



Lincoln High School

790 J Street • Lincoln, CA 95648 • 916 645-6360 • Grades 9-12

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Western Placer Unified School District

600 6th Street, Suite 400
Lincoln, CA 95648
916 645-6360
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District Governing Board

Paul Carras
Brian Haley
Kris Wyatt
Damian Armitage
Paul Long

District Administration

Scott Leaman
Superintendent
Kerry Callahan
**Assistant Superintendent,
Educational Services**
Audrey Kilpatrick
**Assistant Superintendent, Business
Services**
Gabe Simon
**Assistant Superintendent, Human
Resources**

Mission

Lincoln High School is dedicated to success for all students, and is relentless in BUILDING MEN and WOMEN OF INTEGRITY!

Vision

Each and every student at LHS will be COLLEGE or CAREER READY. A student may choose not to go to college, but he/she will be college ready and have OPTIONS in life (college, military, career technical education, etc.)

Collective Commitments/Values

- Each student will be supported by the teaching staff to achieve at high levels in the areas of academics, socio/emotional well-being, and creative problem solving.
- We commit to increased professionalism in timeliness, appearance, behavior, and accountability for ALL in the school community.
- We commit to high expectations and excellence by focusing on healthy relationships where the classroom is a safe place where everyone is engaged.
- We commit to meaningful and productive collaborations about student learning with mutual accountability.
- We commit to building positive relationships with students, staff, parents, and community members to support student success.

Schoolwide Learner Outcomes

- Safe, Respectful, Responsible learners who participate in the school and local community both positively and ethically while finding safe and constructive opportunities to influence its direction.
- True Communicators, who are able to verbally communicate ideas and information effectively for a variety of purposes and audiences.
- Reflective Listeners, who are able to listen effectively and critically with literal and analytical comprehension in a variety of situations.
- Informed Readers, who are able to read actively and critically from a variety of materials and genres with literal and analytical comprehension for a variety of purposes.
- Proactive Planners, who set realistic and challenging goals in an education plan to meet the demands of university, career technical education, military, or workforce career pathways.
- Effective Writers, who communicate ideas and information coherently in writing, using the conventions of standard English, for a variety of purposes and audiences.
- Self-directed students, who are able to apply STRIPES principles in gathering materials and knowledge from a variety of sources and utilize them to solve problems creatively and effectively.

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	498
Grade 10	462
Grade 11	470
Grade 12	402
Total Enrollment	1,832

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	1.8
Asian	3.9
Filipino	3.2
Hispanic or Latino	29.3
Native Hawaiian or Pacific Islander	0.8
White	57.6
Two or More Races	0.3
Socioeconomically Disadvantaged	30.3
English Learners	4.1
Students with Disabilities	11.5
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Lincoln High School	15-16	16-17	17-18
With Full Credential	67	74	75
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	2	0	6
Western Placer Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	345
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	8

Teacher Misassignments and Vacant Teacher Positions at this School			
Lincoln High School	15-16	16-17	17-18
Teachers of English Learners	1	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	English/Language Arts, including the English language development component of an adopted program – (Adoption Cycle 2015 – 2023) <ul style="list-style-type: none"> • 9 – 10 McGraw Hill Study Sync (Adopted 2017) • 11 – 12 McDougall Little The Language of Literature (Adopted 2002) (State Waiver 2010); CSUS Expository Reading and Writing The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Mathematics – (Adoption Cycle 2014 - 2022) 9 – 12 Carnegie Learning Integrated I, II, & III (Adopted 2014); McDougal Littell Algebra (Adopted 2009); McDougal Littell Geometry (Adopted 2008); Glencoe/McGraw Hill PreCalculus (Adopted 2008) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Science – (Adoption Cycle 2006 – 2008) 9 – 12 Pearson Prentice Hall Biology (Adopted 2007); Kendall Hunt Biology – An Ecological Approach; Addison Wesley Chemistry (Adopted 2007); Kendall Hunt Forensic Science (Adopted 2007) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	History-Social Science – (Adoption Cycle 2005 – 2007) 9 – 12 McDougal Little World History (Adopted 2005); Glencoe McGraw Hill Economics; McDougal Little US History (Adopted 2006); Prentice Hall Comparative Politics (Adopted 2006) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Avancemos adopted in 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Lifetime Health by Holt. Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Theatre in Action by Glencoe adopted in 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/13/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Gas systems and pipes appear safe, functional, and free of leaks. There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. The HVAC system is operable. Sewer line stoppage is not evident. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces			X	Room 33: Damaged vinyl wall surface Room 32: Vinyl wall surface damage, Damaged ceiling tiles Room 31: Ceiling tiles damaged, Exterior classroom number missing Room 30: Vinyl wall surface damage Damaged ceiling tiles Room 36: Vinyl wall surface damage Room 35: Vinyl wall surface damage Room 34: Damaged ceiling tiles Room 37: Vinyl wall surface damage, Damaged ceiling tiles, Carpet seams separating Room 38: Damaged ceiling tiles Room 39: Vinyl wall surface damage Room 7A: Damaged ceiling tiles Room 7E: Vinyl wall surface damage Room 5 Computer Lab: carpet seams separating Room 15: Damaged ceiling tiles, Damaged floor tiles Room 18: Damaged floor tiles Room 43: Vinyl surface wall damage Room 41: Damaged ceiling tiles, Vinyl surface wall damage Room 40: Floor damage, Vinyl surface wall damage Art: Ceiling tiles, Rusted out rain gutter Room 22: Missing ceiling tile Room 21: Wall damage from chairs Horticulture: Vat tile missing (check AHERA report), Stained ceiling tile Room 25: Stained ceiling tile Room 24: Broken face plate - Low voltage Music & Arts: Stage background curtains are torn, Broken cove base tile in boys restroom
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. There is no evidence of a major pest or vermin infestation.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/13/17

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical	X			Locker Rooms: Exhaust fan in JV area not working Grounds: Exterior lights out throughout the campus
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Music & Arts: Broken cove base tile in boys restroom Drinking fountains appear to be accessible and functioning as intended.
Safety: Fire Safety, Hazardous Materials	X			The fire equipment and emergency systems appear to be functioning properly. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). Emergency alarms appear to be functional. Emergency exit signs function as designed, exits are unobstructed. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).
Structural: Structural Damage, Roofs	X			Office: Mailroom - stained ceiling tile, Workroom - Stained ceiling tile, Mr. Mauls office - Stained ceiling tile Room 23: Stained ceiling tile Art: Ceiling tiles, Rusted out rain gutter Room 4C: Stained ceiling tile Room 11: Stained ceiling tile Gymnasium: West wall crack from floor to ceiling
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Conditions that pose a safety and/or security risk are not evident. There is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk.
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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	78	75	53	54	48	48
Math	36	32	37	39	36	37

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	61	62	67	62	56	54

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

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

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

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	13.9	28.3	47.8

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	471	459	97.5	62.3
Male	237	229	96.6	66.4
Female	234	230	98.3	58.3
Asian	15	15	100.0	80.0
Filipino	16	16	100.0	62.5
Hispanic or Latino	134	130	97.0	45.4
White	272	264	97.1	69.7
Two or More Races	19	19	100.0	47.4
Socioeconomically Disadvantaged	155	152	98.1	49.3
English Learners	30	27	90.0	7.4
Students with Disabilities	61	56	91.8	23.2

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	449	433	96.44	75.23
Male	224	214	95.54	69.01
Female	225	219	97.33	81.28
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	17	100	82.35
Filipino	21	21	100	80.95
Hispanic or Latino	120	118	98.33	63.56
Native Hawaiian or Pacific Islander	--	--	--	--
White	262	250	95.42	79.92
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	121	120	99.17	65
English Learners	40	38	95	26.32
Students with Disabilities	55	53	96.36	24.53
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	449	426	94.88	31.69
Male	224	212	94.64	34.43
Female	225	214	95.11	28.97
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	17	100	76.47
Filipino	21	21	100	28.57
Hispanic or Latino	120	115	95.83	20.87
Native Hawaiian or Pacific Islander	--	--	--	--
White	262	246	93.89	35.37
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	121	119	98.35	23.53
English Learners	40	37	92.5	13.51
Students with Disabilities	55	50	90.91	4
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Lincoln High School encourages all parents to be actively involved in their student's education. Several ways to be involved include the Site-Based Leadership Team, Booster Club, Farm Foundation, tutoring, and volunteering.

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.

School Safety Plan

Lincoln High School's comprehensive safety plan was revised and updated in December 2017. The school safety plan is comprised of district protocols, policies and procedures for emergencies. The safety plan is reviewed and utilized by the staff regularly to assure that LHS is safe and secure.

Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	8.1	7.0	5.2
Expulsions Rate	0.0	0.4	0.1
District	2014-15	2015-16	2016-17
Suspensions Rate	3.2	2.8	2.4
Expulsions Rate	0.0	0.1	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		66.7

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4.0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.5
Psychologist	1.5
Social Worker	0
Nurse	.17
Speech/Language/Hearing Specialist	.8
Resource Specialist	0
Other	N/A
Average Number of Students per Staff Member	
Academic Counselor	462

* 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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	28	28	24	18	15	30	15	23	17	30	28	36
Mathematics	31	29	15	9	8	19	7	5	4	22	15	6
Science	30	28	27	7	7	8	8	24	15	25	12	18
Social Science	32	33	26	6	5	24	8	4	4	29	35	42

* 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

The WPUSD sponsors many opportunities for staff development credit, both during the school day and after hours for Staff Development Buyback and/or local units of credit. Recently, LHS Staff has been involved in training in AVID, CCSS/NGSS, EL/ELD, CTE Pathways, YDN, TESS, Co-Teach, and so forth.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,519	\$46,511
Mid-Range Teacher Salary	\$70,300	\$73,293
Highest Teacher Salary	\$92,445	\$92,082
Average Principal Salary (ES)	\$108,030	\$113,263
Average Principal Salary (MS)	\$110,193	\$120,172
Average Principal Salary (HS)	\$126,014	\$131,203
Superintendent Salary	\$186,983	\$213,732
Percent of District Budget		
Teacher Salaries	39%	36%
Administrative Salaries	5%	5%

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

Types of Services Funded

LCFF/Supplemental funds are used to support such programs as AVID, ELD students and students that are having difficulty with their studies. The support comes in the form of tutors, aides, and materials that may be necessary. The Agricultural program at Lincoln High School is partially funded by the California Agricultural Incentive Grant. These funds are obtained by allocation based on a list of quality and performance criteria. Funds are used to aid continuing development and maintenance of the Agriculture program, including but not limited to: curriculum, materials, equipment, trips, FFA record books, transportation, student registration, and travel expenses. Grant funds are matched by the district in a variety of ways, including busing, and maintenance projects.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Lincoln High School	2013-14	2014-15	2015-16
Dropout Rate	5	3.3	4.3
Graduation Rate	92.98	95.18	93.12
Western Placer Unified School District	2013-14	2014-15	2015-16
Dropout Rate	7.7	6.1	6.1
Graduation Rate	87.27	88.5	87.47
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	755
% of pupils completing a CTE program and earning a high school diploma	17%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	16%

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,513	\$2,388	\$7,125	\$76,846
District	♦	♦	\$7,328	\$77,040
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			-2.8	-0.3
Percent Difference: School Site/ State			8.4	3.2

* Cells with ♦ do not require data.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	99.24
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	47.26

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	1	♦
Fine and Performing Arts		♦
Foreign Language	1	♦
Mathematics	1	♦
Science	2	♦
Social Science	4	♦
All courses	9	11.5

Completion of High School Graduation Requirements

Group	Graduating Class of 2016		
	School	District	State
All Students	92.92	83.72	87.11
Black or African American	66.67	60	79.19
American Indian or Alaska Native	80	66.67	80.17
Asian	84.62	86.36	94.42
Filipino	100	100	93.76
Hispanic or Latino	92.31	82.38	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	94.44	85.71	90.99
Two or More Races	88.89	78.13	90.59
Socioeconomically Disadvantaged	96.67	82.82	85.45
English Learners	61.54	50	55.44
Students with Disabilities	70.37	59.79	63.9
Foster Youth	0	100	68.19

Career Technical Education Programs

CTE has a long history at Lincoln High School. We have a comprehensive Agricultural program, Project Lead the Way (Biomedical Science & Engineering), Information and Communications Technology, Arts Media Communications, Wood Technologies, Welding, and Power Mechanics Departments. CTE courses begin with exploratory classes in middle school. Upon entering high school, students are able to enroll directly to the various pathways, or career technical classes. From career technical classes or introduction to classes such as AG Science, students may choose their desired career path and continue their education through another 280 sequential hours of instruction. Students also have the opportunity to enroll in a very well designed ROP/CTE Works program. Students are enrolled according to their interest. Our district uses a semester system. This system allows a student to enroll in eight classes a semester. Because of this extra time/classes, a student can not only take a full sequence of CTE courses, but also accomplish A-G requirements. Extra space in the student schedule allows time for students to gain career experience with local business programs serving internships, boasting a large number of industry partners.

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.