Lincoln Elementary
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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 http://www.cde.ca.gov/ta/ac/sa/.

- 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/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 http://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

Contact Information (School Year 2017-18)

School 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
E-mail Address	jjohnson@rbusd.org
Web Site	http://lincoln.rbusd.org/
CDS Code	19753416022107

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

School Description and Mission Statement (School Year 2017-18)

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 630 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 2016-17)

Grade Level	Number of Students
Kindergarten	104
Grade 1	92
Grade 2	129
Grade 3	99
Grade 4	90
Grade 5	97
Total Enrollment	611

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0
Asian	13.7
Filipino	1.8
Hispanic or Latino	21.6
Native Hawaiian or Pacific Islander	0.2
White	46.3
Two or More Races	13.9
Socioeconomically Disadvantaged	8.2
English Learners	4.9
Students with Disabilities	18.3
Foster Youth	0.5

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	30	28	30	444
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	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: October 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Houghton Miffin Reading	Yes	0
Mathematics	K-5 Houghton Miffin Go Math!	Yes	0
Science	K-5 Houghton Miffin Science	Yes	0
History-Social Science	K-5 Harcourt Social Studies	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Feral cat & vermin abatement of all areas.
Bogan PA upgrade.
New shade structures on kinder playground.
ADA upgrade on kinder restrooms.

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: November 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 2016				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	X			

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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	70	73	73	73	48	48
Mathematics (grades 3-8 and 11)	62	63	61	65	36	37

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	290	288	99.31	73.26
Male	154	152	98.7	71.71
Female	136	136	100	75
Black or African American	--	--	--	--
Asian	35	35	100	88.57
Filipino	--	--	--	--
Hispanic or Latino	69	68	98.55	69.12
White	135	134	99.26	74.63
Two or More Races	39	39	100	69.23
Socioeconomically Disadvantaged	33	33	100	63.64
English Learners	27	26	96.3	73.08
Students with Disabilities	60	60	100	43.33
Foster Youth	--	--	--	--

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	290	289	99.66	63.32
Male	154	153	99.35	69.28
Female	136	136	100	56.62
Black or African American	--	--	--	--
Asian	35	35	100	77.14
Filipino	--	--	--	--
Hispanic or Latino	69	69	100	46.38
White	135	134	99.26	69.4
Two or More Races	39	39	100	66.67
Socioeconomically Disadvantaged	33	33	100	33.33
English Learners	27	27	100	44.44
Students with Disabilities	60	60	100	46.67
Foster Youth	--	--	--	--

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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	90	84	79	81	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	6.1	18.2	56.6

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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
• Science Night

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.3	0.5	0.6	1.8	1.8	1.8	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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.

Federal Intervention Program (School Year 2017-18)

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	66.7

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25		4		23		4		26		4	
1	23		4		21	1	5		23		4	
2	23		4		23		4		21	1	5	
3	23		4		23		4		21	1	4	
4	29		3		31		3		29		3	
5	21	2	3		24	1	3		25	1	3	
Other	8	1			9	1						

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.8	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1.45	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	1.6	N/A
Resource Specialist	0	N/A
Other	0	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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	9005.31	2968.48	6036.83	65380.42
District	N/A	N/A	6879.79	$80,788
Percent Difference: School Site and District	N/A	N/A	-12.3	-19.1
State	N/A	N/A	$6,574	$74,476
Percent Difference: School Site and State	N/A	N/A	-8.2	-12.2

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

Types of Services Funded (Fiscal Year 2016-17)

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 to increase proficiency in core content areas. Funds are also used for the salary of a part-time instructional aide to work directly with English Learners and provide classroom support.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$53,595	$46,511
Mid-Range Teacher Salary	$79,999	$73,293
Highest Teacher Salary	$96,233	$92,082
Average Principal Salary (Elementary)	$118,804	$113,263
Average Principal Salary (Middle)	$128,132	$120,172
Average Principal Salary (High)	$134,930	$131,203
Superintendent Salary	$295,290	$213,732
Percent of Budget for Teacher Salaries	42%	36%
Percent of Budget for Administrative Salaries	5%	5%

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

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 elementary schools utilize weekly collaborative planning time through the implementation of a School Instructional Leadership Team and grade level leads.

The use of student data is critical to better assess and support individual student development. The District provides training on our student data management, Illuminate Education, to analyze individual and aggregate student progress. Elementary teachers and secondary math teachers utilize the Tenmarks math program both to assign and assess student performance. All of the above teachers have had PD training on the Tenmarks program.

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 BT SA support provider. By working within BTSA, a new teacher receives support and resources to improve their teaching pedagogy.

Through the collective bargaining process, additional paid professional development days have been added to the teacher work calendar (1 additional day in 2015-2016, 2 additional days in 2016-2017 and 2017-2018).