

Abraham Lincoln Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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/fq/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 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 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Glendale Unified
Phone Number	(818) 241-3111
Superintendent	Winfred Roberson
E-mail Address	wroberson@gusd.net
Web Site	www.gusd.net

School Contact Information (School Year 2016-17)	
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: 1/12/2017

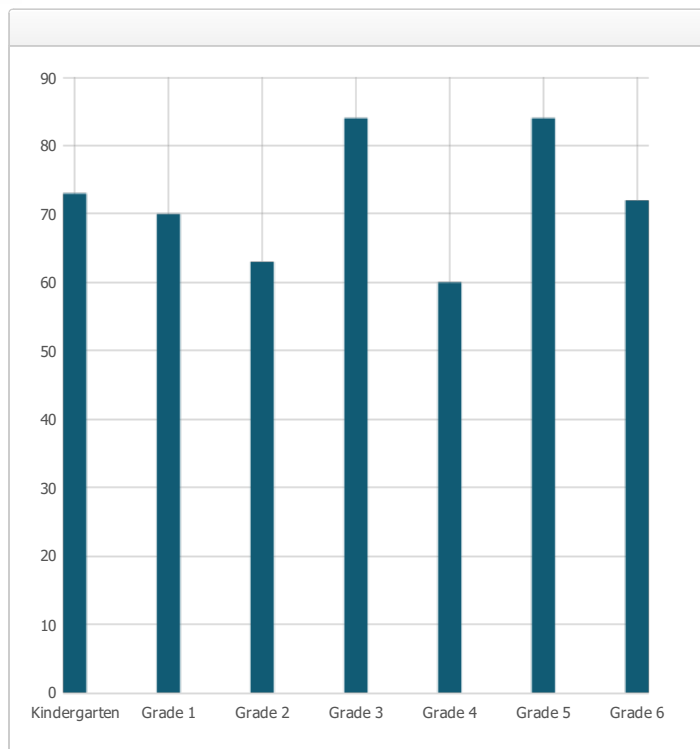
School Description and Mission Statement (School Year 2016-17)

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: 1/12/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	73
Grade 1	70
Grade 2	63
Grade 3	84
Grade 4	60
Grade 5	84
Grade 6	72
Total Enrollment	506



Last updated: 1/12/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.0 %
Asian	20.9 %
Filipino	2.6 %
Hispanic or Latino	19.6 %
Native Hawaiian or Pacific Islander	0.0 %
White	51.8 %
Two or More Races	5.1 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	24.1 %
English Learners	23.5 %
Students with Disabilities	14.8 %
Foster Youth	0.0 %

Last updated: 1/12/2017

A. Conditions of Learning

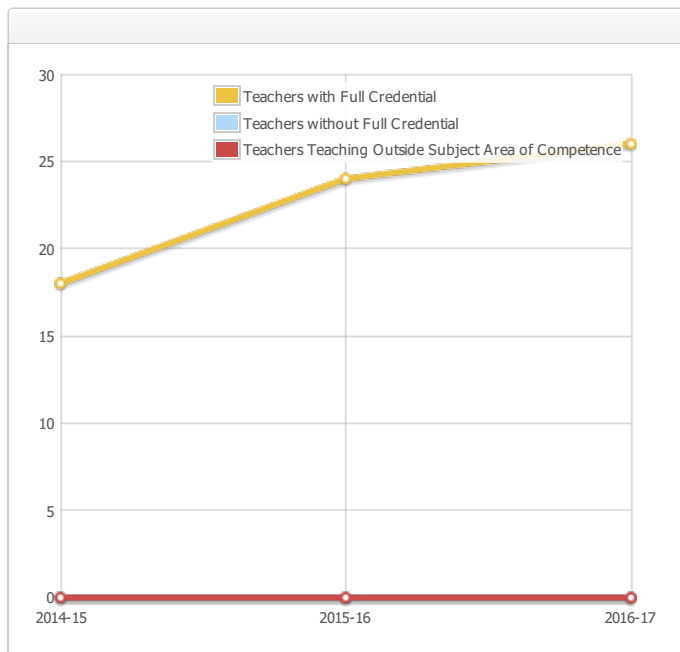
State Priority: Basic

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	18	24	26	1148
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	35



Last updated: 1/24/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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: 1/24/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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	99.0%	1.0%
High-Poverty Schools in District	99.0%	1.0%
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.

Last updated: 1/24/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin/Harcourt - Exursions/2012 McDougal Littell - The Language of Literature/2003 Ready Common Core Reading Instruction Curriculum Associates/2014	Yes	0.0 %
Mathematics	"GEMS" GUSD Open Source Math Curriculum/2015 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)	N/A	N/A	0.0 %

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

Last updated: 1/12/2017

School Facility Conditions and Planned Improvements

Lincoln Elementary School opened in 1925. A new building with six modern classrooms is currently being constructed to replace 6 bungalows on the east side of the campus. The project includes repaving of the playground, planting of trees, a garden area, and turf area. The projection completion date is scheduled for July, 2017. 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.

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

Last updated: 1/12/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Cracked floor tiles in 4101-1
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 Facility Rate

Year and month of the most recent FIT report: August 2016

Overall Rating	Exemplary
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Last updated: 1/17/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	69.0%	70.0%	58.0%	61.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	64.0%	63.0%	49.0%	51.0%	34.0%	36.0%

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.

Last updated: 1/17/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	86	83	96.5%	59.0%
Male	49	48	98.0%	54.2%
Female	37	35	94.6%	65.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	21	18	85.7%	66.7%
Filipino	--	--	--	--
Hispanic or Latino	11	11	100.0%	36.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	47	47	100.0%	57.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	21	19	90.5%	36.8%
English Learners	19	16	84.2%	37.5%
Students with Disabilities	17	16	94.1%	25.0%
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/17/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	60	59	98.3%	71.2%
Male	26	25	96.2%	64.0%
Female	34	34	100.0%	76.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	16	16	100.0%	37.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	25	100.0%	80.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	18	100.0%	55.6%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/17/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	84	82	97.6%	67.1%
Male	43	43	100.0%	53.5%
Female	41	39	95.1%	82.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	16	100.0%	87.5%
Filipino	--	--	--	--
Hispanic or Latino	18	18	100.0%	61.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	48	46	95.8%	60.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	25	23	92.0%	43.5%
English Learners	15	13	86.7%	23.1%
Students with Disabilities	15	15	100.0%	13.3%
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/17/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	72	72	100.0%	83.3%
Male	29	29	100.0%	79.3%
Female	43	43	100.0%	86.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	22	22	100.0%	90.9%
Filipino	--	--	--	--
Hispanic or Latino	18	18	100.0%	77.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	28	100.0%	85.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	19	19	100.0%	73.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/17/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	86	84	97.7%	63.1%
Male	49	49	100.0%	63.3%
Female	37	35	94.6%	62.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	21	19	90.5%	68.4%
Filipino	--	--	--	--
Hispanic or Latino	11	11	100.0%	18.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	47	47	100.0%	68.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	21	20	95.2%	60.0%
English Learners	19	17	89.5%	47.1%
Students with Disabilities	17	16	94.1%	31.3%
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/17/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	60	59	98.3%	64.4%
Male	26	25	96.2%	60.0%
Female	34	34	100.0%	67.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	16	16	100.0%	37.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	25	100.0%	68.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	18	100.0%	50.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/17/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	84	84	100.0%	56.0%
Male	43	43	100.0%	53.5%
Female	41	41	100.0%	58.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	16	100.0%	81.3%
Filipino	--	--	--	--
Hispanic or Latino	18	18	100.0%	55.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	48	48	100.0%	47.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	25	25	100.0%	36.0%
English Learners	15	15	100.0%	13.3%
Students with Disabilities	15	15	100.0%	6.7%
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/17/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	72	72	100.0%	69.4%
Male	29	29	100.0%	69.0%
Female	43	43	100.0%	69.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	22	22	100.0%	90.9%
Filipino	--	--	--	--
Hispanic or Latino	18	18	100.0%	55.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	28	100.0%	67.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	19	19	100.0%	47.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/17/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	88.0%	87.0%	79.0%	72.0%	70.0%	69.0%	60.0%	56.0%	54.0%

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.

Last updated: 1/17/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	84	82	97.6%	79.3%
Male	43	43	100.0%	74.4%
Female	41	39	95.1%	84.6%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	16	16	100.0%	93.8%
Filipino	--	--	--	--
Hispanic or Latino	18	18	100.0%	66.7%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	48	46	95.8%	80.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	25	23	92.0%	60.9%
English Learners	15	13	86.7%	38.5%
Students with Disabilities	15	15	100.0%	60.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Last updated: 1/17/2017

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

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.7%	38.1%	47.6%

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.

Last updated: 1/17/2017

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 2016-17)

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 art program, Timeless Tiles, Winter Wonderland, Egg Drop, Book Fair, Science Fair, Red Ribbon Week, Yellow Ribbon Week, and other various school events. Lincoln also has a foundation whose main purpose is to raise funds for projects and programs. The two biggest fundraisers are the Jogathon and Silent Action. The Foundation sponsors a Father-Daughter Dance, primary music program, HandPrint Wall, Garden Club, and class projects. The Dad's Club organizes events such as the Mother-Son Olympiad, Lincoln 500, and the Family disc golf 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 appreciate new volunteers and there are many ways to help on our campus.

State Priority: Pupil Engagement

Last updated: 1/17/2017

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

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

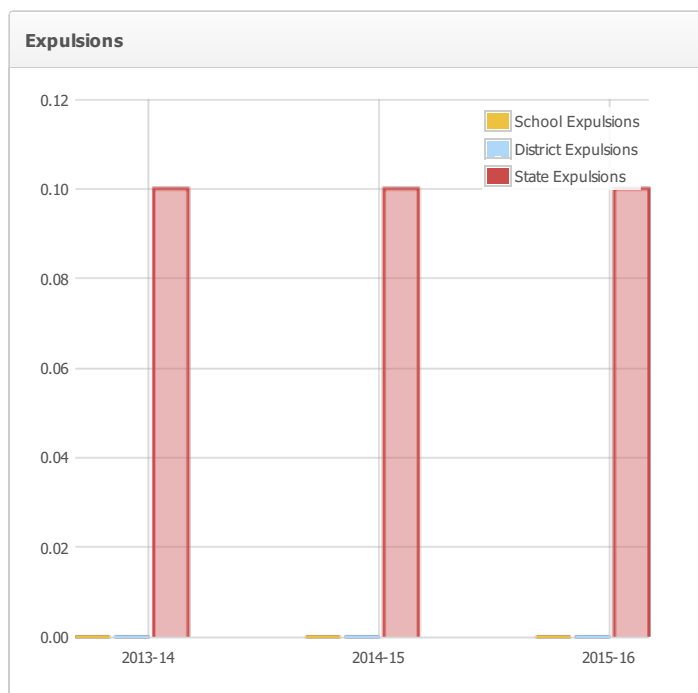
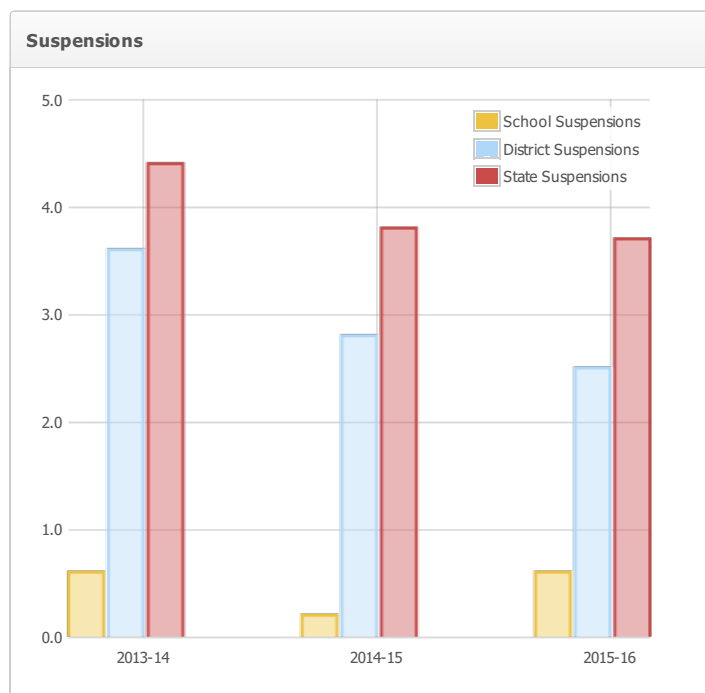
State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.6	0.2	0.6	3.6	2.8	2.5	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/17/2017

School Safety Plan (School Year 2016-17)

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 2016. 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: 1/17/2017

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 2016-17)

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	11
Percent of Schools Currently in Program Improvement	N/A	64.7%

Note: Cells with NA values do not require data.

Last updated: 1/17/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	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	2	0	22.0	0	3	0	19.0	4	0	0
1	26.0	0	2	0	24.0	0	2	0	20.6	2	1	0
2	26.0	0	2	0	25.0	0	2	0	17.9	3	1	0
3	22.0	1	3	0	19.0	2	3	0	18.7	3	1	0
4	31.0	0	1	1	36.0	0	0	2	35.3	0	0	2
5	33.0	0	1	1	36.0	0	0	2	36.1	0	0	2
6	35.0	0	0	2	33.0	0	1	1	36.0	0	0	2
Other	10.0	1	0	0	7.0	1	0	0	0.0	0	0	0

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

Last updated: 2/1/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
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: 1/17/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6986.0	\$1803.0	\$5183.0	\$85595.0
District	N/A	N/A	\$5365.0	\$82657.0
Percent Difference – School Site and District	--	--	0.1%	--
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 1/17/2017

Types of Services Funded (Fiscal Year 2015-16)

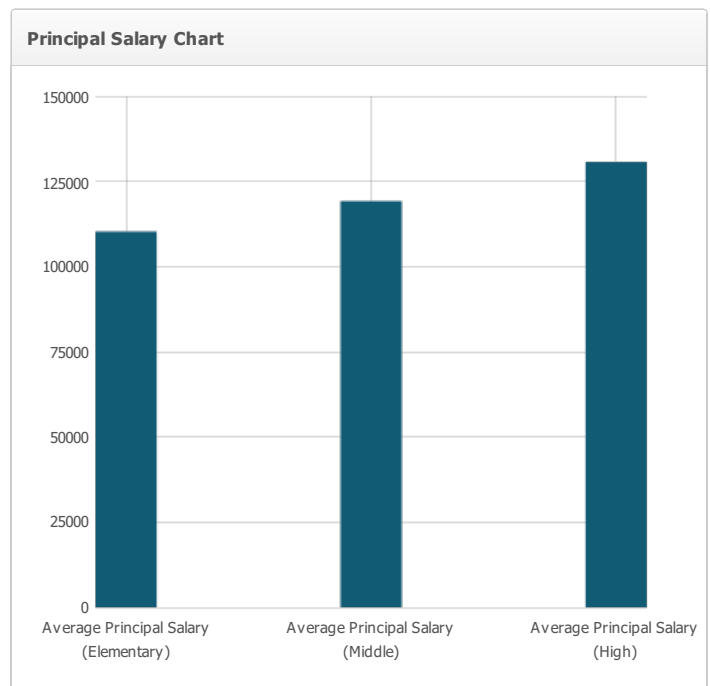
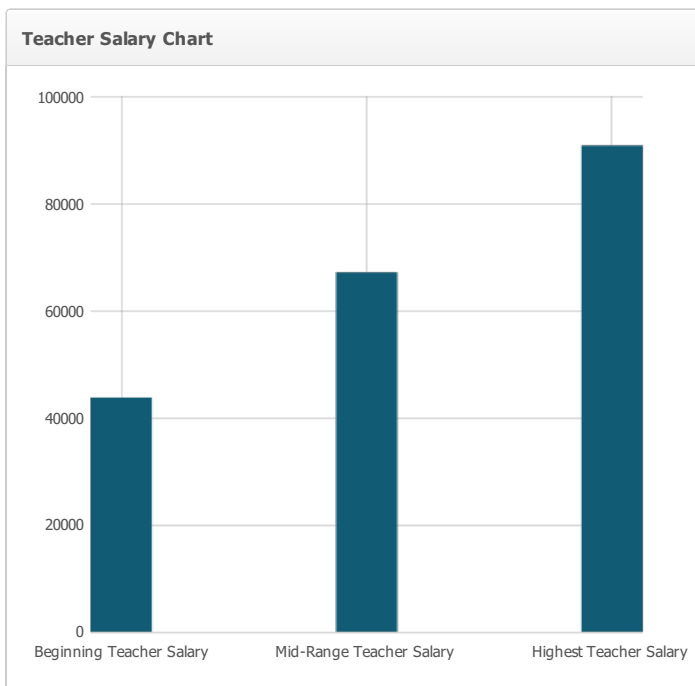
A combination of state and federal funding is used to cover all aspects of our instructional program. Strong PTA and school foundation support is evident in many of our schools' supplemental activities. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation, which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

Last updated: 1/17/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,725	\$45,092
Mid-Range Teacher Salary	\$67,125	\$71,627
Highest Teacher Salary	\$90,802	\$93,288
Average Principal Salary (Elementary)	\$110,262	\$115,631
Average Principal Salary (Middle)	\$119,200	\$120,915
Average Principal Salary (High)	\$130,676	\$132,029
Superintendent Salary	\$266,500	\$249,537
Percent of Budget for Teacher Salaries	39.0%	37.0%
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: 1/17/2017

Professional Development

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: 1/17/2017