



Lincoln Elementary School

11031 State Street. • Lynwood, CA 90262 • (310) 603-1518 • Grades K-5

Geraldine Rescinito, Principal

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lincoln-lynwoodusd-ca.schoolloop.com/OurSchool_location

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Lynwood Unified School District

11321 Bullis Road
Lynwood, CA 90262
(310) 886-1600

<http://www.lynwood.k12.ca.us>

District Governing Board

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**Assistant Superintendent
Educational Services**

Nancy Hipolito
**Assistant Superintendent
Human Resources**

Gregory Fromm
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Principal's Message

Our mantra is "Great Families. Great Students. Great School." What makes us so great is the ongoing tradition of academic excellence. We celebrate all cultures and languages. The school population consists of students, faculty and staff with rich multicultural and ethnically diverse backgrounds. The students, parents, staff and community work together to ensure success for all students.

Our mission at Lincoln is to challenge, inspire and support our students to make a difference in the world in which they live on a local and global level. Together, the staff and community of Lincoln Elementary School are dedicated to provide a safe environment, a powerful engaging curriculum, emphasizing high standards that will empower all students to become motivated, successful and lifelong learners.

Our staff is dedicated to the academic success of our students. We are fortunate to have many experienced and knowledgeable teachers eager to make a difference for our students. Lincoln Elementary provides comprehensive instructional programs that are student centered focusing on the student holistically. Such programs are:

- Orton-Gillingham Multi-sensory approach to reading instruction
- Positive Behavior Intervention Systems
- AVID
- Maker-space classroom
- Mental Health Collaborative

Focus for Improvement

- Our focus for the 2018-2019 school year is to increase student achievement in English Language Arts and Math. We use district-wide common assessments to measure student progress every 20 school days. Afterwards, staff holds Data Reflection Sessions to gather and analyze data in order to plan instruction based upon student needs. We also use DORA and ADAM assessments to monitor reading and math growth three times per year (September, December and May).
- Our measuring of progress does not stop at the reflection sessions. Based upon our School Plan for Student Achievement, School Site Councils members (five parents, three teachers, one administrator and one classified employee) will visit all classrooms to evaluate what every teacher is doing around program quality. We do this because we want to meet the state requirement for meeting or exceeding the standards on the SBAC.

Lincoln Elementary School prides itself in involving the parents and community members in every aspect of our school. We welcome visitors on our campus for many different reasons, including Parent Visitation Days for the different curriculum areas, Awards Assemblies, Family Math, Literacy Nights, Multicultural Assemblies, and other special events. We believe that parents, community members, and staff must collaboratively work together to make an impact in student academic progress. We are very proud of our fine traditions and school pride at Lincoln Elementary School.

Geraldine Rescinito, PRINCIPAL

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	71
Grade 1	87
Grade 2	72
Grade 3	78
Grade 4	65
Grade 5	76
Total Enrollment	449

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.2
Hispanic or Latino	97.3
White	0.7
Socioeconomically Disadvantaged	97.3
English Learners	29
Students with Disabilities	10.2
Homeless	2

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 for Lincoln Elementary	17-18	18-19	19-20
With Full Credential	23	19	19
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lynwood Unified	17-18	18-19	19-20
With Full Credential	♦	♦	18
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Lincoln Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	
Total Teacher Misassignments*	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)

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2013–2014 school year and whether those textbooks covered the California Content Standards.

Textbooks and Instructional Materials

Year and month in which data were collected: 12/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Harcourt Big Day for Pre-K Teaching Guide, 2015 Houghton Mifflin Harcourt Journeys CA Student Edition Set K, 2017 Houghton Mifflin Harcourt Journeys CA Student Edition Set Grade 1, 2017 Houghton Mifflin Harcourt Journeys CA Student Edition Grade 2, Volume 1 & 2, 2017 Houghton Mifflin Harcourt Journeys CA Student Edition Grade 3, Volume 1 & 2, 2017 Houghton Mifflin Harcourt Journeys CA Student Edition Grade 4 Houghton Mifflin Harcourt Journeys CA Student Edition Grade 5 SRA McGraw Hill StudySync Student Edition Grade 6 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin Harcourt Go Math! 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	MacMillan McGraw Hill CA Science Science 2008 (K-6) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Scott Foresman History-Social Science for CA Social Studies 2006 Gr K-5 Holt, Rinehart & Winston World History-Ancient Civilizations Social Studies, 2006 Gr 6 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Lincoln Elementary provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed during the 1930s; ongoing maintenance ensures school facilities are kept safe and in good working condition, and continue to provide adequate space for students and staff. Fourteen new classrooms will be built beginning May 11, 2013 along with the demolition and/or removal of temporary bungalows to service our students.

The Lincoln custodial staff and the district's maintenance department work together to consistently ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. The grounds are constantly monitored to ensure cleanliness and student safety. Currently the campus includes 20 permanent classrooms, 14 portables, a library/media center, 2 computer labs, a blacktop playground and a grassy play area. Lynwood Unified School District administers a scheduled maintenance program to make sure that all classrooms and facilities are well-maintained. The district maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Routine repair work throughout the school district is assigned and accounted for through the use of a work order system. Work orders are received and work is assigned on a priority basis.

During the 2008-2009 school year some minor facility repairs which included: some re-carpeting of classrooms and painting. We have also made some technological improvements such as an updated phone system, as well updates to our program servers. During the end of the 2012-2013 school year, playground renovations and implementation for 14 new classrooms began. This is due to a Measure K bond that passed in November 2012. The playground, grassy area, and the front of the school were redeveloped. Ramps were also rebuilt up to current codes, or installed in places where they were needed.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 2015-2016

System Inspected	Repair Status	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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	39	43	35	38	50	50
Math	34	36	24	26	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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	211	209	99.05	43.06
Male	105	103	98.10	40.78
Female	106	106	100.00	45.28
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	208	206	99.04	43.20
White	--	--	--	--
Socioeconomically Disadvantaged	205	203	99.02	42.86
English Learners	99	98	98.99	36.73
Students with Disabilities	33	33	100.00	15.15
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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	20.8	12.5	5.6

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.

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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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	212	211	99.53	36.02
Male	105	104	99.05	33.65
Female	107	107	100.00	38.32
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	209	208	99.52	36.54
White	--	--	--	--
Socioeconomically Disadvantaged	206	205	99.51	34.63
English Learners	100	100	100.00	33.00
Students with Disabilities	33	33	100.00	3.03
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.

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)

Parents have a variety of opportunities to be involved. Many of our parents volunteer in classrooms, attend regular parent information & educational meetings and support the instructional program by participating in our school committees such as English Language Advisory Committee (ELAC), School Site Council (SSC), and our Volunteer Program which is coordinated by our Community Liaison.

Lincoln is committed to working collaboratively with parents and the surrounding community to bring about progress and student success. Abraham Lincoln Elementary School genuinely values the input and support of all its members. We believe that parent involvement increases student achievement and that is our ongoing responsibility to develop and maintain strong home-school relationships. Lincoln Elementary has worked diligently to create a very strong partnership with our parents and community members.

Communication with parents and community members occurs through our District Website, notices home, automated phone calls and Lincoln marquee. Parents complete surveys and a needs assessment on a yearly basis, which provide the school with input, questions and concerns. There are monthly parent advisory council meetings as well as other opportunities for parents to participate in school events with the help of a Parent Center.

Our Community Liaison also runs a program for parents who want to volunteer on campus. They can work in the classrooms or support the school through work completed in the Parent Center. This program receives high praise from our parents, as it provides them with opportunities to help even if they do not feel comfortable working within the classroom.

Community Liaison: Maria Davis (310)603-1518

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.

School Safety Plan

Safety of students and staff is a primary concern of Lincoln Elementary. Administrators and teachers regularly monitor the campus. Students are supervised at all times, with additional staff overseeing safety before school and during lunch (campus monitors and school administration) as well as recess (teachers). After school, kindergarten parents meet their children at the entrance and exit gate on Los Flores. Teachers walk their kindergarten students to the gate and pick up their children from their classrooms. Kindergarteners are released only to their parents or caregivers. Parents of first through fifth grade students enter the campus and pick up their children at the classroom. The school welcomes parents and community members to visit the campus. Anyone wishing to be on school grounds during operating hours must notify the staff ahead of time. All visitors must sign in at the office and wear brightly colored identification badges throughout the duration of their stay.

The school safety plan is revised every spring by the Safe School Committee & School Site Council: revisions are shared immediately with all members of the staff. The key elements outlined within the plan include: 1) child abuse reporting procedures, 2) teacher notification of dangerous pupils procedures, 3) disaster response procedures, 4) procedures for safe entrance and exit from school, 5) sexual harassment policy, 6) suspension and expulsion policies, 7) dress code, and 8) discipline policies. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Disaster drills are conducted monthly, as are fire drills.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.7	0.8	0.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.5	3.3	3.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	.0

* 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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	25	1	4		23	1	4		24		3	
1	22		4		27		3		22	1	3	
2	26		3		25		3		24		3	
3	21	1	3		24		3		26		3	
4	24		3		26		3		33		1	1
5	28		3		22	1	2		25		3	
Other**												

*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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		50	65

Lincoln is implementing the district's multi-year professional development plan. This plan provides training for all coaches, administrators, and teachers and includes:

- SWUN Math
- Data Reflection Protocols
- English Language Arts
- EL Paln
- Guided Planning
- Innovative Ed
- Summer Institute
- School site staff meetings

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development. The district has also implemented a monitoring system to ensure the effectiveness of professional development for our staff. The monitoring system includes follow up sessions and site visits from district professional development facilitators.

Lincoln also implements continuous improvement during it's school site staff meetings.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,555	\$51,374
Mid-Range Teacher Salary	\$81,123	\$80,151
Highest Teacher Salary	\$94,480	\$100,143
Average Principal Salary (ES)	\$114,587	\$126,896
Average Principal Salary (MS)	\$116,221	\$133,668
Average Principal Salary (HS)	\$129,242	\$143,746
Superintendent Salary	\$225,000	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

The Lynwood Unified School District is committed to academic excellence by providing the best possible learning opportunities for all students. Our district provides a wide variety of academic programs and socio-emotional services for students to reach their academic goals. Some of the programs and services provided for students in Lynwood Unified School District include:

- Title I
- Migrant Education
- SES Tutoring
- Title III - Interventions
- LCAP
- Language Proficiency Testing (CELDT)
- AVID
- Special Education Services
- Resources for Foster Youth and Homeless Students
- Common Assessment Data Compilation
- Socio-emotional and Mental Health Counseling and Resources
- Resources for Pregnant and Parenting Teens
- Positive Behavior and Support (PBIS)
- Assistance with Health Insurance Enrollment
- Afterschool Programs
- Academic Fieldtrips

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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	5695	239	5455	77078.25
District	N/A	N/A	5413	\$79,588.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.8	-1.2
School Site/ State	-18.6	-1.0

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.