



Lincoln Elementary School

2223 Plant Avenue, Redondo Beach, CA 90278
2011-12 School Accountability Report Card ~ Published in 2012-13

Redondo Beach Unified School District

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Mission Statement

We, in the Redondo Beach Unified School District community, 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, located in North Redondo Beach, in between Artesia, Manhattan Beach Boulevards is now comprised of people from very diverse social, economic, linguistic and cultural backgrounds. Lincoln School serves a student population of approximately 600 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 Resource Specialists, a Learning Center 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 Moving Children and Live Well Kids. Moving Children enables credentialed PE teachers to collaborate with general education classroom teachers to implement standards based physical education lessons. 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

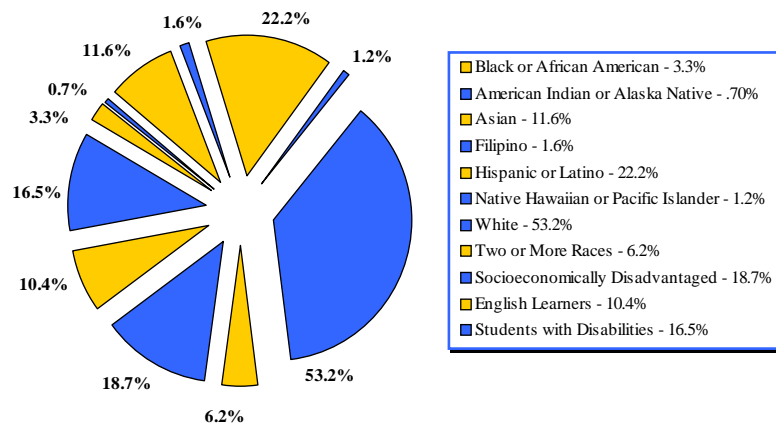
Parental Involvement: Familial warmth and dedication to what’s best for children is clearly obvious at Lincoln. Research shows that schools are strongest and students achieve best when the school community joins together to support the school and its endeavors. Students at Lincoln are fortunate to be well supported by an active parent body and PTA that provide for many extra- and co-curricular activities. We have wonderful educational assemblies, a movie night, a spring carnival, a garden, parent docent-led nutrition lessons, 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 (2011-12)

Kdg	1 st	2 nd	3 rd	4 th	5 th	Total
87	99	98	91	113	80	568

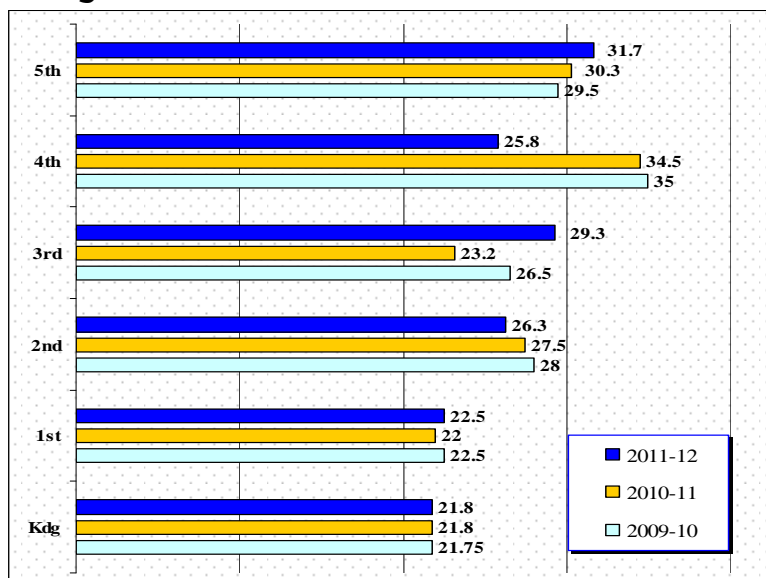
Student Enrollment by Subgroup (2011-12)



Class Size Distribution

Yr.	Grade Level	Number of Classes		
		1-20	21-32	33+
2009-10	K	3	1	
	1	2	2	
	2		3	
	3		4	
	4		2	
	5		2	
2010-11	K	3	1	
	1	4		
	2		4	
	3	1	4	
	4			2
2011-12	K	3	1	
	1	1	3	
	2		5	
	3		3	
	4	1	3	
	5		3	

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		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	0.36	1.47	1.1	0.36	1.47	2.7
Expulsions	0.0	0.0	0.0	0.0	0.0	.08

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 Frank DeSena, Assistant Superintendent Student Services.

School Facility Conditions and Planned Improvements

Lincoln recently completed a number of facility updates including new windows, concrete resurfacing, and new black-tops and ball walls on our playgrounds. Additionally, the school underwent modernization of all facilities 5 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 2012–13)

item Inspected	Repair Status				Repairs Needed and Action Taken or Planned
	Exemplary	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 Rating	Good				

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 2011-12
	2009-10	2010-11	2011-12	
With Full Credential	26	25	25	380
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	0

Support Staff

The following is support staff and their fulltime equivalent. The average number of students per Academic Counselor is 568.

Academic Counselor	1
Librarian	
Psychologist	
Social Worker	
Nurse	
Health Aide	
Speech/Language/Hearing Specialist	
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	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (2011-12)

This table displays the % of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>

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%

Professional Development

Teachers can take advantage of a variety of professional development opportunities. This year the school has begun intensive training in developing an understanding of the Common Core Standards. 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 and CAG (California Association for the Gifted), BTSA participation, and observing teachers' classrooms.

CURRICULUM AND INSTRUCTIONAL MATERIALS

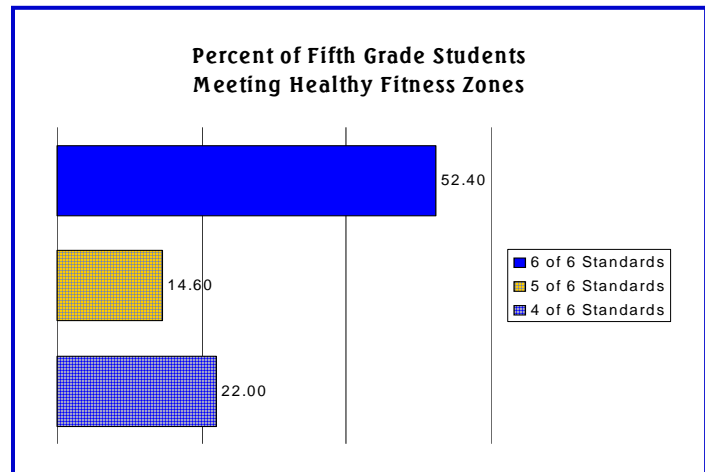
Quality, Currency, and Availability of Textbooks and Instructional Materials (2012-13)

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 October 2, 2012.

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

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 tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing assessment.

The CST's are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for Students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

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		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	73	77	83	72	74	78	52	54	56
Mathematics	77	86	82	64	67	69	48	50	51
Science	79	91	76	79	82	84	54	57	60
History-Social Science	0	0	0	68	70	72	44	48	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	69	84	72
All Students at the School	83	82	76	
Male	81	80	77	
Female	85	85	75	
Black or African American	83	89		
American Indian or Alaska Native				
Asian	89	91		
Filipino				
Hispanic or Latino	76	69	47	
Native Hawaiian or Pacific Islander				
White	83	84	83	
Two or More Races	94	94		
Socioeconomically Disadvantaged	68	63	56	
English Learners	69	76		
Students with Disabilities	73	71		
Students Receiving Migrant Education Services				

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	9	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		
		2009-10	2010-11	2011-12
<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	9	21	3
	Black or African American			
	American Indian or Alaska Native			
	Asian			
	Filipino			
	Hispanic or Latino	-15	13	30
	Native Hawaiian or Pacific Islander			
	White	12	16	-17
	Two or More Races			
	Socioeconomically Disadvantaged	7	-7	38
	English Learners			
	Students with Disabilities	8	42	7

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

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	372	912	6,285	891	4,664,264	788
Black or African American	17	909	434	833	313,201	710
American Indian or Alaska Native	2		38	833	31,606	742
Asian	46	950	760	944	404,670	905
Filipino	9		172	918	124,824	869
Hispanic or Latino	85	856	1,443	835	2,425,230	740
Native Hawaiian or Pacific Islander	5		67	892	26,563	775
White	191	921	3,201	910	1,221,860	853
Two or More Races	17	963	167	911	88,428	849
Socioeconomically Disadvantaged	63	838	1,297	825	2,779,680	737
English Learners	38	885	568	797	1,530,297	716
Students with Disabilities	69	827	802	743	530,935	607

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	Yes	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	No

“Yes” Met 2011 AYP Criteria “No” Did not Meet 2011 AYP Criteria

Federal Intervention Program (2012-13)

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	In PI	Not In PI
First Year of Program Improvement	2011-12	
Year in Program Improvement	Year 2	
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		15.4%

SCHOOL FINANCES

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

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	8040.15	2973.89	5066.26	58822.77
District			5362.62	71,246
Percent Difference School Site and District			-5.5%	-17.14%
State			5,455	66,336
Percent Difference School Site and State			-7.1%	-11.3%

Teacher and Administrative Salaries (Fiscal Year 2010-11)

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	\$40,656
Mid-Range Teacher Salary	\$70,589	\$64,181
Highest Teacher Salary	\$84,914	\$82,486
Average Principal Salary (Elementary)	\$104,765	\$102,165
Average Principal Salary (Middle)	\$108,964	\$108,480
Average Principal Salary (High)	\$113,308	\$117,845
Superintendent Salary	\$230,440	\$181,081
Percent of Budget for Teacher Salaries	42.00%	40.00%
Percent of Budget for Administrative Salaries	5.00%	6.00%

Types of Services Funded (Fiscal Year 2011-12)

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.



DataQuest is an online data tool 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. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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 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.

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.