

# **School Accountability Report Card**

## **School Year 2018-19**

*(Published during 2019-20)*

### **Abraham Lincoln High School**

2162 24TH AV, SAN FRANCISCO, CA 94116

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**SFUSD School ID #** 405

**Calif.School ID #:** 3833241

### **SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

**Superintendent: Vincent Matthews**

555 Franklin Street, San Francisco, CA 94102

**Phone: 415-241-6000**

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#### **SARC Contact:**

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The School Accountability Report Card (SARC) is required by law to be published annually, by Feb 1st each year. It 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 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 more information about the school, parents and community members should contact the school principal or district office.

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

Internet access is available at public libraries and other locations that are publicly accessible.

## About This School

### **School Description and Mission Statement**

This section provides information about the school's goals and programs.

Abraham Lincoln is a large, comprehensive, urban high school with strong traditions and an excellent reputation in the community. It is our goal to provide an outstanding college preparatory education for every student. Every course offered is aligned with district graduation requirements and University of California entrance standards. Lincoln's strength is based upon teacher leadership and in the many academic, athletic and extra-curricular programs that allow students to pursue their own interests in a nurturing environment. All programs are open-enrollment and include Advanced Placement in every subject, Career Academies, AVID, Ethnic Studies, Student Government, JROTC, Biotechnology and Science Electives, Architecture, Newcomer and English Learner Pathways, Chinese Immersion and Accelerated World Language Pathways, championship Athletics, Visual and Performing Arts, and over 50 clubs and student organizations. The educational program is enhanced by Student Support Services through the Deans' office, Guidance Counseling, The College/Career Center and the Wellness Center for student mental and physical health. Lincoln also employs a full-service after school program with a Teen Center, Homework Center, subject area tutoring, Night School and on-line classes. Lincoln is guided by the essential question, "What are the needs of the students, and how do we as a school community, meet their needs?"

### **Student Enrollment By Grade Level (School Year 2018-19)**

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Enrollment
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
Ungraded Elem	0

Grade Level	Enrollment
9	490
10	545
11	516
12	519
Ungraded Sec	0
Total Enrollment	2070

### **Student Enrollment By Group (School Year 2018-19)**

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

<i>Group</i>	<i>Percent of Total Enrollment</i>
African American	5.5
American Indian or Alaska Native	0.2
Asian	48
Filipino	3.8
Hispanic or Latino	24.9
Pacific Islander	0.4
White (Not Hispanic)	9.5
Two or More Races	2.6
Socioeconomically Disadvantaged	53
English Learners	15.7
Students with Disabilities	10.3
Foster Youth	0.4
Homeless	2.6

Section A (Conditions of Learning) begins on next page.

## 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**

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

<i>Teachers</i>	<i>School</i>			<i>District</i>
	<i>2017-18</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2019-20</i>
With Full Credential	114	106	91	2747
Without Full Credential	6	11	18	345
Teaching Outside Subject Area of Competence	4	4	4	145

### **Teacher Misassignments and Vacant Teacher Positions**

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

<i>Indicator</i>	<i>2017-18</i>	<i>2018-19</i>	<i>2019-20</i>
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	4	4	4
Vacant Teacher Positions	1	0	0

## **Quality, Currency, and Availability of Textbooks and Instructional Materials**

### **For High Schools (grades 9-12)**

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. Class sets of health instructional materials were provided for high school health teachers. In addition, other Board-adopted core curriculum materials were provided to remedy all insufficiencies identified through a survey and other activities at the annual Instructional Materials Hearing at the October 29, 2019 meeting of the Board of Education. All adopted high school instructional materials have been evaluated and determined locally to meet state standards for grades 9-12. Appropriate science laboratory equipment is available for all laboratory science courses.

### **For Elementary and Middle Schools (grades K-8)**

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and adopts K-8 materials from the list of standards-aligned materials that have been adopted by the State Board of Education. The district provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. For 2018-2019, instructional materials were provided for all students in grades K-8. Replacements were provided for core curriculum areas as identified through a survey and other activities preceding the annual Instructional Materials Hearing at the October 29, 2019 meeting of the Board of Education.

For complete lists of adopted textbooks, go to:

<http://www.sfusd.edu/en/curriculum-standards/instructional-resources.htm>

### School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			<ul style="list-style-type: none"> <li>- Main Entrance: Missing ceiling tile.</li> <li>- Basement Hallway: Missing ceiling tile.</li> <li>- 1st Floor Hallways: Missing ceiling tile.</li> <li>- Room 139: Missing ceiling tile.</li> <li>- Room 141: Missing ceiling tile.</li> <li>- Room 155: Missing ceiling tile.</li> <li>- Room 157: Missing ceiling tile.</li> <li>- 2nd Floor Hallways: Missing ceiling tile.</li> <li>- Room 224: Missing ceiling tile.</li> <li>- 3rd Floor Hallways: Missing ceiling tile.</li> <li>- North Gymnasium: Missing ceiling tile.</li> <li>- Room 147: Missing ceiling tile.</li> </ul>
Cleanliness: Overall and Pest Infestation	X			
Electrical	X			<ul style="list-style-type: none"> <li>- 1st Floor Hallways: Various ceiling lights out of order and missing covers. Exit Door holding magnet out of order next to room 139A</li> <li>- 2nd Floor Hallways: Various ceiling lights out of order and missing covers.</li> <li>- 3rd Floor Hallways: Various ceiling lights out of order and missing covers.</li> <li>- Room 302: Various lights out of order and missing covers.</li> </ul> <p>Various lights out of order and missing covers.</p> <ul style="list-style-type: none"> <li>- North Gymnasium: Various lights out of order and missing covers.</li> </ul>
Restrooms/Sinks/Fountains	X			<ul style="list-style-type: none"> <li>- 1st Floor Girl's Toilets: Faucet push button missing at boys restroom next to room T211 Janitor.</li> <li>- 2nd Floor Boy's Toilets: One toilet out of order.</li> </ul>
Safety: Fire and Hazardous Materials	X			
Structural: Damage, Roofs	X			
External: School Grounds, Windows, Doors	X			<ul style="list-style-type: none"> <li>- 3rd Floor Hallways: Corridor window broken next to room 302</li> <li>- North Gymnasium: Broken exit door handle, door safety glass broken at the gym entrance door.</li> </ul>

### Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		

Inspection Date	Spring 2019
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Additional Comments: NOTE: 1. Missing ceiling tile at various room and corridor locations. 2. Some corridor ceiling lights out-of-order at various locations and missing covers.

**School Facility Conditions and Improvements**

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Abraham Lincoln has been the beneficiary of the voter-approved Prop A Bond work for remodeling and renovation. The site has been fully updated for the Americans with Disabilities Act as well as much cosmetic advancement including new floors, ceilings, and light fixtures throughout the building, an expanded alarm system, campus-wide exterior lighting, interior and exterior paint, new athletic fields and irrigation systems, a new rubberized track with "D" zones, batting cages, refurbished floors in both gymnasiums, new tennis courts, picnic tables, a remodeled cafeteria and a remodeled basement level that includes state-of-the-art classrooms, two new Biotechnology laboratories designed by the instructors, and a Photography lab with dark room. The crowning achievement of the bond work has been a new building housing eighteen 21st century classrooms that is LEED certified "green" construction. Lincoln has also received greening grants that have installed an outdoor classroom, raised plant beds, a condensation irrigation system and tree plantings.

Part B (Pupil Outcomes) begins on the next page.

## B. Pupil Outcomes

### **State Priority: Pupil Achievement**

The SARC provides the following information relevant to the Pupil Achievement State Priority (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 pupils 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.

### **California Assessment of Student Performance and Progress Results for All Students**

Subject	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
English Language Arts/Literacy (grades 3-8 and 11)	65	65	55	56	50	50
Mathematics (grades 3-8 and 11)	55	49	50	49	38	39

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

See Subject - Subgroup results on next pages:



**CAASPP Assessment Results - English Language Arts (ELA)**  
**Grades Three to Eight and Grade Eleven (School Year 2018-19)**

<i>Group</i>	<i>Total Enrollment</i>	<i>Number Tested</i>	<i>Percent Tested</i>	<i>Percent Not Tested</i>	<i>Percent Met or Exceeded</i>
All Students	504	481	95.44	4.56	64.79
Male	285	267	93.68	6.32	59.55
Female	219	214	97.72	2.28	71.36
African American	21	19	90.48	9.52	36.84
American Indian/Alaskan					
Asian	245	241	98.37	1.63	77.18
Filipino	21	21	100.00	0.00	75.00
Hispanic or Latino	128	116	90.63	9.37	35.34
Pacific Islander/Hawaiian	--	--	--	--	--
White	48	48	100.00	0.00	81.25
Two or More Races	13	12	92.31	7.69	66.67
Economically Disadvantaged	280	259	92.50	7.50	57.14
English Learners	104	88	84.62	15.38	12.50
Students with Disabilities	46	41	89.13	10.87	14.63
Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	19	16	84.21	15.79	31.25

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 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 that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; 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 students with scores.

**CAASPP Assessment Results - Mathematics**  
**Grades Three to Eight and Grade Eleven (School Year 2018-19)**

<i>Group</i>	<i>Total Enrollment</i>	<i>Number Tested</i>	<i>Percent Tested</i>	<i>Percent Not Tested</i>	<i>Percent Met or Exceeded</i>
All Students	504	479	95.04	4.96	49.06
Male	285	265	92.98	7.02	50.94
Female	219	214	97.72	2.28	46.73
African American	21	19	90.48	9.52	21.05
American Indian/Alaskan					
Asian	245	241	98.37	1.63	68.05
Filipino	21	21	100.00	0.00	42.86
Hispanic or Latino	128	115	89.84	10.16	14.78
Pacific Islander/Hawaiian	--	--	--	--	--
White	48	47	97.92	2.08	48.94
Two or More Races	13	12	92.31	7.69	33.33
Economically Disadvantaged	280	258	92.14	7.86	46.12
English Learners	104	87	83.65	16.35	16.09
Students with Disabilities	46	40	86.96	13.04	12.50
Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	19	15	78.95	21.05	26.67

Note: Math 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 that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; 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 students with scores.

## **CAASPP Test Results in Science for All Students**

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

<i>Subject</i>	<i>School</i>		<i>District</i>		<i>State</i>	
	<i>17-18</i>	<i>18-19</i>	<i>17-18</i>	<i>18-19</i>	<i>17-18</i>	<i>18-19</i>
Science (Gr 5,8 and high school)	--	--	--	--	--	--

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

## **Career Technical Education Programs**

The section provides information about the Career Technical Education (CTE) programs.

Career Technical Education at SFUSD provides opportunities for high school students to explore and gain experience in high-wage high-demand careers, while preparing them for post-secondary education, training or entry into the workforce. CTE Pathways offer students a 2-3 year course sequence focused on one industry sector. The CTE curriculum is centered on industry-standard project-based learning that develops student’s professionalism and industry-specific skillset. Teachers work with industry advisory boards and post-secondary partners to embed work-based learning into a curriculum that aligns to college and career outcomes.

SFUSD’s model includes rigorous academics, integrated technology, work-based learning and comprehensive support services. This provides avenues for students to draw rich, real-world connections across content areas and see the relevance in their day-to-day learning.

We continue to increase the capacity of CTE teachers, counselors and administration, along with local community-based organizations to ensure that non-traditional populations have full access to the Pathways and are set up for success. Specific attention is paid during the recruitment process to support enrollment of populations underrepresented in particular career sectors.

Students enrolled in CTE courses can earn college credit, obtain industry certification(s), participate in paid summer fellowships and build their professional network. Through standards-based curriculum, career readiness activities and supportive cohorts, CTE students are more likely to engage in the school community, persist to graduation and obtain a postsecondary credential, degree or apprenticeship.

The CTE Advisory Committee is chaired by Gary Freund, representing both Cal State East Bay University and the Hospitality/Tourism Advisory Board. The chairs of each of the 7 industry-specific advisory boards serve in a representative capacity on the CTE Advisory Committee.

## **Career Technical Education Participation (School Year 2018-19)**

This table displays information about participation in the school's CTE programs.

<i>Measure</i>	<i>CTE Program Participation</i>
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Number of Pupils	517
Percent of pupils completing a CTE program and earning a high school diploma	99.4%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	20%

**Courses for University of California and/or California State University Admission**

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

<i>Indicator</i>	<i>Percent</i>
2018-19 Students Enrolled in Courses Required for UC/CSU Admission	100
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	53

**State Priority: Other Pupil Outcomes**

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

**California Physical Fitness Test Results (School Year 2018-19)**

<i>Grade Level</i>	<i>Percent of Students Meeting Fitness Standards</i>		
	<i>Four of Six Standards</i>	<i>Five of Six Standards</i>	<i>Six of Six Standards</i>
Grade 5			
Grade 7			
Grade 9	16.2	26	32.2

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Part C (Engagement) begins on the next page.

## C. Engagement

### **State Priority: Pupil Engagement**

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

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

### **Dropout Rate and Graduation Rate**

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Dropout Rate	3.9	5.1	5.1	7.6	13.1	11.2	9.7	9.1	9.6
Graduation Rate	91.6	90.3	89	86.5	73.1	72.1	83.8	82.7	83

### **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 - Most Recent Year**

This section provides information about the school's comprehensive safety plan.

The Crisis Response Team made up of administrators, deans, teachers, staff and School Resource Officers, prepares staff, students and parents to make appropriate responses in cases of crisis and emergencies. They attend numerous trainings and in turn provide workshops to all staff, students and parents. A Lincoln Hotline has been developed so community members can report any activities they perceive as unsafe. Over 100 security cameras cover the campus. The school employs six full-time security aides who are an integral part of the school community. Lincoln is committed to restorative practices in all matters of student discipline and although Lincoln is a large school with high attendance rates, we boast among the lowest suspension and

### **Suspensions and Expulsions**

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Subject	School			District			State		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspensions	1.3	1.7	0.8	1.6	1.6	1.7	3.6	3.5	3.5

Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1
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**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**

This section provides information about opportunities for parents to become involved with school activities.

The Abraham Lincoln PTSA has over 500 members and advises the school administration on all aspects of school governance. The PTSA nominates members to the fully populated School Site Council and English Language Advisory Council that facilitates the development of the Balanced Score Card strategic plan, the budget, staffing and master schedule for each school year. The PTSA coordinates fund raising efforts to support the school through teacher grants, special projects, and college scholarships. The PTSA Board of Directors and the general assembly meet monthly and coordinate parent outreach and special events such as a career fair, financial aid night and other events. The PTSA also partners with the Abraham Lincoln Alumni Association and Alumni Board to align student support. Lincoln has two full time Parent Liaisons for Spanish and Chinese Language families and has been awarded a Family Literacy grant for further outreach and parent education. Lincoln has a goal of 100% School Loop use as a tool for student progress between students, parents and teachers.

If you are interested in parental involvement opportunities, please contact the principal at the school:  
**Sharimar Manalang** **415-759-2700**

Section D (Other SARC Information) begins on next page.

## Section 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.

### **Average Class Size and Class Size Distribution (Secondary)**

This table displays by subject area the average class size and number of classrooms that fall into each size category (a range of total students per classroom).

Subject	Avg Class Size	2016-17			Avg Class Size	2017-18			Avg Class Size	2018-19		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26	20	52	16	26	22	52	15	26	24	43	19
Math	29	9	34	23	28	11	41	15	27	12	42	17
Science	27	9	36	13	28	4	48	7	28	5	50	6
Social Science	29	10	31	19	29	8	33	20	29	8	26	27

### **Academic Counselors and Other Support Staff (School Year 2018-19)**

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time. Note: For various reasons, including funding sources and employees serving multiple locations, many of the staff in these positions are listed as working at central administrative offices, and so, will not show up under a particular school's staffing count. This includes the following FTE: Counselors - 11.8, Librarians - 31.6, Nurses - 55.3, Psychologists/Social Workers - 111.6 and Resource Specialists - 155. If additional information is needed regarding staffing in these particular support roles, please contact the school.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	8	258.625
Library Media Teacher (Librarian)	1	----
Library Media Services Staff (Paraprofessional)		----
Psychologist / Social Worker		----
Nurse		----
Speech/Language/Hearing Specialist		----
Resource Specialist (non-teaching)	1	----
Other		----

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)**

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. The option to report expenditures and salaries for the benefit of all schools in the district equally has been used. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

<i>Level</i>	<i>Total Expenditures Per Pupil</i>	<i>Expenditures Per Pupil (Restricted)</i>	<i>Expenditures Per Pupil (Unrestricted)</i>	<i>Average Teacher Salary</i>
School Site	\$6,103	\$1,036	\$5,067	\$73,379
District	----	----	\$5,067	\$73,379
Percent Difference - School Site and District	----	----	0%	0%
State	----	----	\$7,506.64	\$82,403
Percent Difference - School Site and State	----	----	-33%	-11%

**Types of Services Funded (Fiscal Year 2018-19)**

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

The Base Funding Factor for the SFUSD has allotted funding according to the Weighted Student Formula Allocation. Under WSF the salaries of all non-special education teachers, administrators, clerical staff, technicians and librarians are paid as well as the cost of instructional materials and equipment. Lincoln does not receive categorical funding other than for special education, English Language Learners and Gifted and Talented programs. Lincoln receives many grants to support specific programs including three California Partnership Academy grants that support the Career Academies and Genentech to support Biotechnology. The school also receives annual 21st Century grant money that funds the after school program.

**Teacher and Administrative Salaries (Fiscal Year 2017-18)**

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at:

<http://www.cde.ca.gov/ds/fd/cs/>.

<i>Category</i>	<i>District Amount</i>	<i>State Average For Districts In Same Category</i>
Beginning Teacher Salary	\$47,028	\$48,612
Mid-Range Teacher Salary	\$77,010	\$74,676
Highest Teacher Salary	\$96,368	\$99,791
Average Principal Salary (Elementary)	\$114,660	\$125,830
Average Principal Salary (Middle)	\$120,566	\$131,167
Average Principal Salary (High)	\$124,586	\$144,822
Superintendent Salary	\$310,000	\$275,796
Percent of Budget for Teacher Salaries	33	34
Percent of Budget for Administrative Salaries	6	5



### **Advanced Placement Courses (School Year 2018-19)**

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

<i>Subject</i>	<i>Number of AP Classes Offered</i>	<i>Percent of Students in AP Courses</i>
Computer Science	2	----
English	3	----
Fine and Performing Arts	4	----
Foreign Language	4	----
Mathematics	5	----
Science	6	----
Social Science	10	----
All Courses	34	34.9

### **Professional Development**

This section provides information about the program for training the school's teachers and other professional staff.

Professional development is a part of every site plan and a major component of instructional support to departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update subject area expertise, use data to plan instructional improvement strategies and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and for educators and parents each school continues to provide some full days of professional development during the academic year.

**End of SARC Document.**