



Lincoln Elementary School

2223 Plant Avenue, Redondo Beach, CA 90278
2012-13 School Accountability Report Card ~ Published in 2013-14

Redondo Beach Unified School District

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RBUSD

Mission Statement

*We, in the Redondo Beach
Unified School District, are
dedicated to providing every
student with the knowledge
and skills necessary to
succeed in a global society,
today, and in the future.*

1401 Inglewood Avenue
Redondo Beach, CA 90278
310-379-5449
www.rbusd.org

School Description and Mission Statement

Description of School: Founded in 1947, Lincoln School is located in North Redondo Beach, in between Artesia and Manhattan Beach Boulevards. ~~is now~~ 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.

Opportunities for Parental Involvement

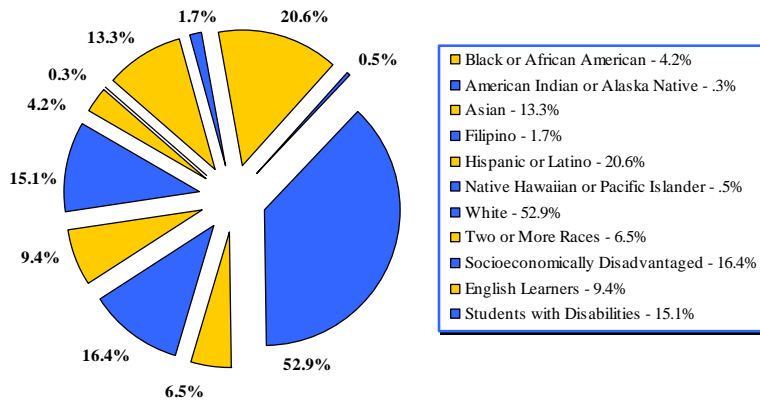
Parental Involvement: Familial warmth and dedication to what’s best for children is clearly obvious at Lincoln. Research shows that schools are strongest and students achieve best when the school community joins together to support the school and its endeavors. Students at Lincoln are fortunate to be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

Student Enrollment by Grade Level (2012-13)

Kdg	1 st	2 nd	3 rd	4 th	5 th	Total
85	98	97	100	97	119	596

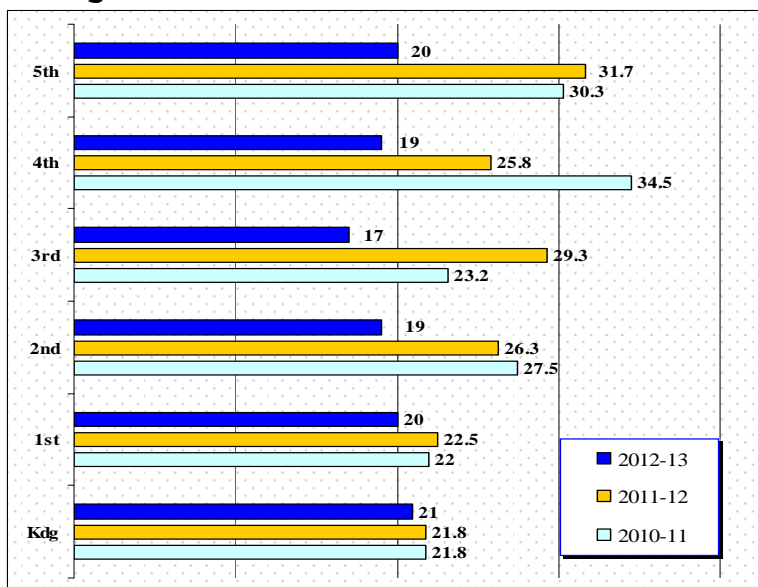
Student Enrollment by Subgroup (2012-13)



Class Size Distribution

Yr.	Grade Level	Number of Classes		
		1-20	21-32	33+
2010-11	K	3	1	
	1	4		
	2		4	
	3	1	4	
	4			2
	5		3	
2011-12	K	3	1	
	1	1	3	
	2		5	
	3		3	
	4	1	3	
	5		3	
2012-13	K	1	3	
	1	2	3	
	2	2	3	
	3	3	3	
	4	2	1	2
	5	3	1	2

Average Class Size



Suspensions and Expulsions

This table displays the rate of suspensions and expulsions at the school and district levels for the most recent three-year period.

RATE	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	1.47	1.1	.33	1.47	2.7	2.8
Expulsions	0.0	0.0	0.0	0.0	.08	.07

School Safety Plan

At Lincoln School safety is one of our highest priorities. Therefore, Lincoln has developed a school safety plan that encompasses all aspects of school safety. All sites and the district office have completed new Emergency Plans aligned with the State Emergency Management System (SEMS). The plans link communication, resources, services and facilities in an up-to-date plan, under the direction of Erik Elward, Director of Educational Services.

School Facility Conditions and Planned Improvements

Lincoln recently completed a number of facility updates including new solar shade structures in the parking lot, wireless connectivity throughout the school, classroom windows, concrete resurfacing, and new black-tops and ball walls on our playgrounds. Additionally, the school underwent modernization of all facilities 8 years ago. Classrooms are remodeled and modern as are restrooms and common areas. The school's infrastructure was also renovated including plumbing, wiring and security.

School Facility Good Repair Status (School Year 2013-14)

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

Overall Facility Rate (School Year 2012-13)

Exemplary

TEACHERS

Teacher Credentials

This table displays the number of teachers with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>

Teachers	School			District 2012-13
	2010-11	2011-12	2012-13	
With Full Credential	25	25	25	376
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	0

Support Staff (School Year 2012-13)

The following is support staff and their fulltime equivalent. The average number of students per Academic Counselor is 596.

Academic Counselor	1
Librarian	1
Psychologist	1
Social Worker	
Nurse	
Health Aide	1
Speech/Language/Hearing Specialist	1.5
Resource Specialist	

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2011-12	2012-13	2013-14
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as 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](#).

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant 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

Professional Development

Teachers can take advantage of a variety of professional development opportunities. This year the school continues to have intensive training in developing an understanding of the Common Core Standards. Teachers meet on a weekly basis as a grade level to address the transition to the Common Core Standards and monthly as a whole staff. Additionally, teachers meet weekly with grade level colleagues to plan and collaborate on instruction. They receive training in how to implement and use assessment results from programs such as Accelerated Reader that helps monitor students' reading comprehension levels. Most staff members are trained in differentiation strategies to meet the needs of all students in the general education classrooms. The SELPA also offers a menu of professional development opportunities from which teachers could choose options based on their needs for working with Special Education students.

Other professional development opportunities include conference attendance, such as the California Math Conference, Daily 5 Training, CAG (California Association for the Gifted), BTSA participation and observing teachers' classrooms.

CURRICULUM AND INSTRUCTIONAL MATERIALS

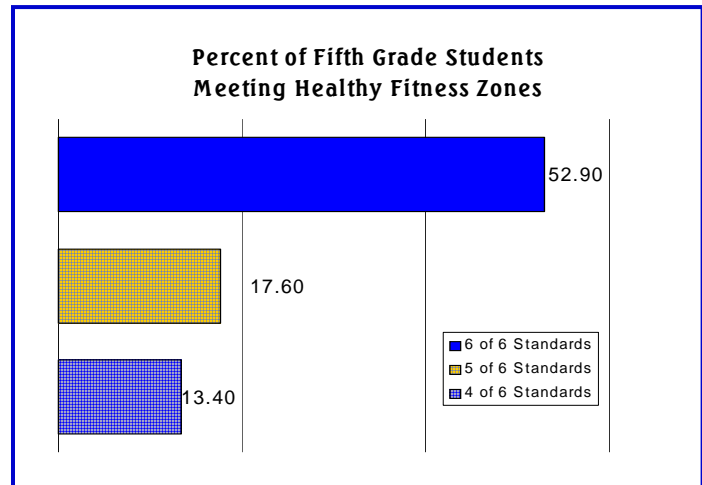
Quality, Currency, and Availability of Textbooks and Instructional Materials (2013-14)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. This information was received and approved by the Board of Education on September 24, 2013.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	% of Pupils Who Lack Their Own Assigned Textbooks & Instructional Materials
Reading/Language Arts	K-5 Houghton Mifflin Reading	0%
Mathematics	K-5 Houghton Mifflin Math	0%
Science	K-5 Houghton Mifflin Science	0%
History-Social Science	K-5 Harcourt Social Studies	0%

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Website [Physical Fitness Testing \(PFT\)](#).



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.
- **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](#).

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards). Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy.

Subject	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	82	79	67	69	67	50	51	50
Science	91	76	84	82	84	82	57	60	59
History-Social Science	n/a	n/a	n/a	70	72	74	48	49	49

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

This table displays the percent of students, by group, achieving at the Proficient or Advanced level for the most recent testing period. Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy.

Group	Percent of Students Scoring at Proficient or Advanced			
	English Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	78	67	82	74
All Students at the School	81	79	83	n/a
Male	77	79	81	n/a
Female	85	79	86	n/a
Black or African American	88	76	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a	n/a
Asian	88	94	87	n/a
Filipino	n/a	n/a	n/a	n/a
Hispanic or Latino	70	63	74	n/a
Native Hawaiian or Pacific Islander	n/a	n/a	n/a	n/a
White	82	81	87	n/a
Two or More Races	80	85	n/a	n/a
Socioeconomically Disadvantaged	64	53	64	n/a
English Learners	56	74	n/a	n/a
Students with Disabilities	74	70	71	n/a
Students Receiving Migrant Education Services	n/a	n/a	n/a	n/a

ACCOUNTABILITY

Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\) Web page](#).

API Ranks - Three-Year Comparison

API Rank	2009	2010	2011
Statewide	9	9	9
Similar Schools	7	7	7

Academic Performance Index Ranks

The statewide API rank ranges from one (lowest) to ten (highest). The schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one 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 ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index

Growth by Student Group Three-Year Comparison	Group	Actual API Change		
		2010-11	2011-12	2012-13
<p>This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/D" means that no data were available to the CDE or LEA to report.</p>	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	28

Academic Performance Index Growth by Student Group – 2012-13 Growth API Comparison

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

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	407	910	6,442	887	4,655,989	790
Black or African American	15	916	436	826	296,463	708
American Indian or Alaska Native	2		31	835	30,394	743
Asian	51	957	739	939	406,527	906
Filipino	9		179	919	121,054	867
Hispanic or Latino	86	853	1,458	830	2,438,951	744
Native Hawaiian or Pacific Islander	3		62	871	25,351	774
White	220	915	3,262	908	1,200,127	853
Two or More Races	21	947	275	892	125,025	824
Socioeconomically Disadvantaged	86	830	1,492	824	2,774,640	743
English Learners	42	882	613	805	1,482,316	721
Students with Disabilities	93	855	819	750	527,476	615

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in English-language arts (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)
- Detailed information about AYP can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

AYP Overall and by 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	Yes
Met Graduation Rate	N/A	Yes

“Yes” Met 2012 AYP Criteria “No” Did not Meet 2012 AYP Criteria

Federal Intervention Program (2013-14)

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 (English-language arts 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. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not In PI	In PI
First Year of Program Improvement		2013-14
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		50.0%

SCHOOL FINANCES

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	7423.71	2655.20	4768.50	57067.93
District			5361.19	71,706
Percent Difference School Site and District			-11.1%	-13.9%
State			5,537	67,106
Percent Difference School Site and State			-20.4%	-16.1%

Teacher and Administrative Salaries (Fiscal Year 2011-12)

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits Web page](#).

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,290	\$40,928
Mid-Range Teacher Salary	\$70,589	\$64,449
Highest Teacher Salary	\$84,914	\$82,826
Average Principal Salary (Elementary)	\$102,682	\$102,640
Average Principal Salary (Middle)	\$107,964	\$109,253
Average Principal Salary (High)	\$114,058	\$118,527
Superintendent Salary	\$239,658	\$183,968
Percent of Budget for Teacher Salaries	43.0%	40.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

Types of Services Funded (Fiscal Year 2012-13)

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



Data and Access

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](#). 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](#) 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).