

# Lincoln Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

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. 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.

- 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/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

### Mr. Jeffrey Winckler, Principal

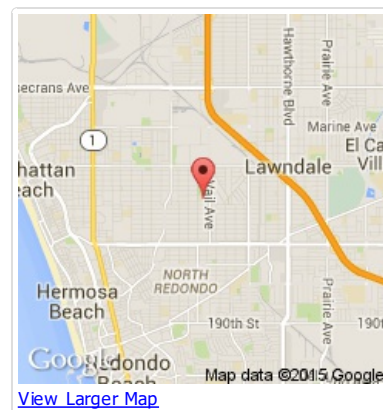
Principal, Lincoln Elementary

## About Our School

## Contact

2223 Plant Ave.  
Redondo Beach, CA  
90278-2013

Phone: 310-798-8646  
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[View Larger Map](#)

## About This School

### Contact Information - Most Recent Year

School	
<b>School Name</b>	Lincoln Elementary
<b>Street</b>	2223 Plant Ave.
<b>City, State, Zip</b>	Redondo Beach, Ca, 90278-2013
<b>Phone Number</b>	310-798-8646
<b>Principal</b>	Mr. Jeffrey Winckler, Principal
<b>E-mail Address</b>	<a href="mailto:jwickler@rbusd.org">jwickler@rbusd.org</a>
<b>Web Site</b>	<a href="http://lincoln.rbusd.org">http://lincoln.rbusd.org</a>
<b>County-District-School (CDS) Code</b>	19753416022107

District	
<b>District Name</b>	Redondo Beach Unified
<b>Phone Number</b>	(310) 379-5449
<b>Web Site</b>	<a href="http://www.rbusd.org">http://www.rbusd.org</a>
<b>Superintendent First Name</b>	Steven
<b>Superintendent Last Name</b>	Keller
<b>E-mail Address</b>	<a href="mailto:skeller@rbusd.org">skeller@rbusd.org</a>

*Last updated: 1/16/2015*

### School Description and Mission Statement (Most Recent Year)

Description of School: Founded in 1947, Lincoln School is located in North Redondo Beach and is the school that is the furthest north within RBUSD. Lincoln is comprised of students from very diverse social, economic, linguistic and cultural backgrounds. Lincoln School serves a student population of approximately 575 kindergarteners through 5th graders.

Lincoln School is staffed by a host of exceptionally talented and dedicated professionals. All of the teaching staff is considered "Highly Qualified" by the federal "No Child Left Behind" requirements and all teachers are fully credentialed. Our general education staff and student body is supported by two full time Learning Center teachers and three Special Day Class teachers. In addition, Lincoln has a full time Speech and Language teacher, a part time counselor and School Psychologist.

The school maintains a partnership with Beach Cities Health District who funds the Live Well Kids Program. Live Wells Kids trains parent volunteers to create lessons that focus on healthy living. Students plant healthy foods in the school garden and learn about healthy eating habits from nutrition lessons.

Additionally, students in grades one and two participate in a visual and performing arts put on by the Music Center while third and fourth graders participate in weekly choral music instruction and participate in winter and spring concerts. Fifth grades students have the option to participate in an instrumental band program. Fifth grade students also attend a sleep away science camp where they learn fifth grade science standards in an outdoor school environment.

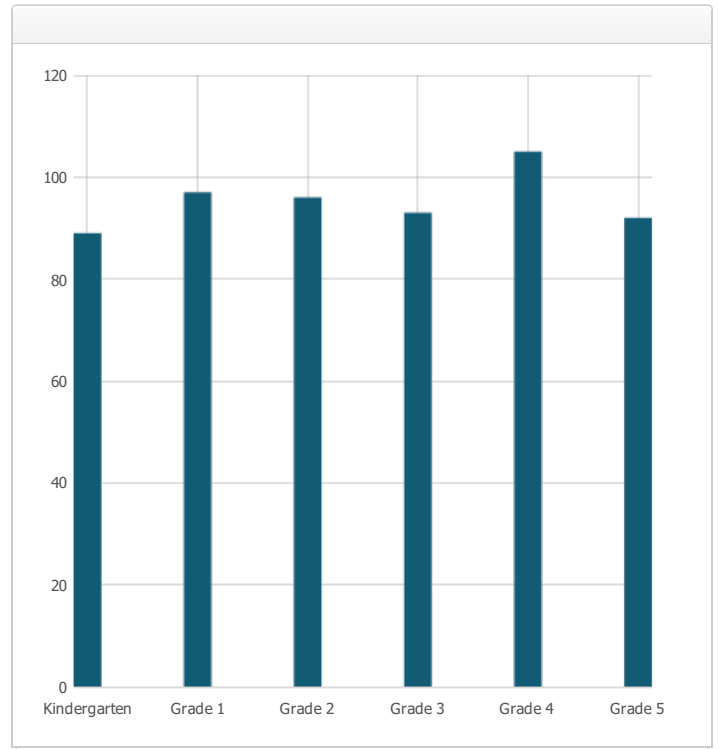
The staff works as a team to create an environment where mutual respect informs and promotes healthy collaboration as well as individual thinking. Our goal is to help our community see the value of learning from one another as we all share the common goal of contributing to a better tomorrow. We value tenacity, perseverance, being open minded and we focus on teaching students how to make connections between what they study in school and the challenges they will encounter in the real world. This learning extends beyond the pages of a textbook. Beginning in the primary grades, the teachers reinforce scholarly habits to empower students: they give them the tools to solve problems successfully and think independently.

Our mission is to partner with the students and parents commits to provide rigorous academics, core virtues, the arts and athletics which empower students to develop their potential, create responsible citizens and inspire students to become lifelong learners and problems solvers in a caring, supportive and diverse environment

*Last updated: 1/16/2015*

### Student Enrollment by Grade Level (School Year 2013-14)

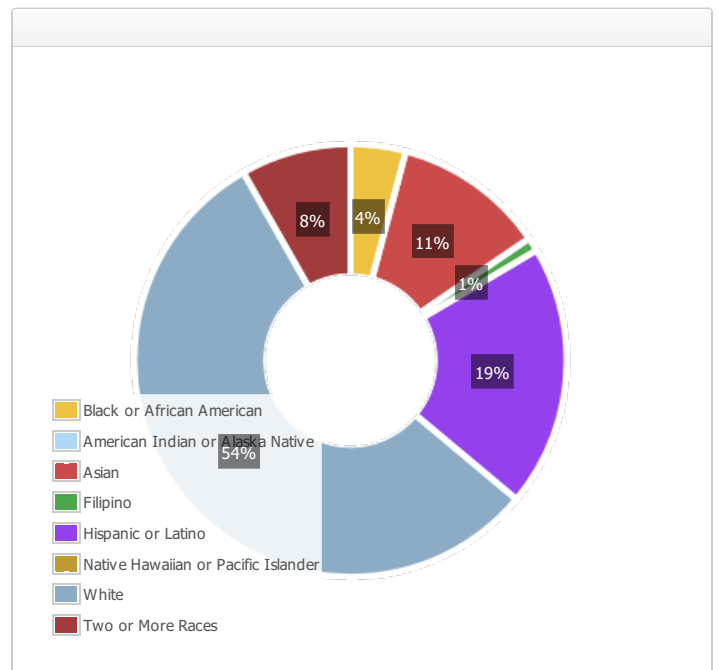
Grade Level	Number of Students
Kindergarten	89
Grade 1	97
Grade 2	96
Grade 3	93
Grade 4	105
Grade 5	92
<b>Total Enrollment</b>	<b>572</b>



Last updated: 1/16/2015

### Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	4.4
American Indian or Alaska Native	0.5
Asian	11.9
Filipino	1.4
Hispanic or Latino	19.2
Native Hawaiian or Pacific Islander	0.2
White	54.4
Two or More Races	8.0
Socioeconomically Disadvantaged	15.9
English Learners	5.8
Students with Disabilities	13.8



Last updated: 1/16/2015

## A. Conditions of Learning

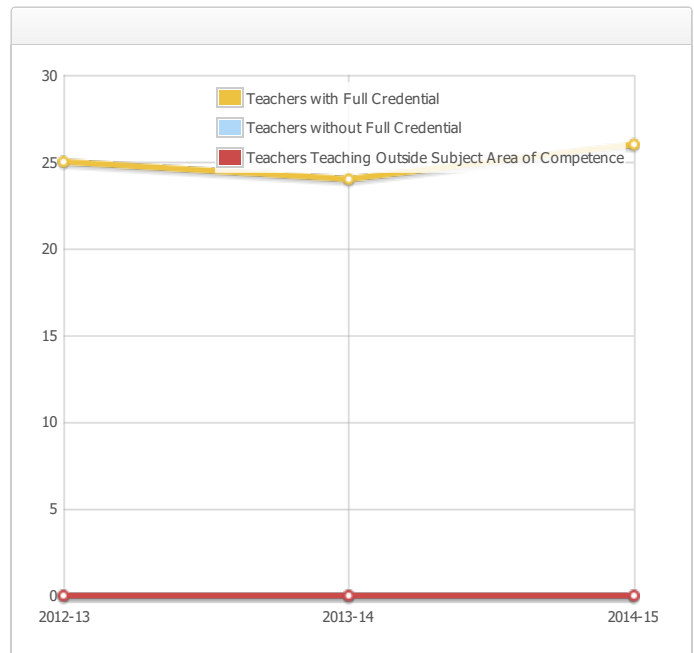
### State Priority: Basic

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 Credentials

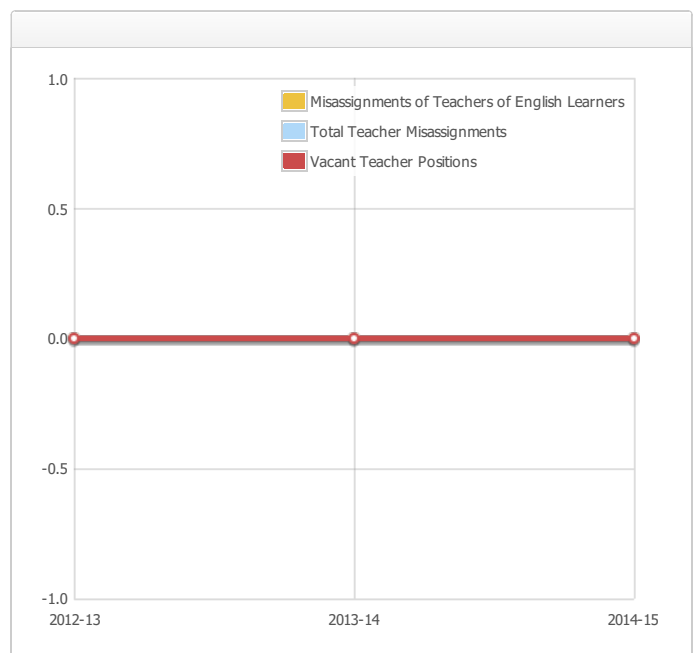
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	25	24	26	387
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/22/2015

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	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.

Last updated: 1/22/2015

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)**

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
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

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 39 percent or less in the free and reduced price meals program.

*Last updated: 1/16/2015*

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year**

Year and month in which data were collected: October 2013

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Year adopted: 2005 K-5 Houghton Mifflin Reading	Yes	0.0
Mathematics	Year adopted: 2009 K-5 Houghton Mifflin Math	Yes	0.0
Science	Year adopted: 2008 K-5 Houghton Mifflin Science	Yes	0.0
History-Social Science	Year adopted: 2007 K-5 Harcourt Social Studies	Yes	0.0
Foreign Language			0.0
Health			0.0
Visual and Performing Arts			0.0
Science Laboratory Equipment (grades 9-12)			0.0

*Last updated: 1/29/2015*

## School Facility Conditions and Planned Improvements - Most Recent Year

Lincoln Elementary School maintains a preventative maintenance and grounds care system that keeps this site in good condition. Improvements that have been completed in the 2014-15 school year included:

Wrought-iron fencing along the perimeter of the school.

Fiber cabling

Solar Panels

Upgrade to the PA system

*Last updated: 1/27/2015*

## School Facility Good Repair Status - Most Recent Year

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

## Overall Facility Rate - Most Recent Year

Overall Rating	Exemplary
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*Last updated: 1/16/2015*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	76	83	91	84	82	83	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

*Last updated: 1/16/2015*

#### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	83
All Students at the School	91
Male	88
Female	97
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	87
Native Hawaiian or Pacific Islander	
White	92
Two or More Races	
Socioeconomically Disadvantaged	88
English Learners	
Students with Disabilities	82
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Last updated: 1/16/2015

### 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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	77%	83%	81%	74%	78%	78%	54%	56%	55%
Mathematics	86%	83%	79%	67%	70%	67%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	70%	73%	74%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. Percentages are not calculated 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.

Last updated: 1/16/2015

### Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	9	9	9
Similar Schools	7	7	6

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/16/2015

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

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	21	3	-3
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	13	30	-4
Native Hawaiian or Pacific Islander			
White	16	-17	-6
Two or More Races			
Socioeconomically Disadvantaged	-7	38	-8
English Learners			
Students with Disabilities	42	7	29

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.

Last updated: 1/16/2015



# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

## California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	9.9%	19.8%	52.7%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Percentages are not calculated 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.

*Last updated: 1/16/2015*

## C. Engagement

### State Priority: Parental Involvement

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 schoolsite.

#### Opportunities for Parental Involvement - Most Recent Year

Parental Involvement: Familial warmth and dedication to what's best for children is apparent at Lincoln. Research shows that schools are strongest and students achieve best when the school community joins together to support the school and its endeavors. Students at Lincoln are fortunate to be well supported by an active parent body, Education Foundation, and PTA that provide for many extra- and co-curricular activities. We have a number of wonderful educational opportunities such as: assemblies, hands on science, a movie night, a garden program, lab science, parent docent-led nutrition lessons, as well as after school program such as drama and chess, a wide array of field trips and family fun and education nights.

Our School Site Council, which is comprised of parents, community members and staff, meets regularly to make decisions about programs and school safety. There is also an active English Language Advisory Committee who advises the school on decisions that benefit English Language Learners, a fine arts program called "Hands on Art" and numerous opportunities to be active in classrooms and after school. For additional information you may contact the school office. There are many ways you can make a difference in the overall school community and we are always interested in what you can contribute to make our school an even better place for our children. Please consider volunteering for one of the many PTA sponsored events that make Lincoln so special. Contact the school at (310) 798-8646 for more information.

### State Priority: Pupil Engagement

*Last updated: 1/16/2015*

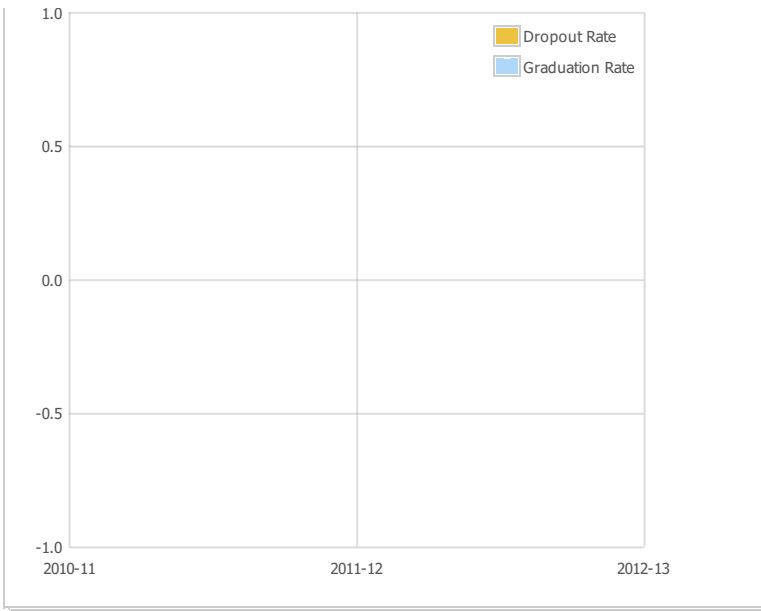
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate									
Graduation Rate				89.26	91.67	90.74	77.14	78.87	80.44

#### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



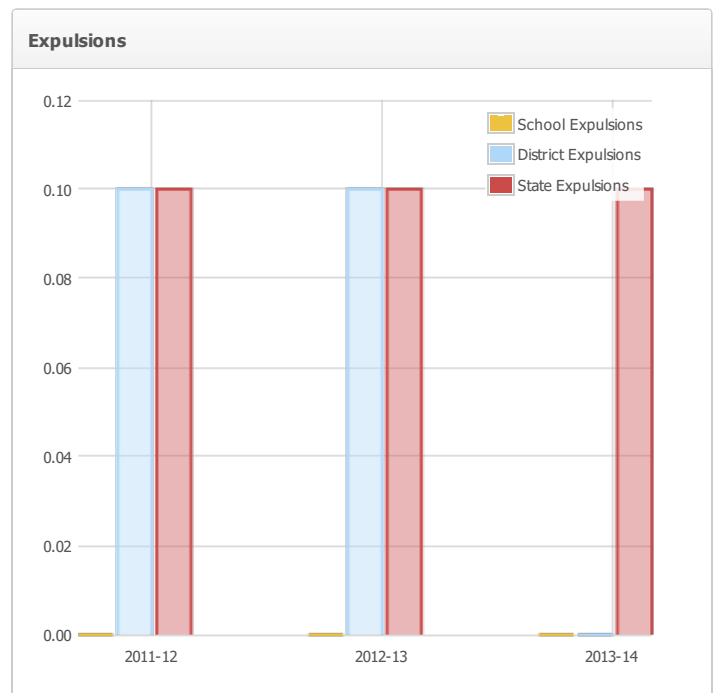
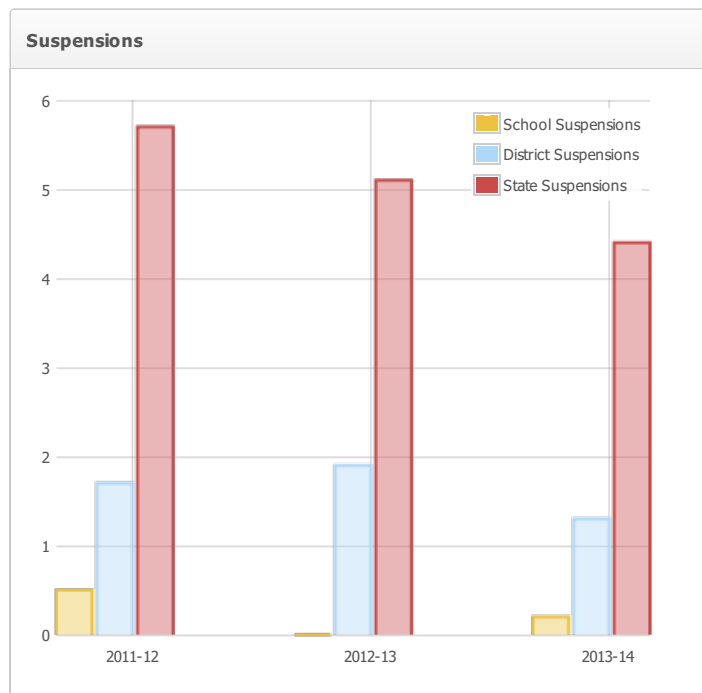
# State Priority: School Climate

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

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.50	0.00	0.20	1.70	1.90	1.30	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.10	0.10	0.00	0.10	0.10	0.10



Last updated: 1/16/2015

## School Safety Plan - Most Recent Year

The Redondo Beach Unified School District has developed Comprehensive School Safety Plans and coordinated school crisis response procedures in partnership with law enforcement and emergency response organizations. The Comprehensive School Safety Plans meet the requirements of the annual Safety Plan Process under California SB 187. As stated in SB 187, school safety plans are updated annually with participation from staff and additional stakeholders in a School Site Council.

District schools have also developed a "Grab and Go" guide to supplement the Comprehensive School Safety Plans. The Grab and Go guides detail teacher and staff procedures in an actual emergency, in addition to site emergency response teams.

Last updated: 1/26/2015

## D. 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

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 Graduation Rate	N/A	Yes

*Last updated: 1/30/2015*

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement *		Year 1
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	16.7%

Note: Cells with NA values do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

*Last updated: 1/16/2015*

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21.8	3	1	0	21.0	1	3		22.0	1	3	
1	22.5	1	3	0	20.0	2	3		19.0	2	3	
2	26.2	0	5	0	19.0	2	3		16.0	2	4	
3	29.3	0	3	0	17.0	3	3		19.0	1	4	
4	25.8	1	3	0	19.0	2	1	2	21.0	2	1	2
5	31.7	0	3	0	20.0	3	1	2	23.0	1	3	
6												
Other												

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

*Last updated: 1/16/2015*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 1/16/2015*

**Academic Counselors and Other Support Staff (School Year 2013-14)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.8	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.8	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.6	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Note: Cells with N/A values 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.

*Last updated: 1/22/2015*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Supplemental/Restricted)</b>	<b>Expenditures Per Pupil (Basic/Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$7,356	\$2,447	\$4,908	\$56,855
District	N/A	N/A	\$5,187	\$70,163
Percent Difference – School Site and District	N/A	N/A	-5.40%	4.70%
State	N/A	N/A	\$4,690	\$67,762
Percent Difference – School Site and State	N/A	N/A	-19.00%	-18.00%

Note: Cells with N/A values do not require data.

*Last updated: 1/26/2015*

## Types of Services Funded (Fiscal Year 2013-14)

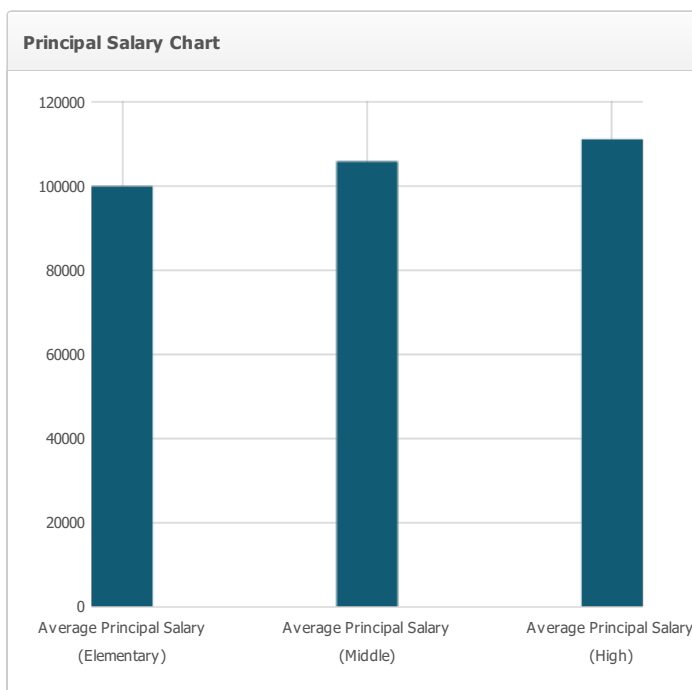
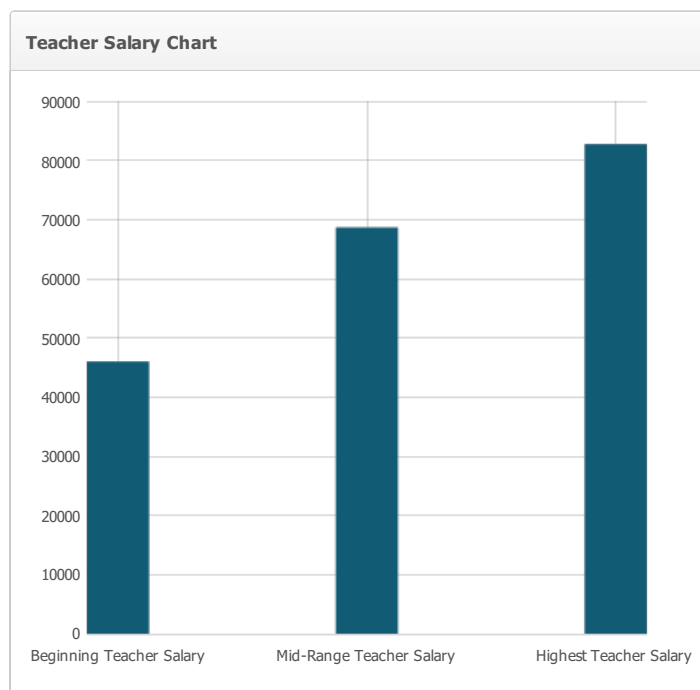
Lincoln Elementary School receives funds from the state of California. These funds are used for support in at-risk students and English Learners in all classrooms. Recent purchases include supplemental instructional materials to support intervention programs. Funds are also used for the salary of a part-time paraprofessional to work directly with English Learners and provide classroom support.

Last updated: 1/16/2015

## Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,998	\$41,243
Mid-Range Teacher Salary	\$68,660	\$64,893
Highest Teacher Salary	\$82,729	\$83,507
Average Principal Salary (Elementary)	\$99,756	\$103,404
Average Principal Salary (Middle)	\$105,674	\$109,964
Average Principal Salary (High)	\$110,948	\$120,078
Superintendent Salary	\$234,211	\$183,557
Percent of Budget for Teacher Salaries	42.0%	40.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

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



Last updated: 1/16/2015

## Professional Development – Most Recent Three Years

The Redondo Beach Unified School District is focusing staff professional development (PD) in three main areas: effective instructional strategies aligned to Common Core State Standards (CCSS) at school sites; use of technology in instruction; and the implementation of Positive Behavioral Intervention and Supports



(PBIS) in all schools. While the current PD does focus on instruction and curriculum in mathematics and English Language Arts (ELA), the RBUSD is also developing PD for the Next Generation Science Standards (NGSS) and social science standards.

The RBUSD is engaged in a multi-layered approach to delivering PD. The District provides PD through: teacher release time; conference attendance; one-day workshops; mentoring; and after-school, "early out" days.

The use of student data is critical to better assess and support individual student development. The District provides training on our new student data management, Illuminate Education, to analyze individual and aggregate student progress.

Internal PD offerings are supplemented by partnering with external professional development organizations, including universities such as LMU and UCLA. Our partners advise on the District's program development and provide PD for teachers and administration on instructional programs for all students.

The District is designing a teacher coaching model in concert with the Redondo Beach Teachers Association to mentor teacher development in: differentiating instruction; developing CCSS aligned lesson plans; as well as English Language Development aligned instruction strategies to better support our English Learner student population.

Our new teachers are supported at school sites and at the District level through the Beginning Teacher Support and Assessments (BTSA) Program where each new teacher is mentored by a BTSA support provider. By working within BTSA, a new teacher receives support and resources to improve their teaching pedagogy.

*Last updated: 1/26/2015*