

Abraham Lincoln Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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](#) 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., 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 - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Glendale Unified
Phone Number	(818) 241-3111
Superintendent	Marc Winger
E-mail Address	mwinger@gusd.net
Web Site	www.gusd.net

School Contact Information - Most Recent Year	
School Name	Abraham Lincoln Elementary
Street	4310 New York Ave.
City, State, Zip	La Crescenta, Ca, 91214-2567
Phone Number	818-249-1863
Principal	Stephen Williams, Principal
E-mail Address	swilliams@gusd.net
County-District-School (CDS) Code	19645686013742

Last updated: 1/4/2016

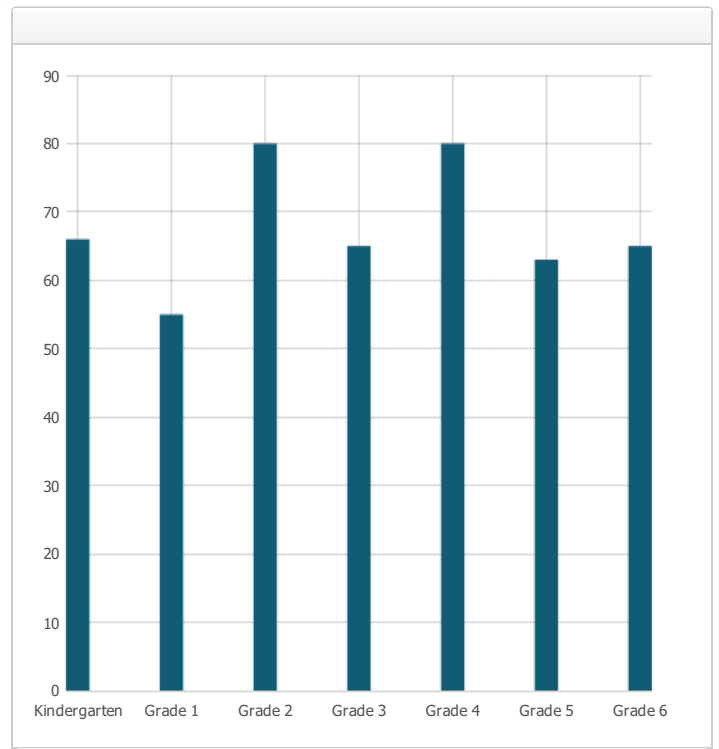
School Description and Mission Statement - Most Recent Year

The Abraham Lincoln Elementary School, a unique partnership of parents, teachers, and students, ensures that each child builds a strong academic foundation through a broad base of experiences in a nurturing environment in order to make responsible decisions and excel in an ever-changing world.

Last updated: 1/4/2016

Student Enrollment by Grade Level (School Year 2014-15)

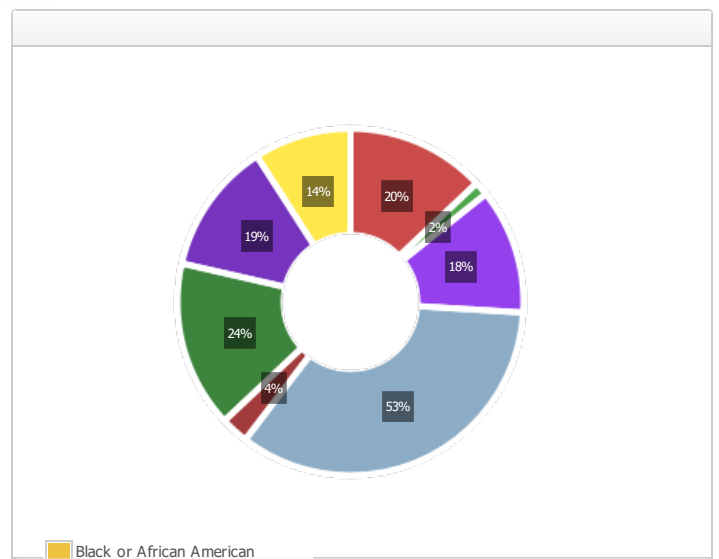
Grade Level	Number of Students
Kindergarten	66
Grade 1	55
Grade 2	80
Grade 3	65
Grade 4	80
Grade 5	63
Grade 6	65
Total Enrollment	474



Last updated: 1/4/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.2 %
American Indian or Alaska Native	0.0 %
Asian	20.9 %
Filipino	2.5 %
Hispanic or Latino	18.6 %
Native Hawaiian or Pacific Islander	0.0 %
White	53.0 %
Two or More Races	4.9 %
Socioeconomically Disadvantaged	24.3 %
English Learners	19.8 %
Students with Disabilities	14.6 %
Foster Youth	0.4 %



- Black or African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White
- Two or More Races
- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities
- Foster Youth

Last updated: 1/4/2016

A. Conditions of Learning

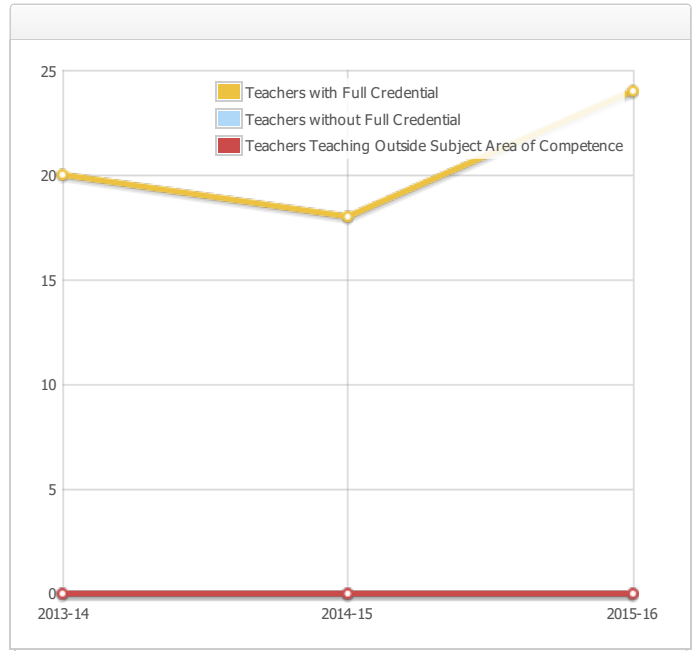
State Priority: Basic

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

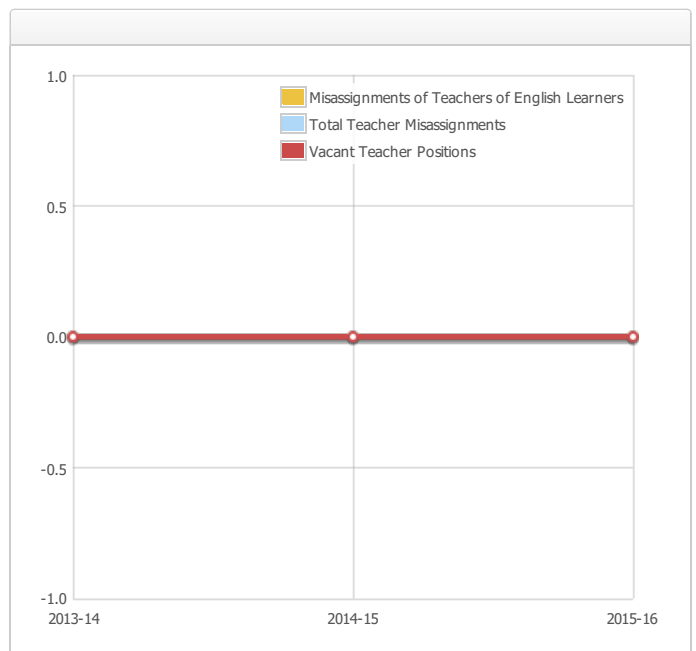
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	20	18	24	1089
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	65



Last updated: 1/4/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

Last updated: 1/4/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	99.0%	1.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: December 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin/Harcourt - Excursions/2012 McDougal Littell - The Language of Literature/2003 Ready Common Core Reading Instruction Curriculum Associates/2014	Yes	0.0 %
Mathematics	Ready Common Core Mathematics Instruction Curriculum Associates/2014	Yes	0.0 %
Science	MacMillan McGraw Hill - California Science/2007	Yes	0.0 %
History-Social Science	McMillan McGraw Hill - California Vistas/2006	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 1/4/2016

School Facility Conditions and Planned Improvements - Most Recent Year

Lincoln Elementary School opened in 1925. Major renovation took place in 2002-2003 that moved the school front and added a redesigned area to provide an expanded workroom, an additional conference room for larger parent/pupil meetings, and an expanded teacher's lounge. The former administration area now houses an expanded and updated computer lab with Internet wiring, a speech room, an enlarged Resource Specialist Program room, a literacy lab, and a room dedicated to parent volunteers, called the Lion's Den. In 2012, new computers, document cameras, LCD projectors, and several SmartBoards were provided in classrooms. Classroom amplification systems were purchased for classrooms in 2013. The library was renovated with new shelving and wood floor in 2012. The only entrance to the school while students are in class is through the main office. In 2013, a glass partition was installed in the front office to provide additional security. During the summer of 2014, a new play structure was installed on the playground and includes two large canopies for shade. A new sound/video projection system was installed in the auditorium in 2013. Plans have been developed to replace 5 old bungalows with a 5-classroom newly constructed building. Ground breaking is expected during the summer of 2016.

We have a one "day" custodian and two "night" custodians who keep our facilities clean. Each classroom is cleaned every other day, and the rest rooms are cleaned every day. District maintenance picks up litter, removes graffiti, and maintains landscaping on a regular weekly schedule.

Last updated: 1/4/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	loose floor tiles, peeling paint
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	toilet leak
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	drywall is damaged
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	BB holes in window, rust on doors

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: January 2015

Overall Rating	Good
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Last updated: 1/15/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	69.0%	58.0%	44.0%
Mathematics (grades 3-8 and 11)	64.0%	49.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/4/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	61	60	98.4%	13.0%	15.0%	18.0%	53.0%
Male	61	26	42.6%	23.0%	23.0%	12.0%	42.0%
Female	61	34	55.7%	6.0%	9.0%	24.0%	62.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	61	10	16.4%	--	--	--	--
Filipino	61	1	1.6%	--	--	--	--
Hispanic or Latino	61	14	23.0%	29.0%	29.0%	21.0%	21.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	61	28	45.9%	14.0%	18.0%	18.0%	50.0%
Two or More Races	61	7	11.5%	--	--	--	--
Socioeconomically Disadvantaged	61	13	21.3%	15.0%	31.0%	38.0%	15.0%
English Learners	61	5	8.2%	--	--	--	--
Students with Disabilities	61	8	13.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/4/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	80	77	96.3%	22.0%	22.0%	29.0%	27.0%
Male	80	38	47.5%	32.0%	24.0%	24.0%	21.0%
Female	80	39	48.8%	13.0%	21.0%	33.0%	33.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	80	15	18.8%	0.0%	13.0%	27.0%	60.0%
Filipino	80	1	1.3%	--	--	--	--
Hispanic or Latino	80	16	20.0%	25.0%	19.0%	38.0%	19.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	80	44	55.0%	30.0%	27.0%	23.0%	20.0%
Two or More Races	80	1	1.3%	--	--	--	--
Socioeconomically Disadvantaged	80	21	26.3%	52.0%	29.0%	19.0%	0.0%
English Learners	80	19	23.8%	53.0%	26.0%	16.0%	5.0%
Students with Disabilities	80	13	16.3%	69.0%	0.0%	31.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/4/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	64	64	100.0%	6.0%	22.0%	31.0%	41.0%
Male	64	26	40.6%	12.0%	31.0%	31.0%	27.0%
Female	64	38	59.4%	3.0%	16.0%	32.0%	50.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	64	20	31.3%	0.0%	5.0%	35.0%	60.0%
Filipino	64	2	3.1%	--	--	--	--
Hispanic or Latino	64	15	23.4%	27.0%	27.0%	20.0%	27.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	64	26	40.6%	0.0%	27.0%	35.0%	38.0%
Two or More Races	64	1	1.6%	--	--	--	--
Socioeconomically Disadvantaged	64	14	21.9%	21.0%	36.0%	29.0%	14.0%
English Learners	64	9	14.1%	--	--	--	--
Students with Disabilities	64	5	7.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/4/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	65	65	100.0%	3.0%	18.0%	43.0%	35.0%
Male	65	31	47.7%	6.0%	23.0%	35.0%	35.0%
Female	65	34	52.3%	0.0%	15.0%	50.0%	35.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	65	12	18.5%	0.0%	17.0%	42.0%	42.0%
Filipino	65	2	3.1%	--	--	--	--
Hispanic or Latino	65	10	15.4%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	65	36	55.4%	6.0%	22.0%	44.0%	28.0%
Two or More Races	65	5	7.7%	--	--	--	--
Socioeconomically Disadvantaged	65	14	21.5%	7.0%	21.0%	43.0%	29.0%
English Learners	65	2	3.1%	--	--	--	--
Students with Disabilities	65	3	4.6%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/4/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	61	60	98.4%	23.0%	15.0%	27.0%	35.0%
Male	61	26	42.6%	35.0%	15.0%	15.0%	35.0%
Female	61	34	55.7%	15.0%	15.0%	35.0%	35.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	61	10	16.4%	--	--	--	--
Filipino	61	1	1.6%	--	--	--	--
Hispanic or Latino	61	14	23.0%	50.0%	7.0%	21.0%	21.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	61	28	45.9%	25.0%	18.0%	32.0%	25.0%
Two or More Races	61	7	11.5%	--	--	--	--
Socioeconomically Disadvantaged	61	13	21.3%	31.0%	31.0%	31.0%	8.0%
English Learners	61	5	8.2%	--	--	--	--
Students with Disabilities	61	8	13.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/4/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	80	78	97.5%	12.0%	27.0%	36.0%	26.0%
Male	80	38	47.5%	13.0%	29.0%	32.0%	26.0%
Female	80	40	50.0%	10.0%	25.0%	40.0%	25.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	80	16	20.0%	0.0%	13.0%	25.0%	63.0%
Filipino	80	1	1.3%	--	--	--	--
Hispanic or Latino	80	16	20.0%	19.0%	6.0%	50.0%	25.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	80	44	55.0%	14.0%	39.0%	34.0%	14.0%
Two or More Races	80	1	1.3%	--	--	--	--
Socioeconomically Disadvantaged	80	21	26.3%	29.0%	38.0%	29.0%	5.0%
English Learners	80	19	23.8%	26.0%	47.0%	16.0%	11.0%
Students with Disabilities	80	13	16.3%	54.0%	31.0%	15.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 Level 4 = Standard exceeded

Last updated: 1/4/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	64	64	100.0%	11.0%	27.0%	27.0%	36.0%
Male	64	26	40.6%	19.0%	12.0%	35.0%	35.0%
Female	64	38	59.4%	5.0%	37.0%	21.0%	37.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	64	20	31.3%	0.0%	20.0%	30.0%	50.0%
Filipino	64	2	3.1%	--	--	--	--
Hispanic or Latino	64	15	23.4%	20.0%	27.0%	40.0%	13.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	64	26	40.6%	15.0%	27.0%	15.0%	42.0%
Two or More Races	64	1	1.6%	--	--	--	--
Socioeconomically Disadvantaged	64	14	21.9%	29.0%	21.0%	29.0%	21.0%
English Learners	64	9	14.1%	--	--	--	--
Students with Disabilities	64	5	7.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 Level 4 = Standard exceeded

Last updated: 1/4/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	65	65	100.0%	3.0%	26.0%	32.0%	38.0%
Male	65	31	47.7%	3.0%	32.0%	29.0%	35.0%
Female	65	34	52.3%	3.0%	21.0%	35.0%	41.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	65	12	18.5%	0.0%	8.0%	33.0%	58.0%
Filipino	65	2	3.1%	--	--	--	--
Hispanic or Latino	65	10	15.4%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	65	36	55.4%	6.0%	33.0%	31.0%	31.0%
Two or More Races	65	5	7.7%	--	--	--	--
Socioeconomically Disadvantaged	65	14	21.5%	0.0%	50.0%	21.0%	29.0%
English Learners	65	2	3.1%	--	--	--	--
Students with Disabilities	65	3	4.6%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/4/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	78.0%	88.0%	87.0%	73.0%	72.0%	70.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/4/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	70.0%
All Students at the School	87.0%
Male	88.0%
Female	86.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	100.0%
Filipino	--
Hispanic or Latino	86.0%
Native Hawaiian or Pacific Islander	--
White	84.0%
Two or More Races	--
Socioeconomically Disadvantaged	78.0%
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/4/2016

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 English, mathematics, and physical education

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	11.1%	25.4%	61.9%

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.

Last updated: 1/4/2016

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 - Most Recent Year

Parents can join our School Site Council, which works with administration to help make financial decisions. Parents of English learners are vital to our ELAC (English Language Advisory Committee) and to our outreach efforts on behalf of new families. Room parents, from the PTA, organize parent volunteers to help with special projects. The PTA sponsors campus beautification days, Meet the Masters, and holds various fund-raisers. Lincoln also has a foundation whose main purpose is to raise funds for various projects. The Foundation sponsors a Father-Daughter Dance, primary music and class projects. The Dad's Club organizes several events such as the Mother-Son Olympiad, Lincoln 500, and the Father-Son disc Tournament. The Korean and Armenian Parent Clus are off-campus organizations, which also contribute to Lincoln programs. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences. We always need new volunteers and there are many ways to help on our campus.

State Priority: Pupil Engagement

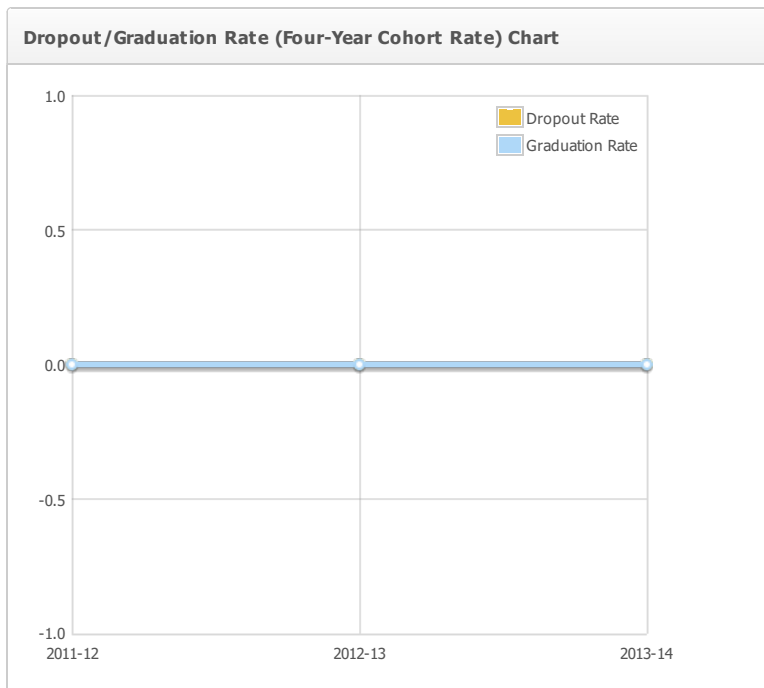
Last updated: 1/4/2016

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	0.00	91.90	0.00	78.87	80.44	80.95



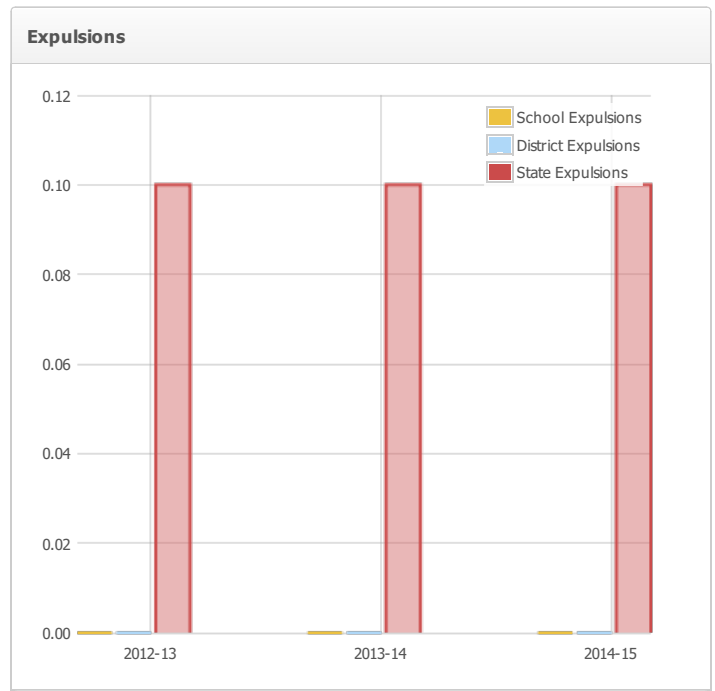
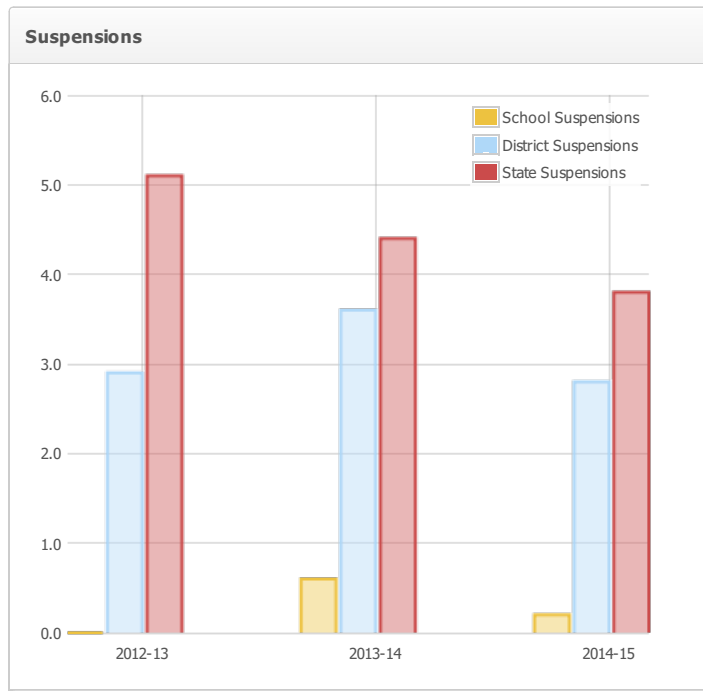
State Priority: School Climate

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.0	0.6	0.2	2.9	3.6	2.8	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/4/2016

School Safety Plan - Most Recent Year

Staff and parent volunteers monitor the school grounds before and after school, at recesses, and at lunchtime. Teachers regularly review the rules for safe, responsible behavior. We have a fully fenced closed campus to provide a safe and uninterrupted learning environment for our students. Visitors must enter the school through the main door and sign in at the office, where they receive a visitor's badge. Lincoln is implementing the Olweus Bullying Prevention program, a proactive research-based program, which educates students about bullying and helps promote a safe learning environment for our students. We revise our School Safety Plan annually; it was last revised during October 2015. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available on our school website and in the school office. We share the plan with all staff during a school wide staff meeting. We practice a variety of emergency drills monthly. These drills include earthquake, lockdown, lockout, evacuation and fire. Trainings for staff are held during the year for emergency preparedness.

Last updated: 1/4/2016

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	N/A	Yes	

Last updated: 1/4/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	14
Percent of Schools Currently in Program Improvement	N/A	77.8%

Note: Cells with NA values do not require data.

Last updated: 1/4/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15						
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+	
K	20.0	1	3		20.0	1	2		22.0		3		
1	22.0		2		26.0		2		24.0			2	
2	24.0		3		26.0		2		25.0			2	
3	18.0	2	2		22.0	1	3		19.0	2		3	
4	32.0		2		31.0		1	1	36.0				2
5	36.0			2	33.0		1	1	36.0				2
6	36.0			2	35.0			2	33.0		1		1
Other					10.0	1			7.0	1			

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

Last updated: 1/4/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
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Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.6	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		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.

Last updated: 1/15/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6343.0	\$1753.0	\$4590.0	\$77787.0
District	N/A	N/A	\$4832.0	\$76630.0
Percent Difference – School Site and District	N/A	N/A	-0.1%	--
State	N/A	N/A	\$5348.0	\$72971.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/5/2016

Types of Services Funded (Fiscal Year 2014-15)

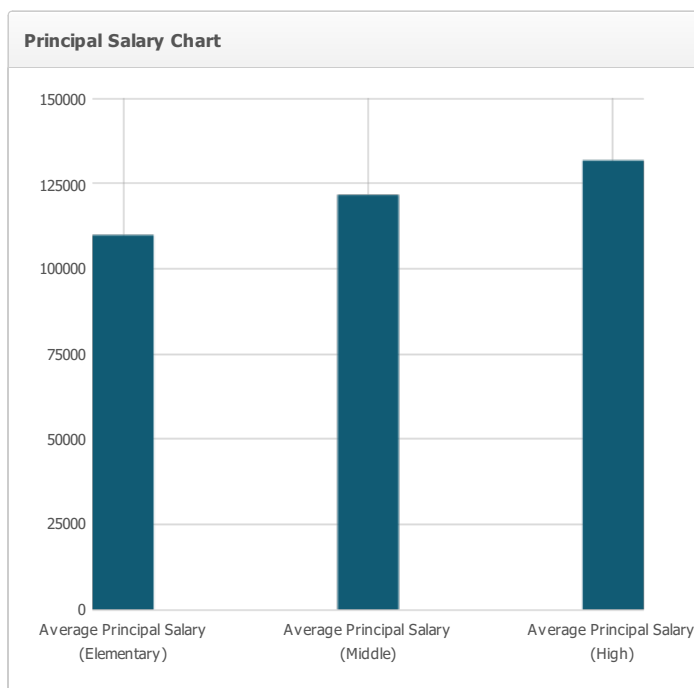
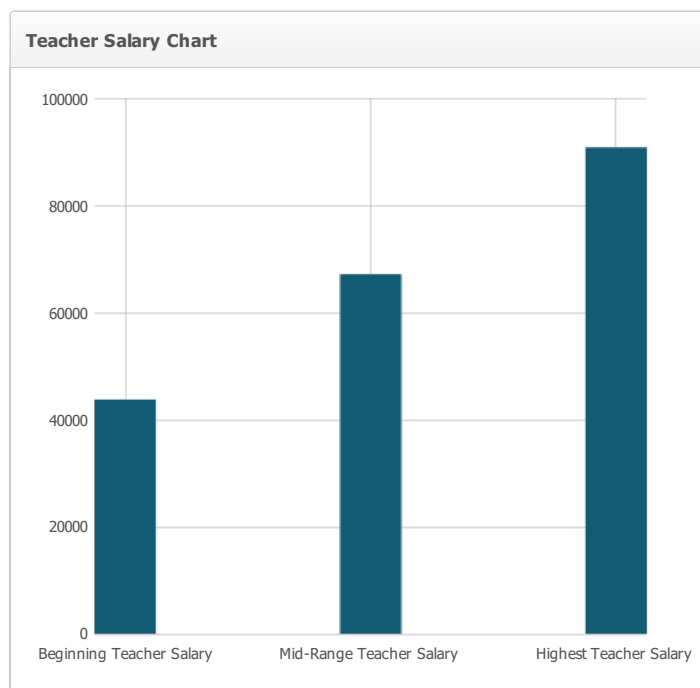
A combination of state and federal funding is used to cover all aspects of our instructional program. Strong PTA and school foundation support is evident in many of our schools' supplemental activities. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation, which offers enhanced programs in visual and performing arts, science and technology, and health and fitness.

Last updated: 1/4/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,725	\$43,165
Mid-Range Teacher Salary	\$67,125	\$68,574
Highest Teacher Salary	\$90,802	\$89,146
Average Principal Salary (Elementary)	\$109,834	\$111,129
Average Principal Salary (Middle)	\$121,635	\$116,569
Average Principal Salary (High)	\$131,723	\$127,448
Superintendent Salary	\$259,000	\$234,382
Percent of Budget for Teacher Salaries	41.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/4/2016

Professional Development – Most Recent Three Years

The District-wide staff development has been focused on the implementation of the Common Core State Standards, adopted by the California Department of Education in 2010. In the past three years over 100 professional development opportunities have been available to teachers, and/or administrators to support the Common Core State Standard implementation.

Professional development has been delivered in various formats that include; Elementary grade-level trainings, Secondary content specific trainings, Staff and/or faculty meetings, Community/parent information meetings, Principal meetings, New Teacher Trainings, Teachers' Summer Academy workshops and Principal Summer Institutes.

Teacher Leaders were recruited to lead professional development efforts supporting the implementation of the new standards. Teachers have been supported through Grade-level and content-specific trainings by site based Teacher Leaders, Staff and/or faculty meetings, District-wide collaboration training days by grade-level or content area and Teachers' Summer Academy Workshops.

Last updated: 1/25/2016