

Lincoln Continuation High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Lincoln Continuation High School
Street	2600 Teagarden St.
City, State, Zip	San Leandro, CA 94577
Phone Number	(510) 618-4460
Principal	Matthew Steinecke
Email Address	msteinecke@slusd.us
School Website	https://www.slusd.us/lincoln/
County-District-School (CDS) Code	01-61291-0134528

2022-23 District Contact Information

District Name	San Leandro Unified School District
Phone Number	(510) 895-4199
Superintendent	Dr. Michael McLaughlin
Email Address	mmclaughlin@slusd.us
District Website Address	https://www.slusd.us/

2022-23 School Overview

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. As 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, COVID pandemic, 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 serves students in the 11th and 12th graders and offers a personalized learning environment with small classes and student choice both in the classroom and in school programs. Lincoln students can take up to six classes per day, taught from 9:00 a.m. to 2:46 p.m. Our 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 has been a Model Continuation High School in California.

District Vision Statement:

Our mission is to educate these students to achieve academic excellence to become confident, collaborative, and engaged citizens in a community rich in heritage and diverse in culture, where traditions are valued, and innovations are embraced. This mission requires authentic, reciprocal partnerships with educators, families, and students and a persistent focus on eradicating institutional biases that have rendered historically inequitable outcomes for large segments of the community we serve. With these goals in mind, all district personnel, programs, and services focus on equity to ensure all students have the opportunity to be healthy, engaged, and successful.

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

2022-23 School Overview

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
- Are intellectually, physically and emotionally well

Communicators and Collaborators

- Listen to hear multiple perspectives
- Advocate, teach, inform and clarify
- Work in diverse teams and complex settings

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
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About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	55
Grade 12	85
Total Enrollment	140

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.6
Male	56.4
American Indian or Alaska Native	0.0
Asian	2.1
Black or African American	13.6
Filipino	0.7
Hispanic or Latino	69.3
Native Hawaiian or Pacific Islander	2.9
Two or More Races	4.3
White	3.6
English Learners	35.7
Foster Youth	2.9
Homeless	2.9
Migrant	0.0
Socioeconomically Disadvantaged	76.4
Students with Disabilities	14.3

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)	7.20	77.00	380.40	89.70	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.00	0.94	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.60	1.10	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.10	23.00	9.90	2.35	12115.80	4.41
Unknown	0.00	0.00	25.00	5.91	18854.30	6.86
Total Teaching Positions	9.30	100.00	424.10	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)	5.30	53.03	363.50	84.95	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.00	1.19	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	2.49	20.90	4.89	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.90	38.91	10.00	2.36	11953.10	4.28
Unknown	0.50	5.37	28.30	6.61	15831.90	5.67
Total Teaching Positions	10.00	100.00	427.90	100.00	279044.80	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.

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	0.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.20

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	2.10	3.90
Total Out-of-Field Teachers	2.10	3.90

2021-22 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)	0.00	2.80
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	2.90

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 September 14, 2021, 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 2021 are illustrated in the chart.

Year and month in which the data were collected	August 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
Reading/Language Arts	StudySync Adopted 2018 McGraw Hill	Yes	0%
	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		
Mathematics	Eureka Math Adopted April 2016	Yes	0%
	Great Minds		
Science	Miller Lavin Experience Biology: The Living Earth - CA Ed Savvas Adopted 2020	Yes	0%
	Experience Chemistry - CA Ed. Savvas Adopted 2020		
	Experience Physics Savvas Adopted 2020		
	Environmental Science - Your World, Your Turn Savvas Adopted 2020		
History-Social Science	World History - National Geographic World History Voyages of Exploration Cengage (Nat Geo) Adopted 2020	Yes	0%
	US History - California U.S. History America Through the Lens Cengage (Nat Geo) Adopted 2020		
	Government - The Challenge of Democracy Cengage (Nat Geo) Adopted 2020		
	Economics - Contemporary Economics Cengage (Nat Geo) Adopted 2020		
Foreign Language	Senderos Vista Higher Learning Adopted 2020	Yes	0%
	Entre Culturas		

	Wayside Adopted 2020		
	Gramatica Guera Publishing Adopted 2020		
Health	Glencoe Adopted 2004	Yes	0%
Visual and Performing Arts	Essential Health Goodheart-Wilcox Adopted 2020		

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

10/27/2022

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			

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	6	N/A	37	N/A	47
Mathematics (grades 3-8 and 11)	N/A	2	N/A	25	N/A	33

2021-22 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	84	67	79.76	20.24	5.97
Female	40	30	75.00	25.00	10.00
Male	44	37	84.09	15.91	2.70
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	14	11	78.57	21.43	18.18
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	55	44	80.00	20.00	4.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	26	20	76.92	23.08	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	65	49	75.38	24.62	8.16
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

2021-22 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	84	64	76.19	23.81	1.59
Female	40	28	70.00	30.00	0.00
Male	44	36	81.82	18.18	2.78
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	14	11	78.57	21.43	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	55	41	74.55	25.45	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	26	18	69.23	30.77	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	65	46	70.77	29.23	2.22
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	8.33	NT	24.07	28.5	29.47

2021-22 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	47	12	25.53	74.47	8.33
Female	21	6	28.57	71.43	--
Male	26	6	23.08	76.92	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	33	11	33.33	66.67	9.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	13	7	53.85	46.15	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	8	22.86	77.14	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2021-22 Career Technical Education Programs

Lincoln High School's Career Technical Education programs include MC3, a pre apprenticeship class sponsored by NABTU that give students foundation skills to apply to a building and trades union. In addition we offer Hospitality, Tourism and Recreation that familiarizes students with careers in the Hospitality industry. In addition to these two courses, partner with ROP to provide additional opportunities for our students

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	74
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	77.54
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	1.32

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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
Grade 9	--	--	--	--	--

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.

2022-23 Opportunities for Parental Involvement

All families are invited to 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. In addition, we involve our parents in our work through emails, phone calls, SSTs, 504s and IEPs.

2022-23 Opportunities for Parental Involvement

At the end of the 1st and 3rd quarter, Lincoln hosts Back to School and Open House Nights for families to review transcripts and explore the learning in the classrooms. In addition, we send surveys to our families to elicit input for our school's activities and parent involvement. Lincoln High School also has a School Site Council (SSC) and English Learner Advisory Committee (ELAC) that meet monthly 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.

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		14.8	12.2		5.6	4.7		8.9	7.8
Graduation Rate		75.3	78.4		88.8	92		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	74	58	78.4
Female	32	24	75.0
Male	42	34	81.0
American Indian or Alaska Native	--	--	--
Asian	0	0	0.0
Black or African American	11	11	100.0
Filipino	--	--	--
Hispanic or Latino	51	36	70.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	19	13	68.4
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	66	51	77.3
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	13	12	92.3

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	209	188	151	80.3
Female	91	84	71	84.5
Male	118	104	80	76.9
American Indian or Alaska Native	1	1	1	100.0
Asian	8	6	4	66.7
Black or African American	36	31	25	80.6
Filipino	4	1	1	100.0
Hispanic or Latino	135	124	97	78.2
Native Hawaiian or Pacific Islander	4	4	4	100.0
Two or More Races	8	8	7	87.5
White	5	5	5	100.0
English Learners	66	61	51	83.6
Foster Youth	6	5	4	80.0
Homeless	8	7	7	100.0
Socioeconomically Disadvantaged	170	154	123	79.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	36	30	23	76.7

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	14.01	3.85	2.45
Expulsions	0.48	0.05	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	3.35	0.03	4.32	0.20	3.17
Expulsions	0.00	0.00	0.00	0.01	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.35	0.00
Female	1.10	0.00
Male	5.08	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	5.56	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.70	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.52	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.12	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.33	0.00

2022-23 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 Comprehensive School Site Safety plan is updated annually and approved by the SBE on January 11, 2022. The key elements of the Comprehensive 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.

All SLUSD schools have uniform emergency procedures for an intruder on campus, unsafe situations in the surrounding community, chemical spills, or environmental and natural disasters. All procedures were created in collaboration with local law enforcement and are based upon nationwide best practices. Procedures are kept confidential to the community to protect students and staff.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	16	8	5	
Mathematics	18	5	1	
Science	19	4	1	
Social Science	16	12	1	

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	19	3	4	
Mathematics	18	1	2	
Science	19	2	1	
Social Science	22	2	5	

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	8	15	1	
Mathematics	8	11		
Science	9	10	2	
Social Science	7	28	1	

2021-22 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	140

2021-22 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.9

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$9,657.	\$1,543.	\$8,114.	\$91,865.25
District	N/A	N/A	\$6,001.	\$102,465.90
Percent Difference - School Site and District	N/A	N/A	29.9	-10.9
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	20.7	10.0

2021-22 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)
- 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)

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$65,522	\$52,478
Mid-Range Teacher Salary	\$87,439	\$80,810
Highest Teacher Salary	\$119,620	\$101,276
Average Principal Salary (Elementary)	\$141,739	\$127,080
Average Principal Salary (Middle)	\$150,497	\$134,264
Average Principal Salary (High)	\$174,409	\$147,200
Superintendent Salary	\$371,764	\$242,351
Percent of Budget for Teacher Salaries	39%	33%
Percent of Budget for Administrative Salaries	6%	6%

2021-22 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

Our 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, 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 through our SPSA process. In addition, support is given in implementing our new BOE adopted curriculums and continuing to grow our implementation of Project Based Learning.

For 2022-2023 school year, we are engaging in monthly trainings and discussions about how best to support the needs of our English Learners. Lincoln continues to utilize the district's academic coaches to provide "on demand" professional development. Teachers are provided release time as needed to observe other teachers and also to attend workshops and conferences.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3