

Abraham Lincoln Continuation

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 at <http://dq.cde.ca.gov/dataquest/> 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)

School Contact Information	
School Name	Abraham Lincoln Continuation
Street	4341 Victoria Avenue
City, State, Zip	Riverside, CA 92507-5009
Phone Number	(951) 788-7371
Principal	Pamela Mshana
E-mail Address	PMshana@rusd.k12.ca.us
Web Site	http://www.rusdlink.org/Domain/50
Grades Served	9-12
CDS Code	33-67215-3336955

District Contact Information	
District Name	Riverside Unified
Phone Number	(951) 788-7135
Superintendent	David C. Hansen, Ed.D.
E-mail Address	dchansen@rusd.k12.ca.us
Web Site	www.rusd.k12.ca.us

School Description and Mission Statement (Most Recent Year)

Abraham Lincoln Mission Statement (Updated 2015-2016)

It is our mission at Abraham Lincoln High School to provide students with a quality academic environment by effectively delivering a standards-based (common core) curriculum that supports student proficiency in state approved criteria. Students will develop skills that prepares them to be responsible, lifelong learners and productive citizens, ready for college and careers.

Lincoln provides a safe environment where students cultivate a respect for learning, and an appreciation for the rich cultural diversity that is evident in our student population and emphasized in our curriculum. Our nurturing and caring faculty and staff use their expertise to seek unique ways to help students reach their goals. At Lincoln, students develop the academic, behavioral and social skills (self-discipline, self-worth, respect and acceptance) necessary to make responsible choices. In this way, Abraham Lincoln prepares students to compete in the 21st Century.

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

Grade Level	Number of Students
Grade 10	5
Grade 11	77
Grade 12	168
Total Enrollment	250

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	4
American Indian or Alaska Native	0.4
Asian	0.8
Filipino	0.4
Hispanic or Latino	88
White	6
Two or More Races	0.4
Socioeconomically Disadvantaged	89.6
English Learners	31.2
Students with Disabilities	1.6
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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	10	11	13	1855
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments *	1	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.

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	Not Taught by Highly Qualified Teachers
This School	86.9	13.1
All Schools in District	93.6	6.4
High-Poverty Schools in District	93.3	6.7
Low-Poverty Schools in District	95.0	5.0

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 (School Year 2015-16)

Year and month in which data were collected: 10/2015

The table displays information collected in October 5, 2015 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 current 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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Introduction to Literature and Composition, Grade 9 (Adopted in 2002): Holt Literature and Language Arts, Course 3; Holt, Rinehart & Winston World Literature and Composition, Grade 10 (Adopted in 2002):</p> <p>Holt Literature and Language Arts, Course 4; Holt, Rinehart & Winston</p> <p>American Literature and Composition, Grade 11 (Adopted in 2002): Holt Literature and Language Arts, Course 5 essentials of American Literature; Holt, Rinehart & Winston</p> <p>English Literature and Composition Grade 12 (Adopted in 2002): Holt Literature and Language Arts, Course 6 essentials of British and World literature; Holt, Rinehart & Winston</p> <p>Expository Reading and Writing (Adopted in 2007)</p> <p>CSU Task Force on Expository Reading and Writing: Read 180, Scholastic (Adopted 2009/2010)</p>	Yes	0%
Mathematics	<p>Pre-Algebra 9 /Pre-Algebra 9 Concepts (Adopted in 2008):California Algebra Readiness; Pearson Prentice Hall Algebra 1</p> <p>Algebra 1 Concepts / Algebra 1B (Adopted in 2008):California Algebra 1; Holt, Rinehart & Winston</p> <p>Geometry (Adopted in 2008):California Geometry; Holt, Reinhart & Winston</p> <p>Algebra 2 / Algebra 2 Honors with Trigonometry (Adopted in 2008):California Algebra 2; Holt, Reinhart & Winston Pre-Calculus / Pre-Calculus Honors (Adopted in 2008):</p> <p>Precalculus-Mathematics for Calculus (Adopted in 2008); Cengage</p> <p>Personal Finance, Grade 12 (Adopted in 2008):Mathematics with Business Applications; Glencoe/McGraw-Hill</p>	Yes	0%
Science	<p>Earth Science (Adopted in 2007):Earth Science, California; Holt Rinehart and Winston</p> <p>Biology (Adopted in 2007) :Biology, California Edition; Glencoe/McGraw-Hill</p> <p>Anatomy & Physiology (Adopted in 2007):Essentials of Human Anatomy & Physiology; Eighth Ed.; Pearson-Benjamin Cummings</p> <p>Chemistry (Adopted in 2007):Chemistry, California; Addison Wesley/Prentice Hall</p> <p>Physics (Adopted in 2007):Foundations of Physics; CPO Science</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	World History, Cultures and Geography, Grade 10 (Adopted in 2006): Modern World History: Patterns of Interaction; California Edition; McDougal-Littell United States History and Geography, Grade 11 (Adopted in 2006): The Americans: Reconstruction to the 21st Century; California Edition; McDougal-Littell American Government, Grade 12 (Adopted in 2006): McGruder's American Government: California Edition; Prentice Hall Economics, Grade 12 (Adopted in 2006): Economics: Principles and Practices: Glencoe-McGraw-Hill	Yes	0%
Visual and Performing Arts	Yes	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 1956
 Lot Size: 3.9 Acres
 15 Permanent Classrooms
 3 Portable Classroom
 Completely Air Conditioned
 Gymnasium
 Childcare Center

"Riverside Unified School District maintains both 5 and 15 year 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 Continuation School completed their school site inspection on 02/28/15.

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). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

of Work Orders = 255
 Labor Hours = 1,177.12
 Assessed Value of Work = \$53,024.48

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 02/28/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 02/28/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 02/28/15				
Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], 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 (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	7	43	44
Mathematics	0	33	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	94	85	90.4	66	22	7	0
Male	11		52	55.3	71	21	2	0
Female	11		33	35.1	58	24	15	0
Black or African American	11		1	1.1	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	11		1	1.1	--	--	--	--
Hispanic or Latino	11		79	84.0	67	23	6	0
White	11		4	4.3	--	--	--	--
Socioeconomically Disadvantaged	11		80	85.1	69	20	8	0
Students with Disabilities	11		0	0.0	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	94	85	90.4	86	8	0	0
Male	11		52	55.3	87	6	0	0
Female	11		33	35.1	85	12	0	0
Black or African American	11		1	1.1	--	--	--	--
Asian	11		1	1.1	--	--	--	--
Hispanic or Latino	11		79	84.0	87	8	0	0
White	11		4	4.3	--	--	--	--
Socioeconomically Disadvantaged	11		80	85.1	88	8	0	0
Students with Disabilities	11		0	0.0	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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.

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)	--	0	--	56	60	58	59	60	56

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.

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	58
All Students at the School	--
Male	--
Female	--
Black or African American	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
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.

Career Technical Education Programs (School Year 2014-15)

Riverside Unified School District (RUSD) prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. The district has several State-funded California Partnership Academies, numerous grant-funded career technical pathways, as well as a number ROP programs. Each program has a sequence of courses that provides individuals with academic and technical knowledge and skills through integrated academic and technical instruction. RUSD works closely with the Riverside County Office of Education (RCOE) who offers advance career technical options through their Regional Occupation Program (ROP).

The CTE Participation table below indicates participation level and completer graduation rate for the district's CTE programs.

California Partnership Academies

- Education and Human Services Academy
- Global Business Information and Technology Academy
- Health and Biosciences Academy
- Law and Protective Services Academy
- Media and the Arts Academy

Career Technical Education Pathways

- CISCO Networking
- Engineering and Design
- Game Design
- Graphic Design
- Microsoft IT Academy
- Music Technology
- Video Production
- Web Design

ROP Programs

- Health – Patient Care
- Health – Sports Medicine
- Hospitality – Culinary
- Marketing – Retail Sales
- Media – TV/Video Production

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	142
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	20

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	99.19
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	7	22		56	49	51	57	56	58
Mathematics	11	21		61	55	51	60	62	59

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	41	27	32	41	38	21
All Students at the School	0			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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 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 and Cash for College. 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. In addition, parents are asked to participate during Lincoln's annual BBQ at Back to School Night. The parent involvement contact for this school is Ms. Pamela Mshana, principal, who can be contacted at (951) 788-7371.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (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	10.50	8.00	6.50	10.50	8.00	6.50	13.10	11.40	11.50
Graduation Rate	81.84	85.46	87.15	81.84	85.46	87.15	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	77.85	84.61	84.6
Black or African American	150	83.55	76
American Indian or Alaska Native		62.5	78.07
Asian		94.33	92.62
Filipino	100	94.87	96.49
Hispanic or Latino	72.8	82.01	81.28
Native Hawaiian/Pacific Islander		82.35	83.58
White	66.67	88.33	89.93
Two or More Races		80	82.8
Socioeconomically Disadvantaged	100	62.75	61.28
English Learners	47.06	61.01	50.76
Students with Disabilities	74.24	82.82	81.36
Foster Youth	--	--	--

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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	14.88	9.63	3.24	4.82	4.50	4.37	5.07	4.36	3.80
Expulsions	2.09	1.07	0.00	0.25	0.18	0.22	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Assistant Superintendent of Operations 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 March 1 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, and lockdown 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; 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 and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

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	No	Yes	Yes
Met Participation Rate: English-Language Arts	No	Yes	Yes
Met Participation Rate: Mathematics	No	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	22
Percent of Schools Currently in Program Improvement	N/A	73.3

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	8	41	6	1	8	43	3	3	8	40		3
Mathematics	14	17	3	1	12	16	5		8	27	2	
Science	13	11	1		11	14			9	16		
Social Science	8	30	7		11	19	3	2	10	26	1	2

Note: Number of classes indicates how many classrooms 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.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.1	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	1	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	8,449	719	7,731	75,092
District	N/A	N/A	\$4,709	\$79,035
Percent Difference: School Site and District	N/A	N/A	48.6	-18.3
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	30.9	-11.5

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

Types of Services Funded (Fiscal Year 2014-15)

Abraham Lincoln Continuation High School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

\$43,192 Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

\$42,856 Title I

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,695	\$43,165
Mid-Range Teacher Salary	\$73,295	\$68,574
Highest Teacher Salary	\$95,855	\$89,146
Average Principal Salary (Elementary)	\$119,572	\$111,129
Average Principal Salary (Middle)	\$126,482	\$116,569
Average Principal Salary (High)	\$137,354	\$127,448
Superintendent Salary	\$239,574	\$234,382
Percent of Budget for Teacher Salaries	41%	38%
Percent of Budget for Administrative Salaries	6%	5%

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

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

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 forty-seven. Lincoln teachers participate with district Common Core trainings, site PLCs and staff development meetings that is geared toward our instructional focus: argumentative writing and close reading. Over the most recent three-year period, PD time for staff has been approximately 180 days. Lincoln staff participates in additional trainings sponsored by the school district (such as Strengths Training), or through special projects that are appropriate for core subject enhancement such as, SPED and AEL support for students, and overall instructional improvement. Approximately twenty-five days are provided for professional development and continuous professional growth.

Teachers work in whole groups, subject PLCs and department teams to share research-based instructional strategies and best practices that encourage student engagement, improve student learning and outcomes. 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 PLCs at North Comprehensive High School 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 the need for professional development needs. District specialist participate with classroom walks after PD and time to practice has occurred.

New teachers participate in Beginning Teacher Support and Assessment (BTSA) and receive additional assistance from the Principal, district specialist and veteran teachers. Teachers requiring improvement work with the Principal, district specialist, and peer observations to ensure improvement and growth. Lincoln'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 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 TOSA 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, TOSA and Campus Manager. All staff receives professional learning opportunities both on the site and district level.