



Lincoln High School

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

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

School Description

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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	470
Grade 10	481
Grade 11	427
Grade 12	353
Total Enrollment	1,731

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	1.2
Asian	3.4
Filipino	2.5
Hispanic or Latino	30.6
Native Hawaiian or Pacific Islander	0.3
White	57.5
Two or More Races	3
Socioeconomically Disadvantaged	32.8
English Learners	6.6
Students with Disabilities	11.6
Foster Youth	0.3

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 High School	14-15	15-16	16-17
With Full Credential	62	67	74
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	2	2	0
Western Placer Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	340
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Lincoln High School	14-15	15-16	16-17
Teachers of English Learners	1	1	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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	99.0	1.0
Districtwide		
All Schools	99.0	1.0%
High-Poverty Schools	99.0%	1.0%
Low-Poverty Schools	99.0%	1.0%

* 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)

Textbooks and Instructional Materials Year and month in which data were collected: September 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>English/Language Arts, including the English language development component of an adopted program – (Adoption Cycle 2008 – 2010) 9 – 12 McDougall Little The Language of Literature (Adopted 2002) (State Waiver 2010)</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>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)</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Science	<p>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)</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>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)</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Foreign Language	<p>Avancemos adopted in 2015</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Health	<p>Lifetime Health by Holt. Adopted in 2007</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Visual and Performing Arts	<p>Theatre in Action by Glencoe adopted in 2001</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Science Laboratory Equipment	<p>Microscopes, Centrifuges, Anatomical Models, Eyeglass UV sanitation Cabinet/Storage, Scales/Balances, Bunsen Burners, Incubators, and PASCO Spark Lab Stimulators</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

The campus and grounds are in fair to good repair. Roof replacement on various classroom wings and Auto Shop completed summer 2015. Lighting in gymnasium is inadequate. Campus is in need of electrical upgrade throughout. Track and turf requires repair/maintenance in areas. Electrical and athletic needs planned with Measure A Bond project funds. Several trees were removed as root systems are lifting walkways. HVAC system ventilation in Music Room repaired and properly working. Full-time grounds person added to high school site in 2015. Two classroom portables and B/G/S restroom added in summer 2015 for student growth. Measure A Bond funds project planned in Summer 2016 to address modernization/ new classrooms, student growth, technology needs and school external environment.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 1/14/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. The HVAC system is operable. 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	Activity Center: Siderooms /clutter and personal appliances, Electrical shut off blocked Art: Missing pencil sharpener cover, ceiling tiles, Rusted out rain gutter Music & Arts: Stage background curtains are torn, Brohen cove base tile in boys restroom, Power equipment stored behind stage Restrooms: Missing partition on urnials Room 17: Lights out, Missing diffusers, No fire extinguisher, Plug-in air freshner Room 18: Lights out, Damaged floor tiles, Room 21: Wall damage from chairs Room 22: Missing ceiling tile Room 24: Broken face plate - Low voltage Room 30: Vinyl wall surface damage Damaged ceiling tiles Room 31: Ceiling tiles damaged, Exterior classroom number missing, Sink needs to be cleaned Room 32: Vinyl wall surface damage,Damaged ceiling tiles, No fire extinguisher Room 33: Damaged vinyl wall surface Room 34: Damaged ceiling tiles Room 35: Vinyl wall surface damage Room 37: Vinyl wall surface damage,Damaged ceiling tiles, Carpet seams seperating Room 38: Plug-in air freshner, Damaged ceiling tiles Room 39: Vinyl wall surface damage Room 41: Pencil sharpener cover missing, damaged ceiling tiles, Vinyl surface wall damage Room 43: Vinyl surface wall damage Room 48: Water damage along wall (cove base) Room 5 Computer Lab: No finish molding around electrical panel space exist in wall, carpet seams seperating Room 6: Missing light diffuser Room 7A: Light fixture out, Damaged ceiling tiles Room 7C: Light diffusers missing

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 1/14/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				Room 7E: Vinyl wall surface damage Room 7F: Broken face plate on phone Jack Room 9: Room25: Vat tile missing (chech AHERA report) , Stained ceiling tile
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Room 31: Ceiling tiles damaged, Exterior classroom number missing, Sink needs to be cleaned
Electrical: Electrical		X		Grounds: Exterior lights out throughout the campus, broken irrigation box lid in wing by rooms 5-7 Locker Rooms: Exterior doors need repair and paint, Exhaust fan in JV area not working Room 15: Lights out, Damaged ceiling tiles, Damaged floor tiles, Cart blocking fire extinguisher Room 16: Lights out Room 17: Lights out, Missing diffusers, No fire extinguisher, Plug-in air freshner Room 18: Lights out, Damaged floor tiles, Room 2: Electrical floor plugs do not work Room 46: Improper wiring Room 7A: Light fixture out, Damaged ceiling tiles Room 7B: Cords on the floor tripping hazard
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Library: Handle on drinking fountain not working Music & Arts: Stage background curtains are torn, Brohen cove base tile in boys restroom, Power equipment stored behind stage Restrooms: Missing partition on urnials
Safety: Fire Safety, Hazardous Materials	X			Room 15: Lights out, Damaged ceiling tiles, Damaged floor tiles, Cart blocking fire extinguisher Room 17: Lights out, Missing diffusers, No fire extinguisher, Plug-in air freshner Room 3: Fire extinguisher not hung properly, Cleaning products under the sink Room 32: Vinyl wall surface damage,Damaged ceiling tiles, No fire extinguisher Room 36: Vinyl wall surface damage Room 38: Plug-in air freshner, Damaged ceiling tiles Room 44: Room 7D: No tag on fire extinguisher
Structural: Structural Damage, Roofs	X			Art: Missing pencil sharpener cover, ceiling tiles, Rusted out rain gutter

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 1/14/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				Gymnasium: West wall crack from floor to ceiling' Broken window in door to workshop entrance Office: Mailroom - stained ceiling tile, Workroom - Stained ceiling tile, Mr. Mauls office - Stained ceiling tile Room 11: Stained ceiling tile Room 23: Stained ceiling tile Room 4C: Stained ceiling tile Room25: Vat tile missing (check AHERA report) , Stained ceiling tile
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Grounds: Exterior lights out throughout the campus, broken irrigation box lid in wing by rooms 5-7 Gymnasium: West wall crack from floor to ceiling' Broken window in door to workshop entrance Locker Rooms: Exterior doors need repair and paint, Exhaust fan in JV area not working Old Gym: Broken block glass Room 42: Insulation falling off Stadium: Railing to long jump pit not attached, Gate to the right of the entrance hard to open
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	54	78	48	53	44	48
Math	30	36	36	37	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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	59	61	62	68	67	62	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

* 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 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	405	395	97.5	77.8
Male	11	221	214	96.8	74.2
Female	11	184	181	98.4	82.1
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
Asian	11	16	15	93.8	86.7
Filipino	11	13	13	100.0	92.3
Hispanic or Latino	11	120	118	98.3	73.7
White	11	231	225	97.4	77.5
Two or More Races	11	11	11	100.0	90.9
Socioeconomically Disadvantaged	11	116	114	98.3	70.2
English Learners	11	22	20	90.9	45.0
Students with Disabilities	11	48	45	93.8	15.9
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	405	396	97.8	36.1
Male	11	221	215	97.3	37.6
Female	11	184	181	98.4	34.3
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
Asian	11	16	15	93.8	40.0
Filipino	11	13	13	100.0	69.2
Hispanic or Latino	11	120	118	98.3	25.0
White	11	231	226	97.8	39.8
Two or More Races	11	11	11	100.0	36.4

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
Socioeconomically Disadvantaged	11	116	114	98.3	19.6
English Learners	11	22	20	90.9	10.5
Students with Disabilities	11	48	46	95.8	2.2
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)

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 School Climate State Priority (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 2016. 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	2013-14	2014-15	2015-16
Suspensions Rate	9.9	8.0	6.9
Expulsions Rate	0.4	0.0	0.4
District	2013-14	2014-15	2015-16
Suspensions Rate	3.7	3.2	2.8
Expulsions Rate	0.1	0.0	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		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+		
	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	30	28	28	12	18	18	16	15	15	30	30	30
Mathematics	27	31	31	13	9	9	18	7	7	25	22	22
Science	29	30	30	6	7	7	17	8	8	20	25	25
Social Science	36	32	32	2	6	6	4	8	8	36	29	29

* 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, PBIS, YDN, TESS, Co-Teach, and so forth.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,075	\$43,821
Mid-Range Teacher Salary	\$67,596	\$69,131
Highest Teacher Salary	\$88,889	\$89,259
Average Principal Salary (ES)	\$99,522	\$108,566
Average Principal Salary (MS)	\$102,954	\$115,375
Average Principal Salary (HS)	\$114,512	\$125,650
Superintendent Salary	\$179,791	\$198,772
Percent of District Budget		
Teacher Salaries	41%	37%
Administrative Salaries	5%	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

LCFF funds are used to support such programs as AVID, the writing lab, 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 bussing, and maintenance projects.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8410	2164	6246	72999
District	♦	♦	6399	73186
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			-2.4	-0.3
Percent Difference: School Site/ State			10.0	2.1

* Cells with ♦ do not require data.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Lincoln High School	2011-12	2013-14	2014-15
Dropout Rate	5.00	5.00	3.30
Graduation Rate	93.86	92.98	95.18
Western Placer Unified School District	2011-12	2013-14	2014-15
Dropout Rate	7.50	7.70	6.10
Graduation Rate	87.67	87.27	88.50
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	687
% of pupils completing a CTE program and earning a high school diploma	21%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	89%

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	98.08
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	48.6

* 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	1	♦
Fine and Performing Arts	1	♦
Foreign Language	1	♦
Mathematics	2	♦
Science	3	♦
Social Science	7	♦
All courses	14	12

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	96	85	86
Black or African American	100	76	78
American Indian or Alaska Native	100	93	78
Asian	100	93	93
Filipino	100	91	93
Hispanic or Latino	94	81	83
Native Hawaiian/Pacific Islander	100	100	85
White	96	86	91
Two or More Races	100	100	89
Socioeconomically Disadvantaged	90	71	66
English Learners	50	62	54
Students with Disabilities	98	83	78

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.