

Lincoln High School

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

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2013-14 School Accountability Report Card Published During the 2014-15 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

Audrey Kilpatrick, Assistant
Superintendent Business

Ryan Davis, Assistant
Superintendent Human Resources

School Description

Student 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

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at 916 645-6360.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	446
Gr. 10	408
Gr. 11	365
Gr. 12	348
Total	1,567

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	1.3
Asian	3.1
Filipino	2.7
Hispanic or Latino	29.1
Native Hawaiian/Pacific Islander	0.3
White	58.8
Two or More Races	2.9
Socioeconomically Disadvantaged	36.1
English Learners	7.3
Students with Disabilities	10.0

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	12-13	13-14	14-15
Fully Credentialed	62	60	62
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	2	2
Western Placer Unified School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	295
Without Full Credential	◆	◆	1
Teaching Outside Subject Area of Competence	◆	◆	

Teacher Misassignments and Vacant Teacher Positions at this School			
Lincoln High School	12-13	13-14	14-15
Teachers of English Learners	1	1	1
Total Teacher Misassignments	1	1	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

2013-14 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	90.31	9.69
Districtwide		
All Schools	33.13	66.87
High-Poverty Schools	27.93	72.07
Low-Poverty Schools	39.09	60.91

* 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 2014-15)

Textbooks and Instructional Materials

Year and month in which data were collected: September 2014

Core Curriculum Area		Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts		McDougal Littell Language of Literature, 2007; Hampton Brown EDGE (Intervention/ELD), 2007
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0	
Mathematics		Algebra I, Geometry, Integrated Math 1 & 2 by McDougal Little. Algebra II, & PreCalculus by Glencoe. Calculus by Houghton Mifflin. Practical Mathematics by Holt. Adopted in 2007 Common Core Integrated Math 1, 2 & 3 Carnegie Learning Adopted in 2014
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0	
Science		Biology & Earth Science California Edition & Ag Science 2B by Prentice Hall. Chemistry & Conceptual Integrated Science by Pearson. Physics: Principles & Problems by Glencoe. BCSC Biology: An Ecological Approach by Kendall-Hunt. The Science of Agriculture by Herran-Del Mar Publishers. Adopted in 2007
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0	
History-Social Science		The Americans by McDougal Littell, 2009; World Geography by Follett; Modern Times, Economics, United States Government, U.S. History, World History by Glencoe; The American Pageant by Houghton Mifflin. Comparative Politics by Pearson; Psychology by Holt/Rinehart. Adopted in 2007
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0	
Foreign Language		Vin Conmigo by Holt & Bien Dit by Holt adopted in 2003
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		Microscopes, Centrifuges, Anatomical Models, Eyeglass UV sanitation Cabinet/Storage, Scales/Balances, Bunsen Burners, Incubators, and PASCO Spark Lab Stimulators
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0	

School Facility Conditions and Planned Improvements (Most Recent Year)

Roof replacement (Auto Shop is needed), lighting in gymnasium is inadequate. Campus needs electrical upgrade throughout. Track requires repair in areas, Several trees should be removed as root systems are lifting walkways. (May be completed with Bond funding). HVAC replaced in kitchen, Dec. 2014.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: October, 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	Package and wall units working properly. The chiller will require repair or replacement.
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	Electrical upgrade needed in art room for kilns. (budget dependent) and exterior lighting.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October, 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	restroom dividers vandalized and repaired regularly, as well as locker room in Gym
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	fire alarm system required multiple repairs during school year.
Structural: Structural Damage, Roofs	[X]	[]	[]	auto shop roof needs replacement. Roof re-coated over 1 wing of classrooms, summer 2014
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	60	59	60	63	60	65	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	55	58	58	59	62	58	54	56	55
Math	30	30	30	51	51	48	49	50	50
HSS	50	57	47	46	50	46	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	7	7	7
Similar Schools	3	5	2

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	14.1	33.3	35.5

* 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.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	65
All Student at the School	60
Male	62
Female	59
Black or African American	
American Indian or Alaska Native	
Asian	45
Filipino	
Hispanic or Latino	46
Native Hawaiian/Pacific Islander	
White	67
Two or More Races	92
Socioeconomically Disadvantaged	44
English Learners	19
Students with Disabilities	31
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	18	6	-6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	33	2	24
Native Hawaiian/Pacific Islander			
White	16	5	-14
Two or More Races			
Socioeconomically Disadvantaged	13	5	8
English Learners	26	3	26
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

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

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, volunteering, and so forth.

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 2014.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	6.5	8.2	9.9
Expulsions Rate	0.6	0.5	0.4
District	11-12	12-13	13-14
Suspensions Rate	3.0	3.4	3.7
Expulsions Rate	0.1	0.1	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met API Criteria	Yes	

2014-15 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

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2.9
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.8
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	500

* 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												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	23.5	24	30	12	14	12	19	19	16	10	12	30
Math	27.4	26	27	4	11	13	24	23	18	6	8	25
Science	24.8	26	29	4	6	6	25	23	17	0		20
SS	31.3	31	36	3	3	2	5	8	4	20	21	36

* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$33,631	\$41,243
Mid-Range Teacher Salary	\$63,016	\$64,893
Highest Teacher Salary	\$82,867	\$83,507
Average Principal Salary (ES)	\$97,651	\$103,404
Average Principal Salary (MS)	\$101,020	\$109,964
Average Principal Salary (HS)	\$112,540	\$120,078
Superintendent Salary	\$153,657	\$183,557
Percent of District Budget		
Teacher Salaries	43	40
Administrative Salaries	6	6

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,352	\$1,628	\$5,724	\$67,442
District	♦	♦	\$5,672	\$66,280
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			0.9	1.8
Percent Difference: School Site/ State			22.0	-0.5

Types of Services Funded at Lincoln High School

CAHSEE funds are used to support the CAHSEE math and English classes through the purchase of materials and providing tutoring for all students that require, seek, or need help with the exit exams. EIA 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.

Professional Development provided for Teachers at Lincoln High School

Western Placer Unified School District generally provides three Staff Development Days each year for the last three years. Additionally, the district 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.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	41	27	32	42	41	17
All Students at the School	37	29	33	33	47	21
Male	46	28	26	31	47	22
Female	30	31	39	34	46	20
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	55	25	20	45	43	11
Native Hawaiian/Pacific Islander						
White	28	30	42	25	51	24
Two or More Races	23	23	54	31	23	46
Socioeconomically Disadvantaged	56	25	18	42	49	8
English Learners	84	14	3	78	16	5
Students with Disabilities	91	9		86	14	
Students Receiving Migrant Education Services						

* 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.

**CAHSEE Results for All Students - Three-Year Comparison
Percent of Students Scoring at Proficient or Advanced**

Lincoln High School	2011-12	2012-13	2013-14
English-Language Arts	63	66	63
Mathematics	58	69	67
Western Placer Unified School District	2011-12	2012-13	2013-14
English-Language Arts	59	58	34
Mathematics	54	57	33
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	97.58	85.52	84.56
Black or African American	100.00	80.00	75.90
American Indian or Alaska Native	125.00	91.67	77.82
Asian	114.29	85.71	92.94
Filipino	100.00	100.00	92.20
Hispanic or Latino	93.41	75.41	80.83
Native Hawaiian/Pacific Islander	100.00	71.43	84.06
White	98.11	89.34	90.15
Two or More Races	100.00	100.00	89.03
Socioeconomically Disadvantaged	114.67	81.90	82.58
English Learners	85.71	67.57	53.68
Students with Disabilities	88.89	75.56	60.31

Dropout Rate and Graduation Rate			
Lincoln High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	5.4	4.2	5.0
Graduation Rate	90.91	94.36	93.86
Western Placer Unified School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)	7.0	6.2	7.5
Graduation Rate	87.06	90.05	87.67
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	527
% of pupils completing a CTE program and earning a high school diploma	9%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	88%

Career Technical Education Programs

CTE has a long history at Lincoln High School. We have a comprehensive Agricultural program, Project Lead the Way, Wood Technologies, 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 Agricultural program, or shop classes. From shop classes or introduction to 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 program including Accounting, Art and Animation, Entrepreneurship and Virtual Enterprise, Business Tech, Computer Studies, Financial Service Careers, Graphic Communication Arts, Sports Medicine, and Video Production. Students are enrolled according to their interest. Our district uses a trimester system. This system allows a student to enroll in 30% more classes than students in a typical semester system. Because of this extra time, 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, boasting over 200 industry partners.

2013-14 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	3	♦
Science	3	♦
Social Science	4	♦
All courses	13	0.3

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	67.05
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	43.03