

# Executive Summary School Accountability Report Card, 2011–12

## For Lincoln High

<b>Address:</b>	790 J St., Lincoln, CA, 95648-1614	<b>Phone:</b>	(916) 645-6360
<b>Principal:</b>	Principal Jay Berns, Principal	<b>Grade Span:</b>	9-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

## About This School

Lincoln High School has experienced considerable growth over the past five years. Our student enrollment has increased from 1,478 students in 2011-2012. Along with increased enrollment, we have added A.P. classes, California High School Exit Exam preparation, and after school (LHS Peer Tutoring), and career technical education (CTE) opportunities.

### WELCOME MESSAGE FROM THE PRINCIPAL

Welcome to Lincoln High School, home of the "Fighting Zebras." We have an outstanding staff of certificated teachers who are committed to the education and wellbeing of our students. Our curricular offerings accommodate interests of all students. We offer career technical education classes, including those held at our 406 acre farm.

Extracurricular activities include athletics, drama productions, marching band and a number of clubs. We encourage all students to participate.

It is our goal to provide all students with the support they need to become successful, productive citizens.

## Student Enrollment

Group	Enrollment
Number of students	1,478
Black or African American	2.0%
American Indian or Alaska Native	0.9%
Asian	3.0%
Filipino	2.4%
Hispanic or Latino	27.1%
Native Hawaiian or Pacific Islander	0.7%
White	61.8%
Two or More Races	2.1%

<b>Socioeconomically Disadvantaged</b>	34.1%
<b>English Learners</b>	12.0%
<b>Students with Disabilities</b>	9.6%

## Teachers

<b>Indicator</b>	<b>Teachers</b>
<b>Teachers with full credential</b>	66
<b>Teachers without full credential</b>	0
<b>Teachers Teaching Outside Subject Area of Competence</b>	0
<b>Misassignments of Teachers of English Learners</b>	2
<b>Total Teacher Misassignments</b>	2

## Student Performance

<b>Subject</b>	<b>Students Proficient and Above on STAR* Program Results</b>
<b>English-Language Arts</b>	58%
<b>Mathematics</b>	30%
<b>Science</b>	60%
<b>History-Social Science</b>	57%

\*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

## Academic Progress\*

<b>Indicator</b>	<b>Result</b>
<b>2012 Growth API Score (from 2012 Growth API Report)</b>	786
<b>Statewide Rank (from 2011 Base API Report)</b>	7
<b>Met All 2012 AYP Requirements</b>	no
<b>Number of AYP Criteria Met Out of the Total Number of Criteria Possible</b>	Met 13 of 18
<b>2012–13 Program Improvement Status (PI Year)</b>	

\*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

## School Facilities

### Summary of Most Recent Site Inspection

This campus is in generally fair condition with the exception of the repairs listed below.

## Repairs Needed

Roof replacement (Auto Shop), chiller has ongoing repair issues, lighting in gymnasium is inadequate.

## Corrective Actions Taken or Planned

All of the above repairs/replacements are subject to budgetary limitations, if funds are available, work could be scheduled for summer of 2013.

## Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$6,239
District	\$6,369
State	\$5,455

## School Completion

Indicator	Result
Graduation Rate (if applicable)	90.40

## Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	LEA Provided
Graduates Who Completed All Courses Required for University of California or	32.5%

# School Accountability Report Card

## Reported Using Data from the 2011–12 School Year

*Published During 2012–13*

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.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### 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, 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.

### 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.

## II. About This School

### Contact Information (School Year 2012–13)

School		District	
<b>School Name</b>	Lincoln High	<b>District Name</b>	Western Placer Unified
<b>Street</b>	790 J St.	<b>Phone Number</b>	(916) 645-6350
<b>City, State, Zip</b>	Lincoln, CA, 95648-1614	<b>Web Site</b>	www.wpusd.k12.ca.us
<b>Phone Number</b>	(916) 645-6360	<b>Superintendent</b>	Scott Leaman
<b>Principal</b>	Principal Jay Berns, Principal	<b>E-mail Address</b>	sleaman@wpusd.k12.ca.us
<b>E-mail Address</b>	jberns@wpusd.k12.ca.us	<b>CDS Code</b>	31669513134657

### School Description and Mission Statement (School Year 2011–12)

Expected School-Wide Learning Results	
ESLR's	
<ul style="list-style-type: none"> <li>• Students will increase achievement and be proficient in the areas of reading, writing, mathematics, social science, and technology by: <ul style="list-style-type: none"> <li>○ Meeting or exceeding proficiency standards for all coursework</li> <li>○ Being able to analyze and evaluate all situations</li> <li>○ Developing technology skills to solve problems and communicate effectively</li> </ul> </li> <li>• Students will be able to communicate effectively by: <ul style="list-style-type: none"> <li>○ Reading with comprehension</li> <li>○ Writing with clarity</li> <li>○ Listening with understanding</li> <li>○ Speaking with confidence and purpose</li> </ul> </li> <li>• Students will develop an awareness of diverse viewpoints, beliefs, and abilities by: <ul style="list-style-type: none"> <li>○ Recognizing a responsibility towards people and the community</li> <li>○ Working towards resolving conflicts in a non-violent manner</li> <li>○ Understanding and respecting cultural diversity and students with special needs</li> </ul> </li> <li>• Students will receive the skills necessary to transition into the world of work or next-level academic pursuits by: <ul style="list-style-type: none"> <li>○ Setting and pursuing realistic and challenging goals</li> <li>○ Developing a personal career path and education plan to meet those goals</li> </ul> </li> </ul>	

### Opportunities for Parental Involvement (School Year 2011–12)

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.
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### Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	378
Grade 3	0	Grade 10	398
Grade 4	0	Grade 11	363
Grade 5	0	Grade 12	339

Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	1,478

### Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	2.0%
American Indian or Alaska Native	0.9%
Asian	3.0%
Filipino	2.4%
Hispanic or Latino	27.1%
Native Hawaiian or Pacific Islander	0.7%
White	61.8%
Two or More Races	2.1%
Socioeconomically Disadvantaged	34.1%
English Learners	12.0%
Students with Disabilities	9.6%

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

\* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

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

Subject	Avg.	2009–10	Avg.	2010–11	Avg.	2011–12
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	Class Size	Number of Classes*			Class Size	Number of Classes*			Class Size	Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	26.9	6	11	10	1.0	14	0	0	23.5	12	19	10
<b>Mathematics</b>	28.0	3	8	10	1.0	18	0	0	27.4	4	24	6
<b>Science</b>	25.4	9	13	2	1.1	14	0	0	24.8	4	25	0
<b>Social Science</b>	31.0	1	15	10	1.0	10	0	0	31.3	3	5	20

\* 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.

### III. School Climate

#### School Safety Plan (School Year 2011–12)

Lincoln High School's comprehensive safety plan was revised and updated in December 2012.

#### Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
<b>Suspensions</b>	9.3	13.7	8.7	14.8	10.4	11.3
<b>Expulsions</b>	1	1	.5	.2	.06	.12

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

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2012–13)

Roof replacement (Auto Shop), chiller has ongoing repair issues, lighting in gymnasium is inadequate. All of the above repairs/replacements are subject to budgetary limitations. If funds are available, work could be scheduled for summer of 2013.

#### School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X			Package and wall units working properly. The chiller will require repair or replacement.
<b>Interior:</b> Interior Surfaces			X		

<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		X			
<b>Electrical:</b> Electrical			X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X		
<b>Safety:</b> Fire Safety, Hazardous Materials		X			
<b>Structural:</b> Structural Damage, Roofs		X			With the exception of auto shop roof, needs replacement.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
<b>Overall Rating</b>			X		

Note: Cells shaded in black do not require data.

## V. Teachers

### Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
<b>With Full Credential</b>	62	62	66	311
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	6	0	0	3

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
<b>Misassignments of Teachers of English Learners</b>	3	2	1
<b>Total Teacher Misassignments*</b>	3	2	1
<b>Vacant Teacher Positions</b>	0	0	0

Note: "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 (School Year 2011–12)

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* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	97%	3%
High-Poverty Schools in District	97%	3%
Low-Poverty Schools in District	0%	0%

Note: 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.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	504
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 (non-teaching)	0	
Other	N/A	

Note: Cells shaded in black do not require data.

\* 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.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

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 instructional 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**

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
<b>Reading/Language Arts</b>	McDougal Little Language of Literature, 2007; Hampton Brown EDGE (Intervention/ELD), 2007	YES	0%
<b>Mathematics</b>	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	YES	0%
<b>Science</b>	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	YES	0%
<b>History-Social Science</b>	The Americans by McDougal Little, 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	YES	0%
<b>Foreign Language</b>	Vin Conmigo by Holt & Bien Dit by Holt adopted in 2003	YES	0%
<b>Health</b>	Lifetime Health by Holt. Adopted in 2007	YES	0%
<b>Visual and Performing Arts</b>	Theatre in Action by Glencoe adopted in 2001	YES	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	Microscopes, Centrifuges, Anatomical Models, Eyeglass UV sanitation Cabinet/Storage, Scales/Balances, Bunsen Burners, Incubators, and PASCO Spark Lab Stimulators	YES	0%

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures	Expenditures Per Pupil (Supplemental /	Expenditures Per Pupil (Basic /	Average Teacher
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	Per Pupil	Restricted)	Unrestricted)	Salary
School Site	\$8,029	\$1,790	\$6,239	\$67,515
District			\$6,369	\$67,291
Percent Difference – School Site and District			-2%	0%
State			\$5,455	\$66,511
Percent Difference – School Site and State			14%	2%

Note: Cells shaded in black do not require data.

**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* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://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: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2011–12)

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.

### Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,771	\$40,656
Mid-Range Teacher Salary	\$65,153	\$64,181
Highest Teacher Salary	\$85,676	\$82,486
Average Principal Salary (Elementary)	\$101,800	\$102,165
Average Principal Salary (Middle)	\$105,021	\$108,480



	10	11	12	10	11	12	10	11	12
<b>English-Language Arts</b>	48%	55%	58%	56%	59%	62%	52%	54%	56%
<b>Mathematics</b>	25%	30%	30%	49%	51%	51%	48%	50%	51%
<b>Science</b>	57%	65%	60%	58%	62%	63%	54%	57%	60%
<b>History-Social Science</b>	51%	50%	57%	45%	46%	50%	44%	48%	49%

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.

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History- Social Science
<b>All Students in the LEA</b>	62%	51%	63%	50%
<b>All Students at the School</b>	58%	30%	60%	57%
<b>Male</b>	54%	32%	64%	64%
<b>Female</b>	62%	29%	57%	49%
<b>Black or African American</b>	50%	6%	0%	69%
<b>American Indian or Alaska Native</b>	64%	50%	0%	0%
<b>Asian</b>	67%	65%	77%	76%
<b>Filipino</b>	71%	46%	0%	67%
<b>Hispanic or Latino</b>	46%	24%	41%	40%
<b>Native Hawaiian or Pacific Islander</b>	0%	0%	0%	0%
<b>White</b>	61%	30%	67%	61%
<b>Two or More Races</b>	77%	52%	73%	83%
<b>Socioeconomically Disadvantaged</b>	43%	20%	42%	39%
<b>English Learners</b>	5%	12%	19%	13%
<b>Students with Disabilities</b>	15%	16%	21%	13%
<b>Students Receiving Migrant Education Services</b>				

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.

### 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 <http://cahsee.cde.ca.gov/>.

**California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)**

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	61%	65%	63%	57%	61%	59%	54%	59%	56%
Mathematics	56%	58%	58%	50%	53%	54%	54%	56%	58%

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.

**California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	41%	26%	33%	46%	37%	16%
All Students at the School	37%	30%	33%	42%	40%	19%
Male	46%	24%	29%	37%	42%	21%
Female	29%	34%	36%	46%	38%	16%
Black or African American	36%	36%	27%	64%	27%	9%
American Indian or Alaska Native						
Asian	33%	25%	42%	25%	42%	33%
Filipino						
Hispanic or Latino	57%	27%	16%	62%	30%	8%
Native Hawaiian or						

<b>Pacific Islander</b>						
<b>White</b>	30%	31%	38%	33%	47%	20%
<b>Two or More Races</b>	29%	21%	50%	50%	7%	43%
<b>Socioeconomically Disadvantaged</b>	55%	26%	19%	58%	37%	5%
<b>English Learners</b>	84%	16%	0%	88%	8%	4%
<b>Students with Disabilities</b>	93%	7%	0%	89%	11%	0%
<b>Students Receiving Migrant Education Services</b>						

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.

### California Physical Fitness Test Results (School Year 2011–12)

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* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>5</b>	0.00%	0.00%	0.00%
<b>7</b>	0.00%	0.00%	0.00%
<b>9</b>	18.80%	21.90%	46.90%

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.

## X. Accountability

### 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* Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### 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.

API Rank	2009	2010	2011
Statewide	7	6	7
Similar Schools	4	3	3

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	0	18	6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	2	33	2
Native Hawaiian or Pacific Islander			
White	0	16	7
Two or More Races			
Socioeconomically Disadvantaged	-6	13	5
English Learners	-26	26	3
Students with Disabilities			

Note: “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.

### Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	1,024	786	4,720	826	4,664,264	788
Black or African	18	779	69	763	313,201	710



<b>American</b>						
<b>American Indian or Alaska Native</b>	12	852	59	811	31,606	742
<b>Asian</b>	32	856	173	887	404,670	905
<b>Filipino</b>	28	816	131	877	124,824	869
<b>Hispanic or Latino</b>	285	729	1,344	774	2,425,230	740
<b>Native Hawaiian or Pacific Islander</b>	8		30	812	26,563	775
<b>White</b>	616	804	2,759	845	1,221,860	853
<b>Two or More Races</b>	25	856	154	855	88,428	849
<b>Socioeconomically Disadvantaged</b>	354	718	1,653	759	2,779,680	737
<b>English Learners</b>	124	642	695	716	1,530,297	716
<b>Students with Disabilities</b>	106	475	664	653	530,935	607

### 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

<b>AYP Criteria</b>	<b>School</b>	<b>District</b>
<b>Made AYP Overall</b>	No	No
<b>Met Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Met Participation Rate - Mathematics</b>	Yes	Yes
<b>Met Percent Proficient - English-Language Arts</b>	No	No
<b>Met Percent Proficient - Mathematics</b>	No	No
<b>Met API Criteria</b>	Yes	Yes
<b>Met Graduation Rate</b>	Yes	Yes

## Federal Intervention Program (School Year 2012–13)

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 Web* page: <http://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		3
Percent of Schools Currently in Program Improvement		23.1%

Note: Cells shaded in black do not require data.

## XI. School Completion and Postsecondary Preparation

### 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 Web* page at <http://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 Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

## Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Dropout Rate		7.2	5.9		12.7	7.4		16.6	14.4
Graduation Rate		91.64	90.40		83.60	85.45		74.72	76.26

Note: Cells shaded in black do not require data.

## Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school's most recent graduating class, meeting 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.

Group	Graduating Class of 2012		
	School	District	State
All Students	320	LEA Provided	N/D
Black or African American	7	LEA Provided	N/D
American Indian or Alaska Native	3	LEA Provided	N/D
Asian	12	LEA Provided	N/D
Filipino	7	LEA Provided	N/D
Hispanic or Latino	70	LEA Provided	N/D
Native Hawaiian or Pacific Islander	1	LEA Provided	N/D
White	204	LEA Provided	N/D
Two or More Races	2	LEA Provided	N/D
Socioeconomically Disadvantaged	87	LEA Provided	N/D
English Learners	12	LEA Provided	N/D
Students with Disabilities	22	LEA Provided	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

## Career Technical Education Programs (School Year 2011–12)

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.

### Career Technical Education Participation (School Year 2011–12)

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 or articulated between the school and institutions of postsecondary education	40%

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

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	65.1%
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	32.5%

### Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	1	
Fine and Performing Arts	0	
Foreign Language	0	
Mathematics	2	
Science	3	
Social Science	1	
All courses	7	

Note: Cells shaded in black do not require data. \*Where there are student course enrollments.

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for 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.

**Lincoln High**

**School Accountability Report Card, 2011-2012**

Western Placer Unified

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