Lincoln Continuation High School

2600 Teagarden St. • San Leandro, CA 94577 • (510) 618-4460 • Grades 9-12
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

San Leandro Unified School District
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School Description

Principal's Message:

The purpose of Lincoln High School is to provide an alternative education setting for San Leandro Unified School District students to earn a diploma in ways markedly different than the traditional education setting in our district's comprehensive high school. Credit deficiency is the main reason students enroll in Lincoln Continuation High School. We recognize that students have different reasons for being behind in credits: family concerns, truancy, relocating, and more. We provide our students with a non-traditional way of earning credits towards graduation while maintaining relevance and rigor. The staff at Lincoln High School works with students individually as young adults to help them gain academic focus, planning toward graduating and preparing them for future academic and occupational aspirations. Throughout their time at Lincoln, our students examine "What's at Their C.O.R.E." and learn how to increase their social/emotional awareness along with their academic skills.

Lincoln High School is a credit recovery school for students 11th and 12th graders who are behind on credits and are willing to work hard to graduate on time. Lincoln offers a personalized learning environment with small classes and student choice about how to earn credits. Lincoln students can take up to six classes per day, taught from 9:10 a.m. to 2:30 p.m. The before/after-school program offers enrichment opportunities to expand our students' interests and abilities. Lincoln High School is accredited by the Western Association of Schools and Colleges and is a Model Continuation High School in California.

District Vision Statement:

The mission of the San Leandro Unified School District is to educate students to achieve and demonstrate academic excellence and become confident, collaborative and competitive in a global society, by utilizing state-of-the-art technologies and innovative teaching strategies within a well-maintained, secure learning environment, in a region rich in heritage and diverse in culture, where we value our traditions while welcoming innovation.

District Profile:

San Leandro Unified School District is located in the City of San Leandro, which is situated 20 miles southeast of San Francisco. San Leandro is a friendly and diverse city with a colorful heritage and numerous cultural amenities including a 450-berth Marina, two golf courses, and a large community library center. San Leandro is well-known for its quiet, well-defined neighborhoods full of charming and unique older houses on tree-lined streets. San Leandro residents are proud of both their neighborhoods and their city, which can be seen in their active involvement in the city's numerous neighborhood and homeowner associations.

School Mission Statement:

The mission of Lincoln High School is to provide an alternative educational setting where all students receive individualized support and experience success in a nurturing, comfortable environment that promotes our C.O.R.E. Values.

Philosophy:

We believe that everyone is capable of greatness and that it is our responsibility to do provide unique and personal pathways to ensure the academic, social and emotional success of each student.

SLUSD Graduate Profile:

Upon graduation from Lincoln High School, students will:

Be Critical Thinkers

- • Anticipate, persevere and reflect
- • Are open and curious
- • Are flexible and creative

Have Healthy Mind and Body

- • Pursue a passionate, joyful and vibrant life

Communicators and Collaborators

- • Listen
- • Deliver information effectively
- • Collaborate

Ethical and Cultural Leaders

- • Act with integrity and respect for self and others
- • Initiate actions and are committed to shaping a better community and world

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- • For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- • For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- • For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	2
Grade 10	2
Grade 11	91
Grade 12	92
Total Enrollment	187

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	20.9
Asian	1.1
Filipino	2.7
Hispanic or Latino	67.4
Native Hawaiian or Pacific Islander	0.5
White	4.8
Two or More Races	2.7
Socioeconomically Disadvantaged	66.8
English Learners	26.2
Students with Disabilities	13.4
Foster Youth	0.5
Homeless	1.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- • Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- • Pupils have access to standards-aligned instructional materials; and
- • School facilities are maintained in good repair

Teacher Credentials for Lincoln Continuation	17-18	18-19	19-20
With Full Credential	8	9	10
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Leandro Unified	17-18	18-19	19-20
With Full Credential	♦	♦	426.7
Without Full Credential	♦	♦	12.2
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Lincoln Continuation High School

Indicator	17-18	18-19	19-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

San Leandro Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. San Leandro Unified School District held a public hearing on August 20, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment 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 are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks as of August 2019 are illustrated in the chart.

Textbooks and Instructional Materials
Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	StudySync Adopted 2018 McGraw Hill English Language and Composition, AP - The Language Composition Adopted 2018 Bedford Freeman and Worth English Language and Composition, AP - Literature and Composition Adopted 2018 Bedford Freeman and Worth **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Eureka Math Adopted April 2016 Great Minds **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Science I Physical Science – Physical Science Science II Biology - Biology Adopted 2007 Prentice Hall General Science – Gateway to Science: Vocabulary and Concepts Adopted 2007 Thomson/Heinly **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Grade 10 World History – World History: Modern Times California Edition Grade 11 – U.S. History – American Vision: Modern Times California Edition 2006 Glencoe Grade 12 Government - American Government (Holt, 2003) Grade 12 Economics CP - Economics (Holt, 2006) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Foreign Language	Realidades: Spanish I-III Conexiones: Spanish IV and AP 2003 Prentice Hall Tu Mundo: Spanish Speakers I-II Nuestro Mundo: Spanish Speakers I-II 2003 McDougal Littell Allex Viens I-III: French I-III Bonne Continuation: French IV & AP 2003 Holt, Rhinehart & Winston	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
Health	Glencoe Adopted 2004	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Age & Condition of Facilities

Lincoln High School was originally constructed in 1991 and is currently comprised of six portable classrooms, a mini-library, a staff lounge, and administrative offices. The old computer lab was converted to classroom space in 2017 to allow for increased enrollment. The school is connected to the city's fiber loop allowing for high-speed internet connection.

Cleaning Process

The principal works daily with the custodial staff to ensure a clean and safe school environment.

Maintenance & Repair

District maintenance staff inspects and makes timely repairs necessary to maintain the facility. The district has an online work order system to ensure efficient and timely service for all repairs and service requests.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/25/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No heat in room 8
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	There's a loose toilet seats in girl's and boy's restrooms.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	5	8	38	42	50	50
Math	0	0	26	29	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

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

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	92	77	83.70	7.79
Male	61	51	83.61	7.84
Female	31	26	83.87	7.69
Black or African American	18	17	94.44	5.88
Filipino	--	--	--	--
Hispanic or Latino	66	54	81.82	9.26
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	66	55	83.33	7.27
English Learners	29	23	79.31	4.35
Students with Disabilities	13	11	84.62	9.09
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	95	78	82.11	0.00
Male	63	52	82.54	0.00
Female	32	26	81.25	0.00
Black or African American	19	18	94.74	0.00
Filipino	--	--	--	--
Hispanic or Latino	68	55	80.88	0.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	69	56	81.16	0.00
English Learners	29	23	79.31	0.00
Students with Disabilities	13	11	84.62	0.00
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
All families participate in an orientation workshop when their student enters Lincoln to understand the educational options available and help ensure that Lincoln is the right place for their student, at the start of the new school year or as their student enrolls during the course of the year.

At the end of the 1st and 3rd quarter, Lincoln host Back to School and Open House Nights for families to review transcripts and explore the learning in the classrooms. In addition, there are monthly Family Information nights in which families are engaged in the program at Lincoln and are encouraged to review and provide input into Lincoln's school plan.   Lincoln High School also has a School Site Council (SSC) and English Learner Advisory Committee (ELAC) that meets at the Family Information Nights to review the site plan and to discuss pertinent issues, curriculum, and policies.

Contact Information
Parents who wish to participate in Lincoln High School's school committees, school activities, or become a volunteer may contact the main office at (510) 618-4460.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan
The safety of students and staff is a primary concern at Lincoln High School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake and fire standards. The School Site Safety plan is updated annually by teachers and classified staff, most recently in October 2019. The key elements of the School Site Safety Plan include how to handle various emergencies which includes: staffing in an emergency, emergency procedures, supplies and student/staff safety.

To ensure student safety, staff members supervise students at all times before and after school, and during breaks. Lincoln is a closed campus and visitors are not allowed on campus without prior permission from the principal. In addition, we collaborate with SLPD to maintain student safety both on and off-campus.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	8.0	17.7	17.5
Expulsions Rate	0.4	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	6.5	5.6	5.2
Expulsions Rate	0.1	0.0	0.1

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Title	Ratio
Academic Counselor*	.0

*   One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

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

*　One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	15	13	1		18	12			19	6	4	
Mathematics	10	7			15	5			22	2	3	
Science	13	8			18	5			23	1	4	
Social Science	16	14			16	12			19	8	3	

*　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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Primary areas of focus for staff development include analyzing student performance data and implementing action steps to address areas of need, building strong relationships with students, common core state standards/NGSS, improving instructional strategies and equity. The areas of focus are determined through the WASC self-study, as well as input from staff, students and families and constant data analysis. In addition, support is given in implementing new curriculum resources. Lincoln utilizes the district's academic coaches to provide "on demand" professional development.

Teachers are given release time by the principal to observe other teachers and also to attend workshops and conferences. Staff development is supported for classroom implementation through district instructional coaches, specifically with PBL.

The district supports staff development through three Professional Growth Days each year.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$61,314	$49,084
Mid-Range Teacher Salary	$84,662	$76,091
Highest Teacher Salary	$111,937	$95,728
Average Principal Salary (ES)	$132,635	$118,990
Average Principal Salary (MS)	$140,831	$125,674
Average Principal Salary (HS)	$163,207	$137,589
Superintendent Salary	$321,143	$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	42%	35%
Administrative Salaries	6%	6%

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$8,184.00	$1,027.00	$7,157.00	$87,486.00
District	N/A	N/A	$6,034.00	$90,101.00
State	N/A	N/A	$7,506.64	$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	17.0	-1.2
School Site/ State	0.4	13.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

- Supplemental and Concentration Grant
- Regional Occupational Program
- Career Pathways - SWP
- Special Education Services (state and federal)
- Mental Health
- Behavioral Health
- Coordination of Services (COST)
- Learning Communities for School Success (LCSSP Grant)
- Tobacco Use Prevention Education (TUPE)
- 21st Century High School After School Safety and Enrichment for Teens (ASSETs)
- Title IV, Part A, Student Support and Academic Enrichment
- K-12 Strong Workforce Program (SWP) Grant
- Youth Reinvestment Grant Program (YRG)

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

Rate for Lincoln Continuation High School	2015-16	2016-17	2017-18
Dropout Rate	12.5	19	20.4
Graduation Rate	84.4	75.9	71.4

Rate for San Leandro Unified School District	2015-16	2016-17	2017-18
Dropout Rate	7.5	8.5	5.7
Graduation Rate	90.3	86.4	91.2

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	168
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	20.0%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	42.78
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

2018-19 Advanced Placement Courses

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		

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

*Where there are student course enrollments of at least one student.

Career Technical Education Programs
Lincoln High School's Career Technical Education programs provide a sequence of courses that furnish individuals with the academic, technical knowledge, and skills individuals need to prepare for further education and for careers in current or emerging employment sectors. The table displays questions and answers about student participation in Lincoln High School's Career Technical Education (CTE) programs.

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

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.