

Lincoln Continuation High School

2600 Teagarden St. • San Leandro, CA 94577 • (510) 618-4460 • Grades 9-12

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<http://www.sanleandro.k12.ca.us/site/Default.aspx?PageID=504>

2015-16 School Accountability Report Card Published During the 2016-17 School Year



San Leandro Unified School District

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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 comprehensive high school. Credit deficiency is the main reason students enroll in our continuation high school. We recognize that students have different reasons for being behind in credits (family problems, truancy, relocating, etc.) and that we must provide them with a non-traditional way of earning credits towards graduation. The staff at Lincoln High School works with students individually as young adults to help them gain academic focus, to gear them towards graduating and to prepare them for future scholarly and occupational aspirations. We have high academic and social expectations for all of our students and we encourage them to aspire to greatness.

Lincoln High School is a credit recovery school for students 16 and older who are behind on credits and are willing to work hard to graduate on time. Lincoln offers a personalized learning environment with small classes and student choice about how to earn credits. Lincoln students can take up to seven classes per day, taught from 9:07 a.m. to 2:17 p.m. The after-school program offers enrichment and credit recovery classes. Lincoln High School is accredited by the Western Association of Schools and Colleges, and is a Model Continuation High School in California.

District Vision Statement

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

District Profile

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

Philosophy

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

School-wide Learner Outcomes

Upon graduation from Lincoln High School, students will:

Become lifelong learners by:

- ? Acquiring a variety of learning strategies
- ? Demonstrating knowledge of abilities, strengths, and interests
- ? Possessing self-confidence in academic capabilities

Develop effective critical thinking and problem-solving skills by:

- ? Increasing performance levels on standards-based assessments
- ? Reading, writing and using mathematics at a high school level
- ? Utilizing essential skills for research and test-taking strategies

Strengthen personal character by:

- ? Speaking and listening effectively in academic, professional and public settings
- ? Valuing individual beliefs while allowing for compromise, risk-taking, and collaboration
- ? Demonstrating punctuality, attendance, attitude, participation and productivity
- ? Practicing integrity, self-discipline, respect and compassion

Practice active citizenship and concern for others by:

- ? Negotiating conflicts, while understanding and respecting diversity
- ? Valuing and participating in service to the community
- ? Being aware of environmental, political and global issues
- ? Showing respect to self and others

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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.

2015-16 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	2
Grade 11	48
Grade 12	80
Total Enrollment	130

2015-16 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	23.1
American Indian or Alaska Native	0
Asian	3.1
Filipino	3.1
Hispanic or Latino	63.1
Native Hawaiian or Pacific Islander	2.3
White	3.1
Two or More Races	2.3
Socioeconomically Disadvantaged	78.5
English Learners	19.2
Students with Disabilities	14.6
Foster Youth	2.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Lincoln Continuation High School	14-15	15-16	16-17
With Full Credential	10	10	9
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0
San Leandro Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Lincoln Continuation High School	14-15	15-16	16-17
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	87.5	12.5
Districtwide		
All Schools	96.4	3.6
High-Poverty Schools	96.4	3.6
Low-Poverty Schools	94.7	5.3

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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 20th, 2011 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 January 2012 are illustrated in the chart.

Textbooks and Instructional Materials	
Year and month in which data were collected: December, 2012	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Heinle & Heinle Adopted 2010 Holt, Rinehart & Winston Adopted 2003 Hampton Brown Adopted 2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	McDougal Littell Adopted 2008 Pearson/Addison Wesley Adopted 2008 W.H. Freeman Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Foreign Language	Holt, Rinehart & Winston Adopted 2003 McDougal Littell Adopted 2003 Prentice Hall Adopted 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Health	Glencoe Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Age & Condition of Facilities

Lincoln High School was originally constructed in 1991 and is currently comprised of five portable classrooms, a mini-library, a staff lounge, a computer lab, and administrative offices. Upgrades and additions to the campus occurred in 1997 and 1998.

Cleaning Process

One part-time custodial staff member works daily to ensure that the cleaning of the school is maintained to provide a clean and safe school.

Maintenance & Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs. At the time of publication 100% of Lincoln High School’s restrooms were in good working order. The chart displays the results of the most recent school facilities inspection provided by the district. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been scheduled for repair or are in the process of remediation. With the passage of Measure B, modernization and renovation of the San Leandro schools has begun. For more information about Measure B, please visit the district’s web site: www.sanleandro.k12.ca.us.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating/air conditioning, interior/exterior painting, electrical systems, and flooring. For the 2012-2013 school year, the district allocated \$164,000 for the deferred maintenance program. This represents .22% of the district's general fund budget.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 1/22/14				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Hole in wall-Room 2. Various bulbs out. Various ceiling tiles broken/stained. Several doors need adjustment.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	0	8	34	38	44	48
Math	0		22	24	34	36

* 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	61	52	85.3	7.8
Male	11	39	34	87.2	6.1
Female	11	22	18	81.8	11.1
Black or African American	11	13	13	100.0	
Asian	11	--	--	--	--
Filipino	11	--	--	--	--
Hispanic or Latino	11	41	33	80.5	6.1
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	--	--	--	--
Socioeconomically Disadvantaged	11	40	37	92.5	2.8
English Learners	11	13	11	84.6	
Students with Disabilities	11	--	--	--	--
Foster Youth	11	--	--	--	--

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 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.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	61	50	82.0	
Male	11	39	33	84.6	
Female	11	22	17	77.3	
Black or African American	11	13	13	100.0	
Asian	11	--	--	--	--
Filipino	11	--	--	--	--
Hispanic or Latino	11	41	32	78.0	
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	--	--	--	--
Socioeconomically Disadvantaged	11	40	35	87.5	
English Learners	11	13	11	84.6	
Students with Disabilities	11	--	--	--	--
Foster Youth	11	--	--	--	--

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 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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

All families participate in an orientation workshop when their student enters Lincoln to understand the educational options available and help ensure that Lincoln is the right place for their student, at the start of the new school year or as their student enrolls during the course of the year.

Every quarter the Lincoln Alternative Educational Center hosts a Transcript Celebration Night. At the Celebration Night, families and their students get the very first chance to see their latest grades and credits and celebrate their progress. We have dinner for the whole family, and all the teachers are on hand to answer questions and check in about students' progress. Families have a chance to see what has been going on around campus, and maybe even snap a picture of their student next to their name on the Honor Roll. The event is quite informal: families stay as long – or as short – as they'd like.

Lincoln High School also has a school site council (SSC) that meets periodically throughout the year to review the site plan and to discuss pertinent issues, curriculum, and policies.

Contact Information

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

State Priority: School Climate

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

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

School Safety Plan

The safety of students and staff is a primary concern at Lincoln High School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is updated annually by teachers and classified staff, most recently in November 2012. The key elements of the School Site Safety Plan include how to handle an emergency, staffing in an emergency, emergency procedures, and student/staff safety.

To ensure student safety, staff members supervise students at all times before and after school, and during breaks. Visitors are not allowed on campus without prior permission from the principal.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	12.9	12.8	4.7
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	7.6	5.9	6.4
Expulsions Rate	0.0	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		100.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.5
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.2
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	225

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

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	18	18	18	2	3	3	2					
Mathematics	17	14	14	3	5	5						
Science	21	18	18	2	3	3						
Social Science	21	19	19	8	10	10	3	2	2			

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Primary areas of focus for staff development include analyzing student performance data and implementing action steps to address areas of need, building strong relationships with students, common core state standards, 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.

Teachers are given release time by the principal to observe other teachers and also to attend workshops and conferences. Staff development is supported for classroom implementation through BTSA (Beginning Teachers Support and Assessment) Support Providers and district instructional coaches.

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

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,852	\$43,821
Mid-Range Teacher Salary	\$77,121	\$69,131
Highest Teacher Salary	\$101,967	\$89,259
Average Principal Salary (ES)	\$120,214	\$108,566
Average Principal Salary (MS)	\$117,248	\$115,375
Average Principal Salary (HS)	\$148,670	\$125,650
Superintendent Salary	\$245,544	\$198,772
Percent of District Budget		
Teacher Salaries	46%	37%
Administrative Salaries	6%	6%

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

Types of Services Funded

- Title I Every Student Succeeds Act
- Title II Teacher Quality
- Title III English Learners
- Supplemental and Concentration Grant
- K-3 Grade Span Adjustment
- 9-12 Career Technical Education
- Regional Occupational Program
- Career Pathways
- College Readiness Grant
- Special Education Services (state and federal)
- Pre-School (Special Education)
- Special Education Transportation
- Mental Health
- Homeless Children
- Medi-Cal Billing
- After School Safety

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Lincoln Continuation High School	2011-12	2013-14	2014-15
Dropout Rate	13.80	9.20	8.90
Graduation Rate	82.44	85.91	87.02
San Leandro Unified School District	2011-12	2013-14	2014-15
Dropout Rate	13.80	9.20	8.90
Graduation Rate	82.44	85.91	87.02
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6585	57	6528	72582
District	♦	♦	5167	\$83,516
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			26.3	-13.1
Percent Difference: School Site/ State			15.0	1.5

* Cells with ♦ do not require data.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	203
% of pupils completing a CTE program and earning a high school diploma	10.4
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	20.0

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	0
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		◆
English		◆
Fine and Performing Arts		◆
Foreign Language		◆
Mathematics		◆
Science		◆
Social Science		◆
All courses		

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	70	84	86
Black or African American	81	84	78
American Indian or Alaska Native	0	0	78
Asian	100	89	93
Filipino	0	82	93
Hispanic or Latino	74	84	83
Native Hawaiian/Pacific Islander	33	70	85
White	30	77	91
Two or More Races	100	92	89
Socioeconomically Disadvantaged	38	61	66
English Learners	50	38	54
Students with Disabilities	89	94	78

Career Technical Education Programs

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <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.