

Abraham Lincoln Alternative School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Abraham Lincoln Alternative School
Street	2601 W Rosamond Blvd
City, State, Zip	Rosamond, CA 93560
Phone Number	(661) 256-5090
Principal	Robyn Calzada
Email Address	rcalzada@skusd.k12.ca.us
School Website	www.skusd.k12.ca.us
Grade Span	4-12
County-District-School (CDS) Code	15-63776-1530377

2025-26 District Contact Information

District Name	Southern Kern Unified School District
Phone Number	(661) 256-5000
Superintendent	Barbara Gaines
Email Address	bgaines@skusd.k12.ca.us
District Website	www.skusd.k12.ca.us

2025-26 School Description and Mission Statement

District & School Profile

Abraham Lincoln Independent Study (ALIS) is part of the Southern Kern Unified School District, which serves TK–12 students across two elementary schools, one middle school, one comprehensive high school, an independent study school, and a continuation high school. ALIS provides an alternative educational pathway for students in grades 4–12 who benefit from a flexible, personalized learning environment.

ALIS is designed for students who may face challenges in a traditional or continuation school setting or who thrive in a more

2025-26 School Description and Mission Statement

self-directed instructional model. Students assume greater responsibility for managing their coursework, demonstrating self-discipline, and attending regular appointments with assigned teachers for academic support and progress monitoring. Parent and guardian involvement is also an essential component of the program and often requires a higher level of engagement than in a traditional school setting.

High school students enrolled in ALIS must meet the same 230-credit graduation requirements as those attending the district's comprehensive high school. During the 2024–25 school year, ALIS served 71 students in grades 4–12, providing a structured yet flexible academic option that supports individualized learning needs and prepares students for postsecondary success.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	3
Grade 6	2
Grade 7	3
Grade 8	8
Grade 9	12
Grade 10	8
Grade 11	14
Grade 12	21
Total Enrollment	71

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.1
Male	54.9
Black or African American	8.5
Hispanic or Latino	63.4
Two or More Races	2.8
White	23.9
English Learners	9.9
Homeless	4.2
Socioeconomically Disadvantaged	67.6
Students with Disabilities	35.2

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.

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)	1	21.4	130.8	77.31	234405.2	84
Intern Credential Holders Properly Assigned	0	0	6.7	4	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	14.3	8.47	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.9	59	10.4	6.18	11953.1	4.28
Unknown/Incomplete/NA	0.9	19.4	6.8	4.02	15831.9	5.67
Total Teaching Positions	5	100	169.2	100	279044.8	100

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.

2022-23 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)	0.9	22.75	119.5	70.81	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	9.3	5.54	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.7	19.5	29.6	17.54	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.2	57.25	9.5	5.64	11746.9	4.23
Unknown/Incomplete/NA	0	0	0.7	0.46	14303.8	5.15
Total Teaching Positions	4	100	168.8	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	0.8	17.8	125.6	66.73	230039.4	100
Intern Credential Holders Properly Assigned	0	0	9.3	4.98	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.7	15.2	32.6	17.32	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.3	66.6	11.5	6.13	12112.8	4.34
Unknown/Incomplete/NA	0	0	9.1	4.84	13705.8	4.91
Total Teaching Positions	5	100	188.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0.7	0.7
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0.7	0.7

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	2.90	2.2	3.3
Total Out-of-Field Teachers	2.90	2.2	3.3

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	31.2	23
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	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Quality, Currency, and Availability of Instructional Materials

Abraham Lincoln Independent Study

September 2025, the Southern Kern Unified School District conducted a public hearing and determined that all schools within the district, including Abraham Lincoln Independent Study, have sufficient and high-quality textbooks, instructional materials, and science laboratory equipment, in compliance with the Williams v. State of California settlement. This represents the most recent instructional materials sufficiency determination made by the district.

All students at Abraham Lincoln Independent Study, including English learners, are provided with access to standards-aligned textbooks and instructional materials in core subject areas, including English language arts, mathematics, science, and history–social science. Instructional materials are provided for use during instruction and for independent work at home, ensuring equitable access for all students enrolled in the program.

Textbooks and instructional materials are adopted following review cycles established by the California Department of Education to ensure alignment with state standards and curriculum currency. Materials approved by the state are reviewed by teachers and administrators and recommended to the Board of Trustees by a selection committee. Prior to adoption, all recommended instructional materials are made available for parent and community review at the district office.

Year and month in which the data were collected

September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Acellus Adopted 2019	0.0%
Mathematics	Acellus Adopted 2019	0.0%
Science	Acellus Adopted 2019	0.0%
History-Social Science	Acellus Adopted 2019	0.0%
Foreign Language	Acellus Adopted 2019	0.0%
Health	Acellus Adopted 2019	0.0%
Visual and Performing Arts	Acellus Adopted 2019	0.0%
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements

Abraham Lincoln Independent Study is comprised of three classrooms and one administrative office. The facility supports teaching and learning through adequate classroom space.

Cleaning Process

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school or district office. The principal works collaboratively with custodial staff to develop cleaning schedules that ensure the campus remains clean and safe for students and staff.

Maintenance and Repair

District maintenance staff ensures that repairs necessary to keep the school in good condition and in proper working order are completed in a timely manner. A work order system is used to ensure efficient service, with emergency repairs receiving the highest priority. At the time of publication, 100% of the restrooms were fully functional.

Year and month of the most recent FIT report

12/16/2025

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
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B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	25	19	28	30	47	48
Mathematics (grades 3-8 and 11)	5	0	16	15	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	53	48	90.57	9.43	18.75
Female	20	18	90.00	10.00	33.33
Male	33	30	90.91	9.09	10.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	31	27	87.10	12.90	22.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	12	92.31	7.69	25.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	33	30	90.91	9.09	16.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	16	88.89	11.11	6.25

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	53	48	90.57	9.43	0.00
Female	20	18	90.00	10.00	0.00
Male	33	30	90.91	9.09	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	32	28	87.50	12.50	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	11	91.67	8.33	0.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	33	30	90.91	9.09	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	16	88.89	11.11	0.00

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	12.5	2.56	14.9	16.11	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	62	57	91.94	8.06	3.51
Female	23	22	95.65	4.35	4.55
Male	39	35	89.74	10.26	2.86
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	41	37	90.24	9.76	2.70
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	11	91.67	8.33	9.09
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	36	32	88.89	11.11	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	17	94.44	5.56	0.00

2024-25 Career Technical Education Programs

Career Technical Education (CTE) Programs

Abraham Lincoln Independent Study offers students access to a selection of career-focused courses delivered through Acellus, an online instructional platform aligned to California model curriculum standards adopted pursuant to Education Code Section 51226. These courses are designed to provide students with exposure to a variety of career fields and to support career exploration while maintaining the flexibility required for an independent study setting. Current career-related courses available to ALIS students include Introduction to Business, Medical Terminology, Hospitality and Tourism, Computer Applications, Coding Fundamentals, and Criminal Justice.

At this time, Abraham Lincoln Independent Study does not offer formal Career Technical Education (CTE) pathway sequences. All career-focused courses are provided through the district's Acellus program and are not part of a Regional Occupational Center or Program (ROC/P). While these courses do not constitute full CTE pathway sequences, they provide students with foundational knowledge and transferable skills that support college and career readiness.

Southern Kern Unified School District does not currently maintain a site-specific CTE advisory committee for Abraham Lincoln Independent Study. Therefore, there is no designated primary advisory representative or industry partner specific to ALIS CTE programming. The district continues to explore opportunities to expand career-focused offerings that align with student

2024-25 Career Technical Education Programs

interests, workforce needs, and the independent study instructional model.

2024-25 Career Technical Education (CTE) Participation

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

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	5.45
Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

Parental Involvement at Abraham Lincoln Independent Study (ALIS)

Families are essential partners in student success at Abraham Lincoln Independent Study (ALIS). Parents and guardians are always welcome to attend School Site Council meetings, which are held regularly throughout the year and provide opportunities to learn about school programs, budgets, and goals. At the beginning of the school year, families are invited to Back to School Night to meet their child's teacher, review expectations, and become familiar with the independent study program. Parent-teacher conferences are typically held at the end of the first quarter to review academic progress and discuss supports for student success.

During the 2024–25 school year, parents actively participated in the WASC self-study and accreditation process, providing feedback through meetings, surveys, and review discussions. Their contributions played an important role in identifying strengths and setting goals for continued improvement at ALIS. Information about school events, parent meetings, and involvement opportunities is communicated regularly through ParentSquare.

Parents who are interested in volunteering or learning more about how to get involved may contact Principal Robyn Calzada at (661) 256-5090.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	36.4	17.6	26.9	14.6	9.1	9.4	8.2	8.9	8
Graduation Rate	63.6	82.4	69.2	83.6	90.4	86.9	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	26	18	69.2
Female	--	--	--
Male	16	11	68.8
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	14	11	78.6
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	26	18	69.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	159	117	47	40.2
Female	71	52	19	36.5
Male	87	65	28	43.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	20	14	2	14.3
Filipino	--	--	--	--
Hispanic or Latino	92	69	33	47.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	41	28	11	39.3
English Learners	20	12	7	58.3
Foster Youth	--	--	--	--
Homeless	12	--	--	--
Socioeconomically Disadvantaged	126	94	40	42.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	51	40	20	50.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.66	0.63	9.27	6.18	5.51	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0.63	0.13	0	1.24	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.63	0.63
Female	1.41	1.41
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.09	1.09
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	8.33	8.33
Socioeconomically Disadvantaged	0.79	0.79
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Comprehensive School Safety Plan (ALIS)

Abraham Lincoln Independent Study's Comprehensive School Safety Plan (CSSP) was last updated in October 2025 and reviewed with staff in November 2025. The plan outlines procedures for ensuring the safety and well-being of students and staff, including policies related to emergency preparedness, crisis response, student supervision, and maintaining a positive school climate. The CSSP is reviewed annually and is available for staff and families to access upon request.

The Southern Kern Unified School District maintains a strong commitment to safe and orderly campuses through its Standards of Excellence, which require facilities to be secure, well-maintained, and conducive to high morale and academic success. Abraham Lincoln Independent Study upholds these standards and complies with all state and federal requirements related to school safety, including hazardous materials management, emergency preparedness, and earthquake safety.

Emergency procedures are practiced throughout the year in alignment with district policy and the requirements of the host campus where ALIS operates. The school's Disaster Preparedness Plan outlines protocols for evacuation, lockdown, communication, and staff responsibilities during crisis situations. Students are supervised during all on-campus appointments by teachers, administrators, and campus safety staff when present. All visitors are required to check in at the front office and follow district security procedures.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	2	1	0	0
4	3	2	0	0
5	1	2	0	0
6	3	7	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	3	1	0	0
5	2	2	0	0
6	2	12	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
5	3	1		
6	1	12		

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	28	0	0
Mathematics	3	27	0	0
Science	4	14	0	0
Social Science	3	27	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	3	31		
Mathematics	3	27		
Science	5	12		
Social Science	3	27		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	2	29		
Mathematics	2	29		
Science	3	13		
Social Science	2	33		

2024-25 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	0

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, 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	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$13,473.25	\$5,694.17	\$7,779.08	\$79,543.18
District	N/A	N/A	\$6,812.64	\$85,348
Percent Difference - School Site and District	N/A	N/A	13.2	-1.4
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	-32.3	-9.7

Fiscal Year 2024-25 Types of Services Funded

In addition to general state funding, Southern Kern Unified School District receives state and federal funding for the following categorical funds and other support program:

- Title 1
- Title II
- Title III
- Title IV

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$53,434	\$57,978
Mid-Range Teacher Salary	\$90,367	\$89,612
Highest Teacher Salary	\$112,657	\$117,194
Average Principal Salary (Elementary)	\$137,721	\$143,632
Average Principal Salary (Middle)	\$137,118	\$149,447
Average Principal Salary (High)	\$158,196	\$162,334
Superintendent Salary	\$185,973	\$234,076
Percent of Budget for Teacher Salaries	27.14%	27.81%
Percent of Budget for Administrative Salaries	4.2%	5.47%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	1.8
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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	1
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.	1

Professional Development

Staff Development

Southern Kern Unified School District recognizes that high-quality staff development is essential to maintaining a positive, effective, and student-centered learning environment. Professional development opportunities are planned and implemented at the school site level and are aligned with Abraham Lincoln Independent Study's School Plan for Student Achievement (SPSA).

Staff members are encouraged to participate in a variety of professional learning opportunities, including workshops, conferences, and webinars that reflect current research, instructional best practices, and the unique needs of independent

Professional Development

study students. Professional development topics commonly include writing strategies, intervention supports, instructional differentiation, assessment practices, and strategies for supporting at-risk and credit-deficient students. Monthly staff meetings provide dedicated time for in-service training and collaborative planning.

The district supports the use of Professional Learning Communities (PLCs) to strengthen instructional practice and collaboration. ALIS staff engage in PLC discussions focused on curriculum alignment, instructional strategies, student progress monitoring, and procedures specific to the independent study program. Teachers collaborate regularly to analyze student data, share effective practices, and ensure consistency in instructional expectations.

District and site-based professional development has included training in the following areas:

- Teacher Clarity (Dr. Doug Fisher)
- English Language Development (Dr. Kate Kinsella)
- Effective Grading Practices (Ken O'Connor)

In addition to district-led training, staff have participated in external professional development opportunities that support alternative education and student engagement. These trainings have provided strategies to address the academic, social-emotional, and behavioral needs of students enrolled in independent study programs.

To further support professional growth, teachers have access to mentoring, peer collaboration, and instructional guidance from site administration. The principal serves as an ongoing instructional resource, providing support related to curriculum implementation, instructional practices, and student support systems.

Through a combination of site-based training, collaborative PLC work, external professional development, and ongoing administrative support, Southern Kern Unified School District ensures that Abraham Lincoln Independent Study educators are well prepared to implement effective instructional practices and support student success.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2