

Lincoln Elementary

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Lincoln Elementary
Street	2223 Plant Ave.
City, State, Zip	Redondo Beach, CA 90278-2013
Phone Number	310.798.8646
Principal	Jason Johnson
Email Address	jjohnson@rbusd.org
Website	http://lincoln.rbusd.org/
County-District-School (CDS) Code	19753416022107

Entity	Contact Information
District Name	Redondo Beach Unified School District
Phone Number	(310) 379-5449
Superintendent	Dr. Steven Keller
Email Address	skeller@rbusd.org
Website	http://www.rbusd.org/

School Description and Mission Statement (School Year 2019-20)

Lincoln Elementary School is located in North Redondo Beach and has been serving the community since 1947. It takes pride in a strongly-knit community with high parent involvement and whole child benefit. The school serves an enrollment of 660 students kindergarten through fifth grade.

Lincoln aims to provide all students with an excellent education so that they feel empowered to develop their potential, become lifelong learners, and responsible citizens. To do so, Lincoln is staffed by talented and dedicated educators who strive to meet the needs of all learners. The school maintains a partnership with Beach Cities Health District as part of the LiveWell Kids Program and supports students in opportunities like nutrition lessons in the school garden. Additionally, students participate in visual and performing arts such as vocal music, instrumental band, and art. Lincoln encourages its students to be well-rounded while also prioritizing achievement in core subjects, particularly reading, writing, and math.

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 and commit to creating responsible citizens and inspire students to become lifelong learners and problems solvers in a caring, supportive and diverse environment.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	108
Grade 1	108
Grade 2	115
Grade 3	99
Grade 4	125
Grade 5	96
Total Enrollment	651

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.3
Asian	14.6
Filipino	1.5
Hispanic or Latino	19
Native Hawaiian or Pacific Islander	0.3
White	45.9
Two or More Races	15.5
Socioeconomically Disadvantaged	10.6
English Learners	5.4
Students with Disabilities	17.7
Homeless	

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	30	30	31	456
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Houghton Mifflin Reading	Yes	0
Mathematics	K-5 Great Minds Eureka Math	Yes	0
Science	K-5 Amplify Science	Yes	0
History-Social Science	K-5 Harcourt Social Studies	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Resurface all asphalt playgrounds
 Install air conditioning in all classrooms
 Roof PM maintenance
 New shade structures on kinder playground.
 ADA upgrade on kinder restrooms.
 HVAC controls upgrade

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 2019 May

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 Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	77	79	74	78	50	50
Mathematics (grades 3-8 and 11)	76	79	69	72	38	39

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	302	300	99.34	0.66	78.67
Male	160	159	99.38	0.62	76.73
Female	142	141	99.30	0.70	80.85
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	43	42	97.67	2.33	88.10
Filipino	--	--	--	--	--
Hispanic or Latino	61	61	100.00	0.00	63.93
Native Hawaiian or Pacific Islander					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	141	140	99.29	0.71	84.29
Two or More Races	45	45	100.00	0.00	80.00
Socioeconomically Disadvantaged	37	37	100.00	0.00	56.76
English Learners	30	30	100.00	0.00	66.67
Students with Disabilities	62	60	96.77	3.23	56.67
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	302	300	99.34	0.66	79.00
Male	160	159	99.38	0.62	83.02
Female	142	141	99.30	0.70	74.47
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	43	42	97.67	2.33	90.48
Filipino	--	--	--	--	--
Hispanic or Latino	61	61	100.00	0.00	68.85
Native Hawaiian or Pacific Islander					
White	141	140	99.29	0.71	80.00
Two or More Races	45	45	100.00	0.00	86.67
Socioeconomically Disadvantaged	37	37	100.00	0.00	51.35
English Learners	30	30	100.00	0.00	70.00
Students with Disabilities	62	60	96.77	3.23	58.33

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	12.5	14.6	56.2

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Lincoln possesses a highly involved parent community, which includes the Parent Teacher Association (PTA), Redondo Beach Education Foundation (RBEF), School Site Council (SSC), English Language Advisory Committee (ELAC), Wellness Council, and many volunteer opportunities. The faculty and community work in unison to provide a safe and supportive environment for students. In addition to the aforementioned, parent volunteer opportunities include special school events and activities:

- Watch D.O.G.S. volunteer
- Movie Night
- Jog-a-Thon
- Back to School Event
- Hands on Art docent
- Nutrition Lesson/Garden volunteer
- Classroom Parent
- Field Trip volunteer
- Dr. Seuss Night
- Family Science Night
- International Night
- Spring Carnival

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 or visit our website for more information.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.6	1.3	0.5	1.8	1.8	2.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 SB187, 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 guide details teacher and staff procedures in an actual emergency, in addition to site emergency response teams.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	26		4		26		4		27		8	
1	23		4		22	1	4		21	1	8	
2	21	1	5		20	1	4		24	2	8	
3	21	1	4		20	1	5		24		8	
4	29		3		33		1	2	29		8	
5	25	1	3		23	1	3		31		6	
Other**									10	2		

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

** “Other” category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	813.8

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.5

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10032.45	3498.45	6534.00	74794.77
District	N/A	N/A	10647.85	\$84,193.00
Percent Difference - School Site and District	N/A	N/A	-47.9	-11.8
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	-13.9	-4.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Lincoln Elementary School receives funds from the state of California to meet our school goals. LCFF Base Funding is used to complete action items in our school plan such as instructional materials for all grades and professional development for teachers and staff. LCFF Supplemental Funding is used for Supplemental expenditures that support at-risk students and English Learners in all classrooms. Recent purchases include supplemental instructional materials and after school intervention to increase proficiency in core content areas. Funds are also used for the salary of a part-time instructional assistant to work directly with English Learners and provide classroom support.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55,786	\$49,084
Mid-Range Teacher Salary	\$83,269	\$76,091
Highest Teacher Salary	\$100,168	\$95,728
Average Principal Salary (Elementary)	\$126,678	\$118,990
Average Principal Salary (Middle)	\$133,334	\$125,674
Average Principal Salary (High)	\$141,116	\$137,589
Superintendent Salary	\$316,398	\$230,096
Percent of Budget for Teacher Salaries	41%	35%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

The Redondo Beach Unified School District is focusing staff professional development (PD) in three main areas: effective instructional strategies aligned to California State Standards at schools sites; use of technology in instruction; and the supporting of the social, emotional, and behavioral needs of all students, particularly through the implementation of Positive Behavioral Intervention and Supports (PBIS) in all schools. While the current PD does focus on instructional and curriculum in mathematics, English, and science, the RBUSD is also developing PD for History 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; book studies; and after-school, “early out” days. The elementary schools utilize weekly collaborative planning time through the implementation of a School Instructional Leadership Team and grade level leads.

Targeted teacher development activities are essential for increasing the quality of education to students. The below topics are a few of the professional development areas for this school year:

- Reading strategies and understanding text complexity
- MTSS and Tier 2 Intervention Strategies
- Supporting students with disabilities through inclusive practices and co-teaching
- Grade level articulation
- Professional Learning Communities (PLCs)
- Student mental health
- Suicide prevention
- Mastery Learning
- Examination of student assessment results

The use of student data is critical to better assess and support individual student development. The District provides training on our student data management, Performance Matters, to analyze individual and aggregate student progress. Elementary teachers and secondary math teachers receive ongoing training and support on diagnosing students learning targets and adjusting instruction to increase number sense.

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.

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 with BTSA, a new teacher receives support and resources to improve their teaching pedagogy.

Through the collective bargaining process, additional paid professional development days are included in the teacher work calendar.