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Abraham Lincoln Continuation
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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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 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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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

About This School

Contact Information (School Year 2017-18)

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	Anthony Rice
E-mail Address	ARice@rusd.k12.ca.us
Web Site	http://www.rusdlink.org/Domain/50
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 (School Year 2017-18)

Abraham Lincoln Mission Statement (Updated 2016-2017)

VISION STATEMENT
Our vison is to create an extremely effective Alternative Educational program that provides students with an opportunity to maximize their educational experience. Lincoln focuses on developing students who will follow their own interests by emphasizing transferable skills leading to educational achievement and productive citizenship.

Mission Statement
It is our mission at Abraham Lincoln to meet the distinctive academic, and social emotional needs of our diverse student population with a safe and nurturing environment to encourage students to develop an enthusiasm for life-long learning to pursue post-high school opportunities.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 11	46
Grade 12	106
Total Enrollment	152

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	0
Asian	0.7
Filipino	0
Hispanic or Latino	88.8
Native Hawaiian or Pacific Islander	0.7
White	5.3
Two or More Races	0.7
Socioeconomically Disadvantaged	90.8
English Learners	27
Students with Disabilities	3.9
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	13	14	14	1909
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments *	0	0	1
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 2017-18)

Year and month in which data were collected: 10/16/17

The table displays information collected in 10/16/17 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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Introduction to Literature and Composition, Grade 9 (adopted 2002) Holt, Rinehart & Winston: Holt Literature and Language Arts, Course 3 World Literature and Composition, Grade 10 (adopted 2002) Holt, Rinehart & Winston: Holt Literature and Language Arts, Course 4 American Literature and Composition, Grade 11 (adopted in 2002) Holt Literature and Language Arts, Course 5 Holt, Rinehart & Winston: Essentials of American Literature English Literature and Composition Grade 12 (adopted in 2002) Holt Literature and Language Arts, Course 6 Holt, Rinehart & Winston: Essentials of British and World literature Expository Reading and Writing (adopted in 2007) CSU Task Force on Expository Reading and Writing (adopted in 2009) Scholastic: Read 180, Scholastic (adopted in 2010) CA StudySyn Grades 7-12 (adopted in 2017	Yes	0%
Mathematics	Pre-Algebra 9 /Pre-Algebra 9 Concepts (adopted in 2008) Pearson Prentice Hall: California Algebra Readiness Algebra 1 Concepts / Algebra 1B (adopted in 2008) Holt, Rinehart & Winston: California Algebra 1 Geometry (adopted in 2008) Holt, Rinehart & Winston: California Geometry Algebra 2 / Algebra 2 Honors with Trigonometry (adopted in 2008) Holt, Rinehart & Winston: California Algebra 2 Pre-Calculus / Pre-Calculus Honors (adopted in 2008) Precalculus-Mathematics for Calculus (adopted in 2008) Cengage Personal Finance, Grade 12 (adopted in 2008) Glencoe/McGraw-Hill: Mathematics with Business Applications Financial Algebra (adopted in 2016)	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Holt Rinehart and Winston: Earth Science, California (adopted 2007) Glencoe/McGraw-Hill: Biology, California Edition (adopted in 2007) Pearson-Benjamin Cummings: Essentials of Human Anatomy & Physiology; Eighth Ed.(adopted in 2007) Addison Wesley/Prentice Hall: Chemistry, California (adopted in 2007) Foundations of Physics; CPO Science (adopted in 2007) 2nd Edition Chemistry for IB Diploma (adopted in 2016) The Cultural Landscape: An Introduction to Human Geography 7th Edition (adopted in 2017) Forensic Biology: Fundamentals and Investigation 2nd Edition (adopted in 2017)	Yes	0%
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%
Foreign Language	Spanish III Honors (adopted in 1998) Spanish for Spanish Speakers II (adopted in 1999) Sendas Literaries I - Heinley & Heinley Sendas Literaries II - Heinley & Heinley Learning American Sign Language 1 & 2 (adopted in 2016)		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A	No	N/A
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 1956
Lot Size: 3.9 Acres
15 Permanent Classrooms
4 Portable Classrooms (updated 10/23/2017)

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 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 = 323
Labor Hours = 1430.2
Assessed Value of Work = $61,597.50

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
  - Determination of repair status for systems listed
  - Description of any needed maintenance to ensure good repair
  - The year and month in which the data were collected
  - The overall rating

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/1/2017				
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			C5: P17: Water comes out in front drinking fountain when toilets flushes, room is always hot - HVAC
Interior: Interior Surfaces		X		B11: Wall needs to be patched and painted B7: One light out B8: Ceiling tiles, one light B9: Ceiling tile, one light out
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		B10: four lights out C6: One light out Room 16: Light bulb out Room D3: Need light bulbs, drinking fountain leaks, replace 2 ceiling tiles

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/1/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Restrooms/Fountains: Restrooms, Sinks/Fountains		X		B Storage Room: Sink needs a faucet replaced Boys Restroom: Shower head leaks water C5: D1: Handle on sink loose and leaking, door on closet need repaired Gym: 8 ballast out Kitchen: No dispenser or seat covers in restroom and kitchen dispensers P17: Water comes out in front drinking fountain when toilets flushes, room is always hot - HVAC Room D3: Need light bulbs, drinking fountain leaks, replace 2 ceiling tiles Staff Womens Restroom: Loose toilet seats on two toilets
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			D1: Handle on sink loose and leaking, door on closet need repaired Guidance Discipline: Ceiling tiles need replacing Room D3: Need light bulbs, drinking fountain leaks, replace 2 ceiling tiles
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			P18: 3 Ceiling tiles stained or damaged, cracked window

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/1/2017				
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] 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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	9	5	48	47	48	48
Mathematics (grades 3-8 and 11)		0	35	34	36	37

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 Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	80	79	98.75	5.06
Male	53	53	100	7.55
Female	27	26	96.3	0
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	68	67	98.53	4.48
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	76	75	98.68	5.33
English Learners	23	22	95.65	0
Students with Disabilities	--	--	--	--

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	80	78	97.5	0
Male	53	52	98.11	0
Female	27	26	96.3	0
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	68	66	97.06	0
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	76	74	97.37	0
English Learners	23	21	91.3	0
Students with Disabilities	--	--	--	--

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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	--	27	58	54	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

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 2016-17)

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 (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	99.34
2015–16 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 State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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 Mr. Anthony Rice, principal, who can be contacted at (951) 788-7371.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	16.8	19.8	16.7	6.5	4.9	5.3	11.5	10.7	9.7
Graduation Rate	68.61	63.49	62.75	87.15	89.39	89.33	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	63.36	88.45	87.11
Black or African American	100	87.69	79.19
American Indian or Alaska Native	0	50	80.17
Asian	0	95.45	94.42
Filipino	0	100	93.76
Hispanic or Latino	64.66	86.65	84.58
Native Hawaiian/Pacific Islander	0	94.44	86.57
White	25	91.2	90.99
Two or More Races	0	80	90.59
Socioeconomically Disadvantaged	75	67.56	63.9
English Learners	57.14	58.7	55.44
Students with Disabilities	61.16	86.09	85.45
Foster Youth	50	52.94	68.19

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- • Pupil suspension rates;
- • Pupil expulsion rates; and
- • Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	3.2	8.1	3.3	4.4	4.0	3.6	3.8	3.7	3.6
Expulsions	0.0	1.1	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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.

Federal Intervention Program (School Year 2017-18)

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	68.8

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	40		3	7	38	4		5	41		
Mathematics	8	27	2		9	20	2		9	17		
Science	9	16			9	13			6	14		
Social Science	10	26	1	2	8	24	1	1	8	22		

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 2016-17)

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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	14407	856	13551	77010
District	N/A	N/A	$5,857	$87,199
Percent Difference: School Site and District	N/A	N/A	80.0	-6.4
State	N/A	N/A	$6,574	$79,228
Percent Difference: School Site and State	N/A	N/A	60.3	3.1

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

Types of Services Funded (Fiscal Year 2016-17)

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

$46,706 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

$45,691   Title I: supplemental services and materials to assist students at risk of not meeting state academic standards

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$56,035	$47,808
Mid-Range Teacher Salary	$82,647	$73,555
Highest Teacher Salary	$100,547	$95,850
Average Principal Salary (Elementary)	$125,192	$120,448
Average Principal Salary (Middle)	$132,039	$125,592
Average Principal Salary (High)	$144,725	$138,175
Superintendent Salary	$282,285	$264,457
Percent of Budget for Teacher Salaries	40%	35%
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 2016-17)

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 of at least one student.

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 training, site PLCs and staff development meetings that is geared toward our instructional focus: close reading and implementation of visual aids. Over the most recent three-year period, PD time for staff has been approximately 141 days. Lincoln staff participates in additional training sponsored by the school district (such as Strengths Training), or through special projects that are appropriate for core subject enhancement such as, SPED and EL support for students, and overall instructional improvement.

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

New teachers participate in Professional Growth System (PGS) Training and receive additional assistance from the Principal, assistant principal, district specialists, and veteran teachers. Teachers requiring improvement work with the Principal, assistant 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, leadership, and department teams to develop and implement appropriate interventions: a) Immediately identify students who require additional time and support b) Make sure that students receive help as soon as they need it, and c) Extra time allowed (students receive additional assistance and support until they have achieved mastery).

Paraprofessionals and support staff meet with the Principal and Assistant Principal to determine the level of additional student support and interventions needed. Non-instructional support staff are instrumental to student success and work closely with teachers, Principal, Assistant Principal, and Campus Manager. All staff receives professional leaning opportunities both on the site and district level.