian	73.60
Black or African American	0.60
Filipino	1.50
Hispanic or Latino	5.10
Native Hawaiian or Pacific Islander	
White	6.20
Two or More Races	4.70
EL Students	17.70
Foster Youth	
Homeless	
Military	
Socioeconomically Disadvantaged	14.40
Migrant Education	
Students with Disabilities	6.90

CONDITIONS OF LEARNING

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

TEACHER ASSIGNMENT
The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered "ineffective" under ESSA), credentialed teachers who are assigned out-of-field (considered "out-of-field" under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.10	95.14	619.30	93.89	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.40	0.53	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	4.00	0.61	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	1.25	7.80	1.18	11,953.10	4.28
Unknown	0.80	3.57	24.90	3.79	15,831.90	5.67
Total Teaching Positions	23.20	100.00	659.60	100.00	279,044.80	100.00

Teacher Preparation and Placement						
2022-23	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.10	100.00	564.00	94.27	231,142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.33	5,566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	6.80	1.14	14,938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	6.60	1.11	11,746.90	4.23
Unknown	0.00	0.00	18.70	3.14	14,303.80	5.15
Total Teaching Positions	26.10	100.00	598.30	100.00	277,698.00	100.00

Teacher Preparation and Placement						
2023-24	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.30	96.20	576.90	93.40	230,039.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.50	0.73	6,213.80	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	3.80	9.30	1.51	16,855.00	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	8.40	1.37	12,112.80	4.34
Unknown	0.00	0.00	18.40	2.99	13,705.80	4.91
Total Teaching Positions	26.30	100.00	617.60	100.00	278,927.10	100.00

Teachers Without Credentials and Misassignments			
	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.00	1.00
Misassignments	0.00	0.00	0.00
Vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00	1.00

Credentialed Teachers Assigned Out-of-Field			
	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.20	0.00	0.00
Local Assignment Options	0.00	0.00	0.00
Total Out-of-Field Teachers	0.20	0.00	0.00

Class Assignments			
	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00	0.00

INSTRUCTIONAL MATERIALS
Cupertino Union School held a Public Hearing on September 25, 2025, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

TEXTBOOKS
The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2025-26 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: K-5th / Course: English/Language Arts-Reading / Publisher: Heinemann / Adoption: 2019 Grades: K-5th /Course: English/Language Arts- Writing / Publisher: Heinemann /Adoption: 2019	Yes Yes	0 0
Mathematics	Grades: K-5th / Course: Mathematics / Publisher: Houghton Mifflin Harcourt / Adoption: 2015	Yes	0
History / Social Science	Grades: K-5th / Course: History/Social Science / Publisher: Teachers Curriculum Institutes (TCI) / Adoption: 2023	Yes	0
Science	Grades: K-2nd/Course: Science / Publisher: Elevate Science by Accelerate Learning / Adoption: 2020 Grades: 3rd-5th / Course: Science / Publisher: STEMscopes by Accelerate Learning / Adoption: 2024	Yes Yes	0 0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	Grades: 5th / Course: Health / Publisher: Positive Prevention Plus / Adoption: 2019	Yes	0

SCHOOL FACILITIES
Lincoln Elementary is a beautiful school comprised of a kindergarten area, library media center, computer lab, large multipurpose room, 31 classrooms, and three rooms for ELOP and YMCA child care. The school also enjoys a spacious playground with three built in play equipment sets, two covered eating areas, a reading garden, as well as a grassy field for running, sports, and games. Lincoln was modernized during the 2019-20 school year. The work done focused on student areas for highest impact. Classrooms received new paint, carpeting and casework. Bathrooms were updated with new tiles, fixtures and plumbing. We are very proud of our beautiful school! In 2025-2026, solar panels were installed on our field and in our staff parking lot to offset energy costs and contribute to more green solutions.
Campus Supervision & Safety
The Cupertino Union School District, all schools, and staff are dedicated to ensuring the safety of all students when attending school. Before school, during recess and lunch, students are monitored by school staff. When students are dismissed for the day, teachers and other school staff monitor the student pickup areas. During school hours, all visitors must sign in at the front office, show photo identification, and wear identification badges while on campus. In 2025-2026, fences were installed throughout campus so that during the school day, visitors cannot enter campus without going through the office to get a visitor pass.
Cleaning Process
The Principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. In the evenings and during the day, custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Cupertino Union School District to ensure that all classrooms and facilities are maintained to a degree of adequacy.
Maintenance and Repair
District maintenance staff ensure that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs.

FACILITY INSPECTION RESULTS
The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2025-26 School Facility Inspection Summary	
Date of Last Inspection:	11/12/2025
Data Collected:	NOVEMBER 2025
Overall Summary of School Facility Conditions:	FAIR

School Facility Inspection Results		
Category	**Rating**	**Repair Needed and Action Taken or Planned**
SYSTEMS: Gas Leaks, Mechanical/ HVAC, Sewer	GOOD	BOYS REST ROOM: 2. EXHAUST FAN IS NOT WORKING.
INTERIOR: Interior Surfaces	FAIR	30: 4. BACK PACK HOOK IS BROKEN. 30, MPR: 4. CARPET IS TORN. STORAGE/ WATER HEATER, MUSIC ROOM: 4. CEILING TILE HAS A WATER STAIN. 1: 4. CEILING TILE IS MISSING (STORAGE CLOSET). 24: 4. CEILING TILE IS TORN. 18: 4. CEILING TILES ARE LOOSE/WRONG SIZE. TEACHER'S WORKROOM: 4. CEILING TILES HAVE WATER STAINS. MPR: 4. FLOOR TILE IS BROKEN AT ENTRY. 28: 4. WATER DAMAGE TO SINK CABINET AND COUNTERTOP.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	FAIR	7: 5. CLOSET IS CLUTTERED. 2: 5. COUNTERTOP SPACE IS OVERLY CLUTTERED. BALL CLOSET, ELECTRICAL/ STORAGE: 5. LADDER IS UNSECURED. 7, 13: 5. PAPER CUTTER IS UNABLE TO BE SECURED. 8: 5. STORAGE CLOSET IS CLUTTERED. 12, 13, 14: 5. STORAGE CLOSET IS OVERLY CLUTTERED. 3, 6: 5. STORAGE ROOM IS OVERLY CLUTTERED. 1: 5. STORAGE ROOMS ARE OVERLY CLUTTERED. 1, 5, 6, 8, 11, 13, 14, 21, 22, 24, 25, 26, 29, STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.
ELECTRICAL: Electrical	POOR	33: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED AND PANEL IS HIDDEN. 32, BALL CLOSET, DISASTER SUPPLY 2, DISASTER SUPPLY 3, DISASTER SUPPLY 4, ELECTRICAL, STORAGE, STORAGE, STORAGE: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 2: 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 15: 7. ELECTRICAL CONDUIT IS LOOSE FROM CEILING. 13: 7. ELECTRICAL COVER IS MISSING. 1, 17, 18, 22: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 33: 7. EXTENSION CORDS AND SURGE PROTECTOR ARE DAISY CHAINED. UNISEX REST ROOM: 7. LIGHT DIFFUSER IS MISSING. 29: 7. OUTLET EXTENDER IS PRESENT. 21: 7. SECTION OF ELECTRICAL CONDUIT IS LOOSE. PRINCIPAL, 29: 7. SURGE PROTECTORS ARE DAISY CHAINED.
RESTROOMS/ FOUNTAINS: Restrooms, Sinks/ Fountains	POOR	OFFICE, GIRLS REST ROOM, GIRLS REST ROOM, GIRLS REST ROOM, GIRLS REST ROOM, GIRLS REST ROOM, UNISEX REST ROOM, UNISEX REST ROOM, UNISEX REST ROOM, UNISEX REST ROOM, UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. MENSTRUAL NOTICE NOT POSTED IN RR. UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. MENSTRUAL NOTICE NOT ADEQUATE IN RR. BOYS REST ROOM: 8. ONE TOILET LEAKS AT FITTING. BOYS REST ROOM, BOYS REST ROOM, GIRLS REST ROOM: 8. REST ROOM IS LOCKED DURING SCHOOL HOURS. GIRLS REST ROOM: 8. TOILET PAPER DISPENSERS ARE UNSTOCKED. 28: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 14: 9. DRINKING FOUNTAIN HAS A DRIP. 22: 9. DRINKING FOUNTAIN HAS A LOW FLOW. GIRLS REST ROOM: 9. EXTERIOR DRINKING FOUNTAIN HAS A LEAK. 17, UNISEX REST ROOM, UNISEX REST ROOM: 9. FAUCET HAS A LOW FLOW. 31: 9. FAUCET LEAKS AT HANDLE. BOYS REST ROOM: 9. ONE EXTERIOR DRINKING FOUNTAIN BASIN IS NOT DRAINING PROPERLY. GIRLS REST ROOM: 9. ONE FAUCET HAS A LOW FLOW. BOYS REST ROOM, GIRLS REST ROOM: 9. SINK CAP IS MISSING.
SAFETY: Fire Safety, Hazardous Materials	POOR	7, 13, GLC 920, SPEECH 16A/ GROUP INSTRUCTION: 10. EVACUATION MAP IS NOT POSTED (SITE MAP). 1, 4, 6, 8, 9, 10, 17, 25, 29, MPR: 10. EVACUATION MAP IS NOT POSTED. 8: 10. EXIT IS BLOCKED. 4, 16: 10. FIRE EXTINGUISHER HOSE STRAP IS MISSING. 17: 10. FIRE EXTINGUISHER NEEDS TO BE RECHARGED. 14: 10. INGRESS/EGRESS IS BLOCKED AT EXIT. 1, 13: 10. INGRESS/EGRESS IS PARTIALLY BLOCKED. STORAGE: 10. NO ACCESS (KEY). CIRCUIT CITY: 10. NO ACCESS. MUSIC ROOM: 10. NO ROOM ID. 1, 22, 29: 10. PLUG IN AIR FRESHENER. 8A: 10. TEMPORARY ROOM ID IS BEING PERMANENTLY USED. 26, 27, 28: 10. WILLIAMS NOTICE NOT POSTED. UNISEX REST ROOM: 11. CHEMICALS ARE UNIDENTIFIED. ELECTRICAL/ STORAGE: 11. DOOR LEFT UNLOCKED AND UNATTENDED PROVIDING CHILDREN ACCESS TO CHEMICALS. 1, 2, 6, 10, 12, 14, 15, 20, 22, 23, 24, 26, 29, 32, 33: 11. IMPROPERLY STORED CLEANING SUPPLIES. OFFICE: 11. PAINT IS PEELING ON DOOR. 8, 13, 17, 19, DISASTER SUPPLY 2, GIRLS REST ROOM, GIRLS REST ROOM: 11. PAINT IS PEELING ON EXTERIOR WALL. 18, 19, 22: 11. PAINT IS PEELING ON GUTTER DOWN SPOUT. GLC 920: 11. PAINT IS PEELING ON INTERIOR WALL. 28: 11. PAINT IS PEELING ON RAMP RAILING. 22, 23: 11. PAINT IS PEELING ON STAIRWELL RAILING. 18, 20, 24, 26, MPR: 11. PAINT IS PEELING ON THE DOOR. GIRLS REST ROOM: 11. PAINT IS PEELING ON WINDOW FRAME. MPR: 11. PAINT IS PEELING ON WINDOW FRAMES. NURSE, STORAGE: 11. PAINT IS PEELING ON WINDOW. BOYS REST ROOM: 11. PAINT IS PEELING ON EXTERIOR WALL.
STRUCTURAL: Structural Damage, Roofs	GOOD	28: 12. DRY ROT ON SIDING. MPR: 12. DRY ROT ON WINDOW FRAMES. 15: 12. HOLE IN COVERED WALKWAY. ADMIN: 13. GUTTER HAS A LEAK. 25: 13. HOLES IN GUTTER DOWNSPOUT.
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	GOOD	31, 33: 14. HOLES ARE RUSTED THROUGH RAMP. 1: 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. 24, 26: 14. TRIP HAZARD ON WALKWAY AT ASPHALT/CEMENT SEAM. PLAY COURTS: 14. TRIP HAZARDS THROUGHOUT. 14: 15. DOOR CLOSER COVER IS MISSING.

PUPIL ACHIEVEMENT AND OUTCOMES
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English Language Arts/Literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS
The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at https://www.https://caaspp-elpac.ets.org/caaspp/. The CAASPP System consists of the following assessments:
- Smarter Balanced English Language Arts/Literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments
Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS
The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject									
	School			District			State		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
English Language Arts/Literacy (Grades 3-8 and 11)	88	86	82	83	83	82	46	47	48
Mathematics (Grades 3-8 and 11)	89	87	90	84	84	84	34	35	37
Science (Grades 5, 8, and 10)	73	78	73	76	77	75	30	31	32

Assessment Results by Student Group - English Language Arts					
2024-25	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded Standard**
All Students	357	348	97.48	2.52	81.90
Male	185	180	97.30	2.70	81.67
Female	172	168	97.67	2.33	82.14
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	267	259	97.00	3.00	84.94
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	17	16	94.12	5.88	31.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	18	18	100.00	0.00	66.67
Two or More Races	41	41	100.00	0.00	87.80
EL Students	56	48	85.71	14.29	37.50
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	53	50	94.34	5.66	64.00
Migrant Education	0	0	0	0	0
Students with Disabilities	30	30	100.00	0.00	60.00

Assessment Results by Student Group - Mathematics					
2024-25	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded Standard**
All Students	357	357	100.00	0.00	90.17
Male	185	185	100.00	0.00	92.39
Female	172	172	100.00	0.00	87.79
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	267	267	100.00	0.00	94.74
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	17	17	100.00	0.00	35.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	18	18	100.00	0.00	83.33
Two or More Races	41	41	100.00	0.00	90.24
EL Students	56	56	100.00	0.00	67.27
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	53	53	100.00	0.00	69.81
Migrant Education	0	0	0	0	0
Students with Disabilities	30	30	100.00	0.00	66.67

Assessment Results by Student Group - Science					
2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	131	131	100.00	0.00	73.28
Male	66	66	100.00	0.00	74.24
Female	65	65	100.00	0.00	72.31
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	103	103	100.00	0.00	73.79
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	83.33
EL Students	23	23	100.00	0.00	30.43
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	23	23	100.00	0.00	56.52
Migrant Education	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

OTHER OUTCOMES
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):
- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT
In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.
The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

2024-25 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5th	100	100	100	100	100

PUPIL ENGAGEMENT
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM
Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)			
2024-25	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	704	693	44	6.3
Female	339	332	17	5.1
Male	365	361	27	7.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	518	510	22	4.3
Black or African American	--	--	--	--
Filipino	11	11	1	9.1
Hispanic or Latino	39	38	6	15.8
Native Hawaiian or Pacific Islander	--	--	--	--
White	42	41	1	2.4
Two or More Races	32	32	5	15.6
EL Students	142	139	9	6.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Military	--	--	--	--
Socioeconomically Disadvantaged	103	103	11	10.7
Migrant Education	--	--	--	--
Students with Disabilities	57	57	7	12.3

PARENT ENGAGEMENT
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

PARENT INVOLVEMENT
The Lincoln PTA is a thriving organization that oversees many activities throughout the year which provide parents with the opportunity to be involved within the school community. Family events are planned through the PTA to encourage opportunities for parents and their children to learn together and have fun as a family. Lincoln has a website that contains all the events and activities, as well as other information regarding the school. The website is updated regularly by our web master. Parents are encouraged to participate in school activities, to volunteer in various ways, to serve on committees, to act as yard duty supervisors, and to chaperone field trips. Our PTA offers many opportunities for parents to become involved and serve the school, including: Book Fair, Project Cornerstone ABC Program, STEAM Fair, Lego Club, Chill room, Ice Cream Social, New Parent Liaison, Reflections (art), Student Programs, Teacher Appreciation Week, Volunteer Coordinator, and Yearbook. In addition to PTA, parent involvement is sought through our School Site Council (SSC) and English Language Advisory Committee (ELAC) and the Lincoln Education Endowment Foundation (LEEF). We are very grateful for the many hours our parents give to our classroom teachers and school community to make Lincoln Elementary a fun place to be, as well as a strong learning community. For additional information about organized opportunities for parent involvement at Lincoln Elementary, please contact the school at (408) 252-4798.

SCHOOL CLIMATE
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SUSPENSIONS AND EXPULSIONS
The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
School	0.00	0.00	0.57	0.00	0.00	0.00
District	0.56	0.73	0.71	0.01	0.00	0.00
State	3.60	3.28	2.94	0.08	0.07	0.06

Suspension & Expulsion Rates by Student Group		
2024-25	Suspensions	Expulsions
All Students	0.57	0.00
Female	0.00	0.00
Male	1.10	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.58	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	0.00	0.00
Two or More Races	3.13	0.00
EL Students	0.70	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	1.94	0.00
Migrant Education	0.00	0.00
Students with Disabilities	1.75	0.00

SCHOOL SAFETY
The safety of students and staff is a top priority for the Cupertino Union School District. With many parents and community members visiting the campus to volunteer and engage in school events, we maintain a secure environment by requiring all visitors to check in at the school office and obtain a visitor's badge. Upon departure, visitors must return to the office to sign out. Additionally, designated staff members supervise students and school grounds— including the cafeteria and recreation areas— during lunch, recess, and before and after school, ensuring a safe and orderly atmosphere for everyone.

The Comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. Fire drills are conducted on a monthly basis throughout the school year and intruder/lock-down drills are held annually.

The school evaluates the plan annually and updates it as needed. Plans are approved annually by March 1st. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff in the fall, at the start of each school year. The last review was in August 2025. An updated copy of the plan is available to the public at the school office.

OTHER SARC INFORMATION
The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

ACADEMIC COUNSELOR TO PUPIL RATIO
The chart displays the ratio of pupils to academic counselor at the school.

2024-25 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	662

AVAILABLE COUNSELING AND SUPPORT STAFF
The chart displays the support staff available to students at the school. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling and Support Staff	
2024-25	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	1.2
Other	

CLASS SIZE DISTRIBUTION
The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.
*Please note that the "Other" category may display data for multi-grade level classes.

	Class Size Distribution By Grade											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	23	24	25	23	24	25	23	24	25	23	24	25
K	20	21	23	1	1	0	4	3	6	0	0	0
1st	21	23	21	1	0	2	3	4	6	0	0	0
2nd	28	24	21	0	0	2	4	8	8	1	0	0
3rd	22	24	24	0	0	0	5	10	8	0	0	0
4th	31	29	26	0	0	3	12	12	12	0	0	0
5th	31	31	26	0	0	3	12	12	13	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0

DISTRICT REVENUE SOURCES
In addition to general state funding, the Cupertino Union School District receives state and federal funding for the following categorical funds and other support programs:
FEDERAL FUNDS
- Title I
- Title II Part A-Teacher Quality, Technology, & Administrator Training
- Title III LEP and Title III IMM
- Title IV
- Title V
- IDEA
STATE FUNDS
- ELOP
- Prop 28 Art & Music
- CCSPP
- UPK
- Mandate Block Grant
- Mental Health
- Lottery - Proposition 20

SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

2023-24 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 8,240.00
School: From Supplemental/Restricted Sources	$ 460.00
School: From Basic/Unrestricted Sources	$ 7,780.00
District: From Basic/Unrestricted Sources	$ 8,400.00
Percentage of Variation between School & District	-7.38 %
State: From Basic/Unrestricted Sources	$ 11,146.18
Percentage of Variation between School & State	-30.20 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2023-24 Average Salary Information	District	State
Beginning Teachers	$ 75,515.00	$ 61,596.88
Mid-Range Teachers	$ 111,002.00	$ 98,902.37
Highest Teachers	$ 143,195.00	$ 126,339.83
Elementary School Principals	$ 195,839.00	$ 158,382.71
Middle School Principals	$ 191,214.00	$ 165,207.00
High School Principals	$ 0.00	$ 162,237.00
Superintendent	$ 360,329.00	$ 288,331.69
Teacher Salaries	35.34 %	31.29 %
Administrative Salaries	6.46 %	5.38 %

SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2023-24 Average Teacher Salary	
School	$ 121,690.00
District	$ 112,901.00
Percentage of Variation between School & District	7.78 %
All Similar School Districts	$ 101,700.00
Percentage of Variation between School & State	19.66 %

PROFESSIONAL DEVELOPMENT DAYS OFFERED
The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2023-24	2024-25	2025-26
Number of Professional Development Days	78	103	96

PROFESSIONAL DEVELOPMENT
Staff members build teaching skills by participating in conferences and workshops, as well as in-house professional development sessions. The District annually dedicates three days exclusively to the professional development of school site staff. Professional learning time also is set aside on site meeting calendars throughout the school year. The District continuously offers additional professional development opportunities to staff throughout the school year and during the summer.
Recent topics for staff development include but are not limited to:
   * Portrait of a Learner & Future-Ready Learning
   * Collaborative planning teams to support ELA, Math and TK
   * Parent Square communication tools
   * PBIS, SEL and Behavior Management
   * Phonics and structured literacy
   * Curriculum support in English Language Development, Intervention, Science, TK Math, and World Languages
   * Artificial Intelligence and innovative teaching practices
   * Art for Belonging
   * Math Workshop
   * Special Education - Best practices and tools

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS
For additional research materials and Internet availability, students are encouraged to visit libraries of the Santa Clara County Library District, which contain numerous computer workstations.