

Executive Summary School Accountability Report Card, 2010–11

Lincoln Elementary

Address:	11031 State St., Lynwood, CA, 90262-2454	Phone:	(310) 603-1518
Principal:	Geraldine Rescinito, Principal	Grade Span:	K-5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Lincoln Elementary School has an ongoing tradition of academic excellence. We celebrate all cultures and languages. The school population consists of students, faculty and staff with rich multicultural and ethnically diverse backgrounds. The students, parents, staff and community work together to ensure success for all students.

Our mission at Lincoln is to challenge, inspire and support our students to prepare them for college and career. Together the staff and community of Lincoln Elementary School are dedicated to provide a safe environment, a powerful engaging curriculum, emphasizing high standards that will empower all students to become motivated, successful and lifelong learners.

Our faculty and staff at Lincoln believe all students have the opportunity to have a positive experience in their education so that they become successful and significant members of the world in which they live.

Our staff is dedicated to the academic success of our students. We are fortunate to have many experienced and knowledgeable teachers eager to make a difference for our students. Lincoln Elementary provides comprehensive instructional programs that are student centered focusing on the student holistically.

Lincoln Elementary School prides itself in involving the parents and community members in every aspect of our school. We are very proud of our fine traditions and school pride at Lincoln Elementary School.

Geraldine Rescinito, Principal

Student Enrollment

Group	Enrollment
Number of students	581
Black or African American	0.9%
American Indian or Alaska Native	0.0%
Asian	0.2%
Filipino	0.0%
Hispanic or Latino	97.9%
Native Hawaiian or Pacific Islander	0.0%
White	0.0%
Two or More Races	0.0%
Socioeconomically Disadvantaged	94.3%
English Learners	74.5%
Students with Disabilities	2.1%

Teachers

Indicator	Teachers
Teachers with full credential	20
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	45%
Mathematics	51%
Science	44%
History-Social Science	0%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	766
Statewide Rank (from 2010 Base API Report)	6
Met All 2011 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 9 of 17
2011–12 Program Improvement Status (PI Year)	

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

Los Angeles County inspected the campus November, 2011. At that time there were no apparent problems in the overall rating of the school. Areas that were inspected were gas, HVAC and sewer systems, interior surfaces, overall cleanliness, electrical components, restrooms/fountains and fire safety as well as hazardous materials. There was and continues to be no structural damage or playground damage.

Repairs Needed

An informational site inspection took place in November 2011. From that inspection the District cleaned two classrooms due to odor and placed new filters.

Corrective Actions Taken or Planned

Appropriate action was taken.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	LEA Provided
Mathematics	LEA Provided
Science	LEA Provided
History-Social Science	LEA Provided
Foreign Language	LEA Provided
Health	LEA Provided
Visual and Performing Arts	LEA Provided
Science Laboratory Equipment (grades 9-12)	LEA Provided

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	3,506
District	3.401
State	\$5,455

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	Lincoln Elementary	District Name	Lynwood Unified
Street	11031 State St.	Phone Number	(310) 886-1600
City, State, Zip	Lynwood, CA, 90262-2454	Web Site	www.lynwood.k12.ca.us
Phone Number	(310) 603-1518	Superintendent	Edward Velasquez
Principal	Geraldine Rescinito, Principal	E-mail Address	evelasquez@lynwood.k12.ca.us
E-mail Address	jrescinto@lynwood.k12.ca.us	CDS Code	19647746020242

School Description and Mission Statement (School Year 2010–11)

Our Mission at Lincoln is to challenge, inspire and support our students in the world they live in.

Opportunities for Parental Involvement (School Year 2010–11)

Lincoln has a high level of parent and community support. Many of our parents volunteer in classrooms, attend regular parent information & educational meetings and support for instructional program. In addition to their ongoing fundraising, the Lincoln Elementary PTA subsidizes uniforms for low-income students and provides resources for student activities, recognition, and awards. Lincoln is committed to working collaboratively with parents and the surrounding community to bring about progress and student success.

Parents have a variety of opportunities to be involved. Communication with parents and community members occurs through Tele-parent, Lincoln newsletter, Lincoln marquee, District communiqué and school flyers. There are monthly parent meetings such as SSC, SAC, ELAC and PTA.

Our community worker also runs a program for parents who want to volunteer on campus. If you are interested in being a volunteer, you may call Maria Davis at 310) 603-1518.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	96	Grade 8	0

Grade 1	97	Ungraded Elementary	0
Grade 2	91	Grade 9	0
Grade 3	88	Grade 10	0
Grade 4	112	Grade 11	0
Grade 5	97	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	581

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	0.9%
American Indian or Alaska Native	0.0%
Asian	0.2%
Filipino	0.0%
Hispanic or Latino	97.9%
Native Hawaiian or Pacific Islander	0.0%
White	0.0%
Two or More Races	0.0%
Socioeconomically Disadvantaged	94.3%
English Learners	74.5%
Students with Disabilities	2.1%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	5	0	0	24	0	4	0	30.7	0	3	0
1	18	6	0	0	24	0	4	0	30.0	0	3	0
2	19	6	0	0	21	1	3	0	29.0	0	3	0
3	20	4	0	0	30	2	3	0	29.0	0	2	0
4	31	0	4	0	31	0	3	0	30.5	0	4	0
5	30	0	3	0	29	0	4	0	32.3	0	1	2
6												
Other												

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

III. School Climate

School Safety Plan (School Year 2010–11)

Safety of students and staff is a primary concern of Lincoln Elementary. Administrators and teachers regularly monitor the campus. Students are supervised at all times. In the mornings, there are two drop off areas that have campus monitors supervision. Parents drop off their children. Adults are not allowed to enter through the same gate as children. All adults must report to the office.

In October 2011, a security door was installed in the front of the school with a television to view all visitors to the school. Visitors must report to the office and receive a visitor's pass. No adults are given permission to randomly walk the campus.

The school safety plan is revised every spring by the Safe School Committee and School Site Council. The key elements outlined in the plan include disaster preparedness response procedures. Other safety procedures reviewed with the staff are:

1. child abuse reporting procedures
2. sexual harassment policy
3. teacher notification of dangerous pupils procedures
4. suspension and expulsion policies
5. discipline policies

- The school is in compliance with the laws, rules and regulations pertaining to hazardous materials and state earthquake standards.

Suspensions and Expulsions

Rate*	School 2008-09	School 2009-10	School 2010-11	District 2008-09	District 2009-10	District 2010-11
Suspensions	6.06%	5.14%	1.89%	9.06%	12.63%	9.14%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.03%	0.21%

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

There are no major planned improvements at this time. However, as smaller repairs arise worker orders are completed in collaboration with the District Service Center on an as needed basis.

School Facility Good Repair Status (School Year 2011-12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation			X		
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/Fountains			X		
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating		X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008-09	School 2009-10	School 2010-11	District 2010-11
With Full Credential	30	30	0	
Without Full Credential	1	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	5	0	0
Vacant Teacher Positions	0	0	0

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

* *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
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This School	100%	
All Schools in District	100%	
High-Poverty Schools in District	100%	
Low-Poverty Schools in District	N/A	

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	Mental Health Collaborative	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	.50	
Psychologist	.20	
Social Worker	Mental Health Collaborative 2 days per week	
Nurse	Health Tech . 50	
Speech/Language/Hearing Specialist	Outside provider .40	
Resource Specialist (non-teaching)	.20	
Other	N/A	

Note: Cells shaded in black do not require data.

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 2011

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Open Court, SRA McGraw-Hill	2002	0
Mathematics	CA Math – Macmillan McGraw-Hill	2009	0
Science	CA Science – Grades K-5 Macmillan McGraw-Hill	2008	0
History-Social Science	History-Social Science for CA Scott Foresman	2006	0
Foreign Language	N/A	N/A	N/A
Health	LEA Provided	LEA Provided	LEA Provided
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	6,261	2,755	3,506	63
District			3,401	\$63,917
Percent Difference –			2.9%	0

School Site and District				
State			\$5,455	\$67,667
Percent Difference – School Site and State			55%	5.5%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a 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>.

Types of Services Funded (Fiscal Year 2010–11)

At Lincoln Elementary School, the types of services and supplemental expenditures focus on the English/Language Arts Program and/or Math. All monies are used to increase student achievement in these two areas. Examples of activities to foster students are but not limited to:

1. after-school intervention
2. literacy night for parents
3. professional development
4. supplementary materials for instructional differentiation

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,084	\$41,035
Mid-Range Teacher Salary	\$68,689	\$65,412
Highest Teacher Salary	\$79,999	\$84,837
Average Principal Salary (Elementary)	\$105,370	\$106,217
Average Principal Salary (Middle)	\$106,889	\$111,763

Average Principal Salary (High)	\$115,189	\$121,538
Superintendent Salary	NA	\$197,275
Percent of Budget for Teacher Salaries	36.00%	39.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	44%	54%	45%	32%	35%	35%	50%	52%	54%
Mathematics	57%	65%	51%	32%	33%	32%	46%	48%	50%
Science	32%	50%	44%	28%	32%	32%	50%	53%	56%
History-Social Science	0%	0%	0%	20%	25%	22%	41%	44%	48%

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

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	35%	32%	32%	22%
All Students at the School	45%	51%	44%	0%
Male	43%	54%	55%	0%
Female	47%	48%	30%	0%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native				
Asian	0%	0%	0%	0%
Filipino				

Hispanic or Latino	45%	51%	42%	0%
Native Hawaiian or Pacific Islander				
White	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	45%	51%	43%	0%
English Learners	28%	45%	13%	0%
Students with Disabilities	54%	38%	0%	0%
Students Receiving Migrant Education Services				

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

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.50%	17.00%	13.20%
7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

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

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school’s statewide and similar schools’ API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	7	4	6
Similar Schools	10	6	10

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	-57	51	-42
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-58	53	-42
Native Hawaiian or Pacific Islander			
White			
Two or More Races	N/D		

Socioeconomically Disadvantaged	-57	51	-42
English Learners	-56	59	-39
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	375	766	11,429	689	4,683,676	778
Black or African American	4		610	641	317,856	696
American Indian or Alaska Native	0		3		33,774	733
Asian	1		15	765	398,869	898
Filipino	0		8		123,245	859
Hispanic or Latino	362	767	10,706	692	2,406,749	729
Native Hawaiian or Pacific Islander	0		25	651	26,953	764
White	6		39	665	1,258,831	845
Two or More Races	0		3		76,766	836
Socioeconomically Disadvantaged	359	766	10,494	692	2,731,843	726
English Learners	288	761	7,339	657	1,521,844	707
Students with Disabilities	13	754	888	509	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	No
Met Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web page*: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		16

Percent of Schools Currently in Program Improvement

80.0%

Note: Cells shaded in black do not require data.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Abraham Lincoln Elementary school participated in a week long Curriculum Institute for each grade level in grade K-5. This took place during the months of March – June 2011. During this time, standardized test scores in English/Language Arts were analyzed, action plans were created based upon that data, goals were established and timelines were created to support those goals. Additionally, Summer Institutes were offered to teachers for one week to assist them in carrying out those action plans. The focus of the institutes was differentiation of instruction to meet the needs of all students to increase student achievement.

Throughout the year (every 20 days) students are assessed based upon common assessments created at each school site. Once assessments have been scored, teachers analyze the results of those assessments through a data reflection process. This process helps teachers make changes to their daily instruction to better meet the needs of the students who are underperforming, overachieving, or maintaining a steady progress.

For the 2012 school year, the same process will begin in March but the analysis with focus on Mathematics.

Lincoln Elementary School also has concurrent professional development that is site specific during Wednesday staff meetings. Such topics include but are not limited to:

- 1. Cultural responsiveness**
- 2. Literature Circles**
- 3. Marzano's vocabulary development**
- 4. Reciprocal teaching**
- 5. Guided Reading strategies**
- 6. Goal setting**
- 7. Fluency (APE)**

Individual demonstrations lessons are provided in the classrooms as well.

Lincoln Elementary

School Accountability Report Card, 2010-2011

Lynwood Unified

Provided by the Ed-Data Partnership

For more information visit www.ed-data.org