Lincoln High School

790 J Street • Lincoln, CA 95648 • 916 645-6360 • Grades 9-12
Dr. Jay N. Berns, Principal
jberns@wpusd.k12.ca.us

2012-13 School Accountability Report Card
Published During the 2013-14 School Year

Western Placer Unified School District

600 6th Street, Suite 400
Lincoln, CA 95648
916 645-6360
www.wpusd.k12.ca.us

District Governing Board

Paul Carras

Brian Haley

Kris Wyatt

Damian Armitage

Paul Long

District Administration

Scott Leaman
Superintendent

Mary Boyle, Deputy
Superintendent

Audrey Kilpatrick, Assistant
Superintendent Business

Ryan Davis, Assistant
Superintendent Human Resources

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. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at 916 645-6360.

School Description

Expected School-Wide Learning Results

ESLR's
- Students will increase achievement and be proficient in the areas of reading, writing, mathematics, social science, and technology by:

o Meeting or exceeding proficiency standards for all coursework
o Being able to analyze and evaluate all situations
o Developing technology skills to solve problems and communicate effectively
- Students will be able to communicate effectively by:

o Reading with comprehension
o Writing with clarity
o Listening with understanding
o Speaking with confidence and purpose
- Students will develop an awareness of diverse viewpoints, beliefs, and abilities by:

o Recognizing a responsibility towards people and the community
o Working towards resolving conflicts in a non-violent manner
o Understanding and respecting cultural diversity and students with special needs
- Students will receive the skills necessary to transition into the world of work or next-level academic pursuits by:

o Setting and pursuing realistic and challenging goals
o Developing a personal career path and education plan to meet those goals

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.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	399
Gr. 10	400
Gr. 11	365
Gr. 12	331
Total	1,495

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	1.3
Asian	2.7
Filipino	2.7
Hispanic or Latino	28.6
Native Hawaiian/Pacific Islander	0.7
White	60.1
Two or More Races	2.5
Socioeconomically Disadvantaged	30.1
English Learners	11.4
Students with Disabilities	9.2

Average Class Size and Class Size Distribution												
	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
Year	11	12	13	11	12	13	11	12	13	11	12	13
English	1	23.5	24	14	12	14	0	19	19	0	10	12
Math	1	27.4	26	18	4	11	0	24	23	0	6	8
Science	1.1	24.8	26	14	4	6	0	25	23	0	0	
SS	1	31.3	31	10	3	3	0	5	8	0	20	21

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	13.74	6.5	
Expulsions Rate	1.06	0.6	
Districtwide	10-11	11-12	12-13
Suspensions Rate	7.23	3.0	
Expulsions Rate	0.31	0.1	

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

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Lincoln High School's comprehensive safety plan was revised and updated in December 2013.

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

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

Roof replacement (Auto Shop), lighting in gymnasium is inadequate. Portable classroom was converted for special needs life skills class, August 2013. Roof was re-coated over kitchen and main canopy walkway.   Chiller pumps were replaced summer, 2013. Raised walkway sections were taken down , August 2013, eliminating trip hazards.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
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]	[ ]	[ ]	

School Facility Good Repair Status				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	Electrical upgrade needed in art room for kilns. (budget dependent)
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]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	auto shop roof needs replacement. Roof re-coated over canopy walkway and kitchen.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	Added DG to gated area, SW campus walkway, for safety & cleanliness
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
	[ ]	[X]	[ ]	[ ]	

Teacher Credentials			
Schoolwide	**10-11**	**11-12**	**12-13**
Fully Credentialed	62	66	62
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	**10-11**	**11-12**	**12-13**
Fully Credentialed	♦	♦	297
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	**11-12**	**12-13**	**13-14**
Teachers of English Learners	2	1	1
Total Teacher Misassignments	2	1	1
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.

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

Western Placer Unified School District generally provides three Staff Development Days each year for the last three years. However, for two of the last three years, one Staff Development Day was taken as a furlough day due to budget restrictions. 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.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

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	95.2	4.8
Districtwide		
All Schools	92.6	7.4
High-Poverty Schools	92.0	8.0
Low-Poverty Schools	92.9	7.1

* 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 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3.0
Social/Behavioral or Career Development Counselor	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	504

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$8,029	$1,790	$6,239	$67,515
District	♦	♦	$6,369	$65,417
State	♦	♦	$5,537	$67,106
Percent Difference: School Site/District			-2.0	3.2
Percent Difference: School Site/ State			12.7	0.6

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2011-12)		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$34,011	$40,928
Mid-Range Teacher Salary	$63,729	$64,449
Highest Teacher Salary	$83,804	$82,826
Average Principal Salary (ES)	$99,585	$102,640
Average Principal Salary (MS)	$103,020	$109,253
Average Principal Salary (HS)	$114,664	$118,527
Superintendent Salary	$156,004	$183,968
Percent of District Budget		
Teacher Salaries	42.2%	39.7%
Administrative Salaries	5.6%	5.8%

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

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 2013

Textbooks and Instructional Materials	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	McDougall Littell Language of Literature, 2007; Hampton Brown EDGE (Intervention/ELD), 2007
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	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
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	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
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	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
Foreign Language The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Vin Conmigo by Holt & Bien Dit by Holt adopted in 2003
Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Lifetime Health by Holt. Adopted in 2007
Visual and Performing Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Theatre in Action by Glencoe adopted in 2001
Science Laboratory Equipment The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Microscopes, Centrifuges, Anatomical Models, Eyeglass UV sanitation Cabinet/Storage, Scales/Balances, Bunsen Burners, Incubators, and PASCO Spark Lab Stimulators

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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

2013 STAR Results by Student Group				
Group	**Percent of Students Scoring at Proficient or Advanced**			
	ELA	**Math**	**Science**	**H-SS**
All Students in the LEA	58	48	60	46
All Student at the School	58	30	59	47
Male	54	29	59	53
Female	61	30	59	41
Black or African American	44	13		38
American Indian or Alaska Native	67	36		
Asian	67	41		72
Filipino	57	40		47
Hispanic or Latino	47	26	49	34
Native Hawaiian/Pacific Islander				
White	62	30	62	52
Two or More Races	74	39	80	54
Socioeconomically Disadvantaged	43	23	46	30
English Learners	6	21		5
Students with Disabilities	17	24	18	21
Students Receiving Migrant Education Services				

STAR Results for All Students - Three-Year Comparison									
Subject	**Percent of Students Scoring at Proficient or Advanced**								
	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
Science	65	60	59	62	63	60	57	60	59
H-SS	50	57	47	46	50	46	48	49	49

Internet Access

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

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
9	13.0	24.2	48.4

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

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	23
Native Hawaiian/Pacific Islander			
White	16	5	-14
Two or More Races			
Socioeconomically Disadvantaged	13	5	9
English Learners	26	3	25
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	6	7	7
Similar Schools	3	3	5

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	N/A	In PI
First Year of Program Improvement	N/A	2011-2012
Year in Program Improvement	N/A	Year 2
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		36%

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	1,051	4,827	4,655,989
	API-G	781	816	790
Black or African American	Students	15	74	296,463
	API-G	700	764	708
American Indian or Alaska Native	Students	15	61	30,394
	API-G	844	778	743
Asian	Students	33	183	406,527
	API-G	853	882	906
Filipino	Students	29	127	121,054
	API-G	801	871	867
Hispanic or Latino	Students	300	1,382	2,438,951
	API-G	754	767	744
Native Hawaiian/Pacific Islander	Students	5	29	25,351
	API-G		758	774
White	Students	614	2,797	1,200,127
	API-G	790	836	853
Two or More Races	Students	40	174	125,025
	API-G	816	819	824
Socioeconomically Disadvantaged	Students	360	1,664	2,774,640
	API-G	730	751	743
English Learners	Students	123	704	1,482,316
	API-G	670	711	721
Students with Disabilities	Students	98	658	527,476
	API-G	485	646	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	No	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	Yes

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2013**		
	School	**District**	**State**
All Students	322	--------------	--------------
Black or African American	6	--------------	--------------
American Indian or Alaska Native	2	--------------	--------------
Asian	11	--------------	--------------
Filipino	7	--------------	--------------
Hispanic or Latino	73	--------------	--------------
Native Hawaiian/Pacific Islander	2	--------------	--------------
White	217	--------------	--------------
Two or More Races	4	--------------	--------------
Socioeconomically Disadvantaged	23	--------------	--------------
English Learners	31	--------------	--------------
Students with Disabilities	96	--------------	--------------

Dropout Rate and Graduation Rate			
Indicator	**2009-10**	**2010-11**	**2011-12**
Schoolwide			
Dropout Rate (1-year)	7.20	5.40	5.40
Graduation Rate	92.62	91.64	94.40
Districtwide			
Dropout Rate (1-year)	7.20	5.40	5.40
Graduation Rate	92.62	91.64	94.40
Statewide			
Dropout Rate (1-year)	--------------	--------------	--------------
Graduation Rate	--------------	--------------	--------------

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Subject	**2010-11**	**2011-12**	**2012-13**
Schoolwide			
English-Language Arts	86	88	92
Mathematics	87	85	94
Districtwide			
English-Language Arts	86	87	91
Mathematics	86	85	94
Statewide			
English-Language Arts	--------------	--------------	--------------
Mathematics	--------------	--------------	--------------

Advanced Placement Courses (School Year 2011–12)		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science		---
English	2	---
Fine and Performing Arts		---
Foreign Language	4	---
Mathematics	4	---
Science	5	---
Social Science	3	---
All courses	18	3.2

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year						
Group	**English-Language Arts**			**Mathematics**		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	9	91	--------------	6	94	--------------
All Students at the School	8	92	--------------	6	94	--------------
Male	10	90	--------------	7	93	--------------
Female	8	92	--------------	5	95	--------------
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	11	89	--------------	9	91	--------------
Native Hawaiian/Pacific Islander						
White	7	93	--------------	4	96	--------------
Two or More Races	14	86	--------------	7	93	--------------
Socioeconomically Disadvantaged	11	89	--------------	7	93	--------------
English Learners	36	64	--------------	25	75	
Students with Disabilities						
Students Receiving Migrant Education Services						

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	343
Percent of pupils completing a CTE program and earning a high school diploma	7%
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	40%

Courses for University of California and/or California State University	
UC/CSU Course Measure	**Percent**
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	67.6
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	34.8

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

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.