

Abraham Lincoln Continuation

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Abraham Lincoln Continuation
Street	3380 14th st.
City, State, Zip	Riverside
Phone Number	9092312003
Principal	Hector Valdez
Email Address	hvaldez@riversideunified.org
School Website	http://lincoln.riversideunified.org/
County-District-School (CDS) Code	33-67215-3336955

2023-24 District Contact Information

District Name	Riverside Unified School District
Phone Number	(951) 788-7135
Superintendent	Ms. Renee Hill
Email Address	rhill@riversideunified.org
District Website	http://riversideunified.org/

2023-24 School Description and Mission Statement

Abraham Lincoln Mission Statement (Updated 2023-2024)

VISION STATEMENT

Abraham Lincoln emphasizes an educational environment that centers the interests of its learners and focuses on transferable skills to ready young people for their futures. Lincoln provides students with opportunities to maximize their educational experience, which results in equitable outcomes for all students in the areas of academic achievement, personal development, and preparation for education and work after high school graduation.

Mission Statement

It is our mission at Abraham Lincoln to matriculate, educate, and graduate a diverse student population. We implement policies, procedures, and practices that advance equity in curriculum, instruction, program development, and staff development. We provide a safe and nurturing environment to encourage students to develop an enthusiasm for life-long learning to pursue post-high school passions, interests, and opportunities.

Abraham Lincoln High School provides opportunities for students by providing them an environment that support their social emotional needs as well as their academic needs. Teachers at Lincoln establish student relationships that are based on trust and respect which is the staple of who we are and what we do for students. We work on providing support that encourages students to see their potential and we give them the tools and support they need to meet their goals.

Students get to participate in Career Technical Education pathways including Automotive and Health industries where they learn skills and earn certification that they can use to enter the workforce. We strive to prepare students for the rigor of college and career by creating life long learners that will take advantage of opportunities that will help secure their future.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	1
Grade 11	33
Grade 12	134
Total Enrollment	168

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	37.5%
Male	61.9%
Asian	0.6%
Black or African American	5.4%
Hispanic or Latino	83.3%
Two or More Races	1.2%
White	6.5%
English Learners	22.6%
Foster Youth	0.6%
Homeless	1.8%
Socioeconomically Disadvantaged	93.5%
Students with Disabilities	4.8%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.50	71.00	1509.80	87.78	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.30	0.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	38.00	2.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.80	24.00	17.00	0.99	12115.80	4.41
Unknown	0.50	4.92	151.80	8.83	18854.30	6.86
Total Teaching Positions	12.00	100.00	1720.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.00	69.62	1505.40	87.33	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.80	0.51	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	7.69	44.30	2.57	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.90	22.62	38.00	2.21	11953.10	4.28
Unknown	0.00	0.00	127.00	7.37	15831.90	5.67
Total Teaching Positions	13.00	100.00	1723.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	2.80	2.90
Total Out-of-Field Teachers	2.80	2.90

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.6	3.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The table displays information collected in September and approved by the Riverside Unified School District Board of Education on 10/05/23 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most currently available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Comprehensive curriculum (ELA, Math, Science, History-Social Science)

Year and month in which the data were collected

10/05/23

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Education StudySync Grades 9-12 (Adopted 2016) Norton Reader (English Language & Composition supplement) Grade 11 Perrine's Literature Anthology AP (English Language & Composition supplement) Grade 12 Commerce Expository Reading and Writing Grade 12 (Adopted 2009) Cengage/National Geographic Inside the USA (ELD supplement) Grades 9-12	Yes	0%
Mathematics	Core Connections Integrated Math 1 College Preparatory Mathematics (Adopted 2018) Core Connections Integrated Math 2 College Preparatory Mathematics (Adopted 2018) Core Connections Integrated Math 3 College Preparatory Mathematics (Adopted 2018) Cengage Mathematics for Calculus (Precalculus) (Adopted 2008) McDougall Littell Calculus of a Single Variable (Calculus AB/BC AP) (Adopted 2008) Houghton Mifflin Calculus with Analytical Geometry (Multivariable Calculus) Pearson, Prentice Hall Statistics- Modeling the World (Statistics) (Adopted 2008) Haese Publications Mathematics for the International Student (IB Mathematical Studies) (Adopted 2006)	Yes	0%

	<p>Cengage Learning Advanced Algebra with Financial Applications (Financial Algebra) (Adopted 2018)</p> <p>Glencoe/McGraw Hill Mathematics With Business Applications (Personal Finance) (Adopted 2004)</p> <p>Fundamentals of Java AP Computer Science</p>		
Science	<p>Miller & Levine Experience Biology (Medical Biology) (Adopted 2020)</p> <p>Campbell Biology, 12th Edition, AP Edition with Mastering Biology with Pearson eText (Biology, AP Biology) (Adopted 2021)</p> <p>AGS Publishing AGS Earth Science Grades 9-12 (EOC only)</p> <p>Savvas Experience Chemistry, Vols. 1 & 2 (Chemistry, Medical Chemistry) (Adopted 2020)</p> <p>Cengage Learning Chemistry, AP Edition, 10th Edition (Adopted 2021)</p> <p>Savvas Experience Physics (Physics) (Adopted 2022)</p> <p>Holt, Rinehart, Winston Earth Science Grades 9-12 (Earth Science) (Adopted 2022)</p> <p>Cengage Living in the Environment AP Edition (Environmental Science) (Adopted 2015)</p> <p>Cengage Exploring Environmental Science for AP (Environmental Science, AP) (Adopted 2021)</p> <p>Marieb: Essentials of Human Anatomy and Physiology (Anatomy & Physiology) (Adopted 2022)</p> <p>Kendall Hunt Forensic Science Grades 10-12 (Adopted 2016)</p> <p>McGraw Hill Marine Biology (Adopted 2012)</p> <p>2nd Edition Chemistry for IB Diploma (Adopted 2016)</p> <p>The Cultural Landscape: An Introduction to Human Geography 7th Edition (Adopted 2017)</p> <p>Forensic Biology: Fundamentals and Investigation 2nd Edition (Adopted 2017)</p> <p>Pearson Physics for Scientists/Engineers: A Strategic Approach [with Modern Physics] (Physics, AP1, APC) (Adopted 2019)</p>	Yes	0%
History-Social Science	<p>IMPACT CALIFORNIA G10 STUDENT EDITION WORLD HISTORY CULTURE & GEOGRAPHY (Adopted 2022)</p> <p>IB World History DP Authoritarian States Course Book (Adopted 2022)</p> <p>IB World History DP Causes and Effects of 20th Century Wars Course Book (Adopted 2022)</p> <p>IB World History DP The Move to Global War Course Book (Adopted 2022)</p> <p>PACKAGE: Give Me Liberty!, 6th AP® Edition +Voices of Freedom, 6th Edition Vols. 1 & 2 (Adopted 2022)</p> <p>Presidential Election Update American Government: Stories of a Nation (Adopted 2022)</p> <p>Western Civilization Since 1300 Enhanced AP Edition (Adopted 2022)</p> <p>IMPACT CALIFORNIA G11 STUDENT EDITION UNITED STATES HISTORY & GEOGRAPHY (Adopted 2022)</p> <p>IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF AMERICAN DEMOCRACY (Adopted 2022)</p> <p>IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF ECONOMICS (Adopted 2022)</p> <p>Economics for IB Diploma 2/e Book + eBook (Adopted 2022)</p> <p>Krugman's Economics for the AP®Course (Adopted 2022)</p> <p>SaplingPlus for Krugman's Economics for the AP Course (Adopted 2022)</p>	Yes	0%

	CA IMPACTO Grade 10 Spanish - World History, Culture, & Geography: The Modern World (Adopted 2022) CA IMPACTO Grade 11 - United States History & Geography: Continuity & Change (Adopted 2022)		
Foreign Language	Carnegie Learning - Que Chevere - Spanish Level 1, 2 & 3 (Adopted 2021) Carnegie Learning - En Voz Alta - Native Spanish Speakers 1 & 2 (Adopted 2021) Vista Higher Learning - Temas 2nd edition (Pre-AP Spanish) (Adopted 2020) Glencoe McGraw-Hill Galeria de Arte y Vida (AP Spanish) (Adopted 2013) Pearson Publishing Reflexiones: Intro A la Lit Hispanica (Pre-AP and AP Spanish Literature) (Adopted 2008) Carnegie Learning - T'es Branche - French 1, 2 & 3 (Adopted 2021) Vista Higher Learning- Themes (AP French) (Adopted 2021) Cheng & Tsui - Go Far with Chinese 1, 2, & 3 (Adopted 2021) Better Chinese - Magical Tour of China Volumes 3-4 (Chinese, AP/IB) (Adopted 2006) Dawn Sign Press Signing Naturally Units 1-6 Grades 9-12 (Adopted 2019) Dawn Sign Press Signing Naturally Units 7-12 Grades 9-12 (Adopted 2019)	Yes	N/A
Health	N/A		N/A
Visual and Performing Arts	McGraw Hill Art Fundamentals: Theory and Practice Grades 9-12 (Adopted 2005) Glencoe Art in Focus Grades 9-12 (Adopted 2005) Glencoe McGraw Hill Arttalk Grades 9-12 (supplemental) Davis Publications Exploring Visual Design (Adopted 2005) McGraw Hill Theatre in Action (Adopted 2005) Davis Publications The Visual Experience (Adopted 2005)	Yes	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

Year Constructed: 1956
 Lot Size: 3.9 Acres
 15 Permanent Classrooms
 4 Portable Classrooms (updated 10/23/2017)
 Completely Air Conditioned
 Gymnasium
 Child Care Center

Riverside Unified School District maintains both short- and long-term major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review.

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities.

Lincoln has a full-time custodian who, along with other district personnel maintain the grounds and facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b).

Lincoln has a building (G Building) that has been used as a boxing gym for over 20 years by an outside group. The boxing gym is no longer in operation and the building is being surveyed for structural integrity and future use. The building is in need of significant repair and is currently closed for use. Building G was not included in the annual FIT inspection process.

Year and month of the most recent FIT report

12/12/2023 - 12/12/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	6	10	46	44	47	46
Mathematics (grades 3-8 and 11)	0	0	30	31	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	90	86	95.56	4.44	10.47
Female	28	28	100.00	0.00	17.86
Male	62	58	93.55	6.45	6.90
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	75	71	94.67	5.33	11.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	31	28	90.32	9.68	3.57
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	76	72	94.74	5.26	9.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	90	86	95.56	4.44	0.00
Female	28	28	100.00	0.00	0.00
Male	62	58	93.55	6.45	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	75	71	94.67	5.33	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	31	28	90.32	9.68	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	76	72	94.74	5.26	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	2.24	2.41	26.85	27.64	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	169	166	98.22	1.78	2.41
Female	57	57	100.00	0.00	1.75
Male	111	108	97.30	2.70	2.78
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	141	138	97.87	2.13	2.90
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	0.00
English Learners	32	30	93.75	6.25	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	148	145	97.97	2.03	2.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	0.00

2022-23 Career Technical Education Programs

Riverside Unified School District (RUSD) Career Technical Education believes all students should be Career Ready, Period! CTE programs provide students with opportunities to build their Competitive Advantage through Rigorous Academic Knowledge, Technical Mastery, and Professional Skills. Our programs prepare students to be engaged in their education, communicate effectively, work in teams, and solve problems. The district has 42 pathways in 26 distinct programs - five State-funded California Partnership Academies, numerous grant-funded career technical pathways, as well as a number of ROP programs. Programs have a sequence of courses that provide students with academic and technical knowledge and skills through integrated academic and technical instruction. CTE in RUSD allows us to create engaging experiences for our students to explore and develop their unique talents, interests, passions and strengths. Our programs provide academic knowledge, technical competencies, and professional skills so students can build a competitive advantage.

CTE Advisory Committee:

Representative: Ron Weston, CTE Coordinator

Industries Represented: Arts, Media, & Entertainment; Building & Construction Trades; Education, Child Development & Family Services; Engineering & Architecture; Health Science & Medical Technology; Hospitality, Tourism & Recreation; Information and Communication Technologies; Public Services; Transportation

Arlington

Arts, Media and Entertainment: Design, Visual and Media Arts

Applied Digital Media - CPA Name: Media and the Arts Academy

Digital Media Arts

Multimedia Arts

Advanced Digital Media Arts

Health Science and Medical Technology: Biotechnology

Biomedical Sciences (Project Lead the Way)

Principles of Biomedical Science

Human Body Systems

Medical Interventions

Biomedical Innovations

Health Science and Medical Technology: Patient Care

Health Careers & Patient Care (ROP)

RCOE Intermediate Healthcare Administrative Services

RCOE Advanced Patient Care - Allied Health

RCOE Advanced Patient Care - Medical Assisting Clinical

Information and Communication Technologies: Games and Simulation

Game Design & Development

Game Design Principles

Digital Game Design

Video Game Development

Information and Communication Technologies: Networking

Networking & Cybersecurity - ROP

RCOE IT Cybersecurity Fundamentals

RCOE Advanced Cybersecurity

King

Arts, Media and Entertainment: Production and Managerial Arts

Film, TV & Video Production (ROP)

RCOE Digital Film Production II

RCOE Digital Film Production III

Technical Theater & Live Event Production

Intermediate Technical Theater

Advanced Technical Theater

Business and Finance: International Business

International Business

Business Technology & 21st Century Skills

Engineering and Architecture: Architectural Design; Engineering Design; Engineering Technology

2022-23 Career Technical Education Programs

Architectural Design (Project Lead the Way)
Introduction to Engineering Design
Principles of Engineering
Civil Engineering and Architecture

Engineering Design (Project Lead the Way)
Introduction to Engineering Design
Principles of Engineering
Digital Electronics

Robotics & Engineering Systems (Project Lead the Way)
Introduction to Engineering Design
Principles of Engineering
Computer Integrated Manufacturing

Health Science and Medical Technology: Patient Care
Sports Medicine & Injury Management (ROP)
RCOE Intermediate Sports Medicine
RCOE Advanced Sports Medicine

Manufacturing and Product Development: Graphic Production Technologies
Graphic Design & Print Production
Digital Arts
Commercial Arts
Design for Digital Print

Marketing, Sales, and Services: Marketing/Professional Sales
Marketing
RCOE Retail Merchandising & Principles of Marketing
Digital Marketing Through Social Media

Professional Sales
RCOE Retail Merchandising & Principles of Marketing
RCOE Retail Sales and Marketing

North
Agriculture: Soil & Plant Science/Energy: Environmental Resources
SSP Name: Modern Environmental Sustainability Solutions (MESS)
Environmental Science - CTE
Urban Sustainable Agriculture
Urban Sustainable Living

Business and Finance: Business Management
International Business - CPA Name: Global Business and Information Technology Academy
Business 100
Entrepreneurship and Small Business
Virtual Business Enterprise

Education, Child Development, & Family Services: Child Development
Child Development - CPA Name: Education and Human Services Academy
Educational Psychology
Introduction to Education
Development of Psychology of Adolescence

Health Science and Medical Technology: Patient Care
Sports Medicine & Injury Management (ROP)
RCOE Intermediate Sports Medicine
RCOE Advanced Sports Medicine
Public Services: Public Safety
Law & Public Services - CPA Name: Law and Protective Services Academy

2022-23 Career Technical Education Programs

Introduction to Law
Criminal Justice: Law Enforcement
RCOE Forensic Science & Crime Scene Investigation (ROP course)
RCOE Law Enforcement Principles and Practices (ROP course)

Poly
Arts, Media, and Entertainment: Design, Visual, and Media Arts
Applied Digital Media
Design for Digital Print I
Design for Digital Print II
Design for Digital Print III

Arts, Media, Entertainment: Performing Arts
Dance & Movement Applications
Dance Fundamentals
Performance Dance
Choreography

Arts, Media, and Entertainment: Production and Managerial Arts
Film, TV & Video Production
Digital Film Production I
Digital Film Production II
Broadcast Journalism

Music Technology & Audio Production
Music Technology I
Music Technology II
Music Technology III

Professional Photography
Professional Photography I
Professional Photography II

Technical Theater & Live Event Production
Intermediate Technical Theater
Advanced Technical Theater

Health Science and Medical Technology: Patient Care
Sports Medicine & Injury Management (ROP)
RCOE Intermediate Sports Medicine
RCOE Advanced Sports Medicine

Hospitality, Tourism & Recreation: Food Service and Hospitality
Culinary Arts & Services (ROP)
RCOE Intermediate Culinary Arts
RCOE Advanced Culinary Arts
RCOE Culinary Cafe

Information and Communication Technologies: Games and Simulation
Game Design & Development
Game Design Principles
Digital Game Design
Video Game Development

Ramona
Arts, Media, and Entertainment: Production and Managerial Arts
Film, TV & Video Production (ROP)
RCOE Digital Film Production II
RCOE Digital Film Production III

2022-23 Career Technical Education Programs

Professional Photography (ROP)
RCOE Digital Photography I
RCOE Digital Photography II

Building and Construction Trades: Residential and Commercial Construction
Residential & Commercial Construction (ROP)
RCOE Construction Technology I
RCOE Construction Technology II
RCOE Green Construction Technology

Health Science and Medical Technology: Patient Care
Health Careers & Patient Care - CPA Name: Health Careers Academy
Introduction to Health Careers
First Responder
Medical Terminology (Honors)
Health Careers & Medical Wellness

Hospitality, Tourism and Recreation: Food Service and Hospitality
Culinary Arts & Services
Culinary Foundations I
Culinary Foundations II
Art of Food

Public Services: Emergency Response
EMT (ROP)
RCOE Emergency Medical Technician

EOC
Health Science and Medical Technology
Health Careers & Patient Care (ROP)
RCOE Intermediate Patient Care - Body Systems
RCOE Advanced Patient Care - Allied Health
RCOE Advanced Patient Care - Medical Assisting Clinical

Lincoln
Health Science and Medical Technology: Patient Care
Health Careers & Patient Care (ROP)
RCOE Intermediate Healthcare Administrative Services
RCOE Advanced Patient Care - Allied Health

Transportation: Systems Diagnostics, Service and Repair
Automotive Technology (ROP)
RCOE Intermediate Automotive Technology
RCOE Advanced Automotive Technology

Riverside STEM Academy
Engineering and Architecture
Engineering Design
Introduction to Engineering Design
Principles of Engineering
Engineering Design and Development

Riverside Virtual School
Arts, Media and Entertainment: Production and Managerial Arts
Technical Theater & Live Event Production
Introduction to Technical Theater
Intermediate Technical Theater
Advanced Technical Theater

Business & Finance

2022-23 Career Technical Education Programs

International Business
Business Technology & 21st Century Skills

Information Communication Technology
Game Design & Development
Game Design Principles
Digital Game Design
Video Game Development

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents are encouraged to attend all parent meetings such as ELAC, SSC, Coffee with the Principal, Title 1 and SST. Parents are further encouraged to attend workshops such as Financial Aid Information Night, Cash for College, Parent Portal, and Social Emotional support for students. Also, parents are welcome to volunteer in their student's classrooms. All parents are encouraged to take an active role in their student's education through homework, the district's Parent Portal, and ongoing communication with the school and other programs. In addition, parents are asked to participate during Lincoln's PTSA meetings that support student engagement. The parent involvement contact for this school is Mr. Hector Valdez, Principal, who can be contacted at (951) 788-7371.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	4.1	10.6	11.8	2.2	3.2	3.6	9.4	7.8	8.2
Graduation Rate	91.3	82.4	75.3	94.3	94.1	92.5	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	170	128	75.3
Female	73	57	78.1
Male	96	70	72.9
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	11	10	90.9
Filipino	0	0	0.00
Hispanic or Latino	143	107	74.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	48	32	66.7
Foster Youth	0.0	0.0	0.0
Homeless	21	13	61.9
Socioeconomically Disadvantaged	165	125	75.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	19	15	78.9

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	289	275	212	77.1
Female	112	109	89	81.7
Male	176	165	122	73.9
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	1	1	0	0.0
Asian	3	3	3	100.0
Black or African American	18	17	13	76.5
Filipino	0	0	0	0.0
Hispanic or Latino	238	227	176	77.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	1	50.0
White	17	16	13	81.3
English Learners	71	64	49	76.6
Foster Youth	2	2	1	50.0
Homeless	7	7	4	57.1
Socioeconomically Disadvantaged	251	239	189	79.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	24	24	16	66.7

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	5.10	3.81	0.18	4.11	4.60	0.20	3.17	3.60
Expulsions	0.00	0.00	0.69	0.00	0.20	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.81	0.69
Female	4.46	0
Male	3.41	1.14
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	5.56	0
Filipino	0	0
Hispanic or Latino	3.36	0.42
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	5.88	5.88
English Learners	2.82	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.79	0.4
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.17	0

2023-24 School Safety Plan

The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by January 31 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, lockdown, and active shooter/intruder drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; visitors on campus; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school has a campus supervisor and has an assigned School Resource Officer (SRO).

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	44	2	
Mathematics	7	18		
Science	5	22	1	
Social Science	8	30	2	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	35	1	
Mathematics	9	12	4	
Science	6	23	1	
Social Science	8	29	8	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	39	0	0
Mathematics	6	20	0	0
Science	7	13	0	0
Social Science	6	38	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	168

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	18,849.49	3,392.90	15,456.59	97,151.02
District	N/A	N/A	6,918.86	\$98,845
Percent Difference - School Site and District	N/A	N/A	76.3	0.4
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	85.2	12.9

Fiscal Year 2022-23 Types of Services Funded

Riverside Unified School District utilizes funds from Average Daily Attendance (ADA), the Local Control Funding Formula (LCFF) as well as State and Federal grants to provide services for students in alignment with the RUSD Local Control Accountability Plan, School Plans for Student Achievement, and the School Board's Ongoing Work Plan. Among these include support for English Learners, Foster and Homeless Youth, and Low-Income students. This also includes classroom instruction, after-school care and education, development and implementation of Multi-Tiered Systems of Support (MTSS), Career and Technical Education (CTE), Visual and Performing Arts (VAPA), Social-Emotional Wellness for students and staff, and ongoing district operations.

In addition to LCFF funding, the school participates in a schoolwide Title I program that provides supplemental services and instructional materials to support students with learning the state's challenging academic standards.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$62,701	\$55,550
Mid-Range Teacher Salary	\$92,477	\$80,703
Highest Teacher Salary	\$120,945	\$109,418
Average Principal Salary (Elementary)	\$141,865	\$137,703
Average Principal Salary (Middle)	\$149,298	\$143,760
Average Principal Salary (High)	\$161,115	\$159,021
Superintendent Salary	\$332,800	\$319,443
Percent of Budget for Teacher Salaries	34.24%	30.35%
Percent of Budget for Administrative Salaries	5.44%	4.87%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

During each school year, staff members at Lincoln High School are provided opportunities for professional learning. The average annual number of school days dedicated to staff development is approximately 30.

Lincoln High School teachers participate in district Transitional Instruction Training, site collaboratives, and staff development meetings that are geared toward our instructional focus. Over the most recent three-year period, collaborative meeting time for

Professional Development

staff has been approximately 102 days.

For the 2023-2024 school year, staff will participate in at least 30 days of professional development.

Lincoln staff participates in additional training sponsored by the school district (such as Strengths Training), or through special projects that are appropriate for core subject enhancement such as, SPED and EL support for students, and overall instructional improvement. Teachers also received professional development on Edgenuity, which was adopted as one of our on line instructional platforms.

Teachers work in whole groups, subject collaboratives, and department teams to share research-based instructional strategies and best practices that encourage student engagement, improve student learning and outcomes, and building an environment of respect and rapport among students and staff. The Common Core training focuses on the following: a) the four levels of Depth of Knowledge (DOK) in the development of lessons. b) In cross-curricular writing and reading comprehension - collaborative, strategic reading strategies and c) Math focused on the standards for mathematical practice and incorporating literacy based instruction. Teachers utilize formative and summative assessments to assist instructional strategies, practices and student learning. Teachers at Lincoln are encouraged to join collaborative workshops with the surrounding high schools to share best practices. Department teams meet regularly to examine student data. This aggregated data is addressed in whole staff and department meetings, with the focus on how the gathered data will drive instruction. Additionally, student achievement data is used to determine professional development needs. District specialists participate with classroom walks after PD and time to practice has occurred.

New teachers participate in Professional Growth System (PGS) Training and receive additional assistance from the Principal, assistant principal, district specialists, and veteran teachers. Teachers who require improvement must work with the principal, assistant principal, district specialist, and use peer observations to ensure improvement and growth. Lincoln High School's Professional Learning Community model focuses on the following: 1. What do we want students to learn? 2. How will we know when each student has learned it? 3. How will we respond when a student experiences difficulty in learning? Teachers collaborate in whole groups, leadership, and department teams to develop and implement appropriate interventions: a) Immediately identify students who require additional time and support b) Make sure that students receive help as soon as they need it, and c) Extra time allowed (students receive additional assistance and support until they have achieved mastery). Paraprofessionals and support staff meet with the Principal and Assistant Principal to determine the level of additional student support and interventions needed. Non-instructional support staff are instrumental to student success and work closely with teachers, Principal, Assistant Principal, and Campus Manager. All staff receive professional learning opportunities both on the site and district level.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	42	30	30