

Executive Summary School Accountability Report Card, 2010–11

For Lincoln High

Address:	790 J St., Lincoln, CA, 95648-1614	Phone:	(916) 645-6360
Principal:	Jay Berns, Ed.D., Principal	Grade Span:	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 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 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 approximately 1,100 students in 2005-06 to approximately 1,500 students in 2010-2011. Along with increased enrollment, we have added A.P. classes, California High School Exit Exam classes, increased tutoring opportunities embedded in the school day (STRIPES) 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 and counselors, classified secretaries and custodians, all of whom are dedicated to the education and wellbeing of our students. Our curricular offerings accommodate interests of all students. We offer Advanced Placement courses, as well as Regional Occupational Program and 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 every student to be involved in as many activities as possible.

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	1,514
Black or African American	2.0%

American Indian or Alaska Native	0.6%
Asian	2.8%
Filipino	2.4%
Hispanic or Latino	24.8%
Native Hawaiian or Pacific Islander	0.6%
White	65.1%
Two or More Races	1.6%
Socioeconomically Disadvantaged	35.2%
English Learners	11.5%
Students with Disabilities	9.1%

Teachers

Indicator	Teachers
Teachers with full credential	62
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	3
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	58%
Mathematics	30%
Science	47%
History-Social Science	50%

*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*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	782
Statewide Rank (from 2010 Base API Report)	6
Met All 2011 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 15 of 18
2011–12 Program Improvement Status (PI Year)	N/A

*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

The High School campus and grounds are in moderately good repair and condition

Repairs Needed

There are no large repairs that are needed at this time.

Corrective Actions Taken or Planned

In December, 2011, ADA non-compliant walkways were repaired. Two staff restrooms in the Administration Building were remodeled to comply with ADA requirements. During Summer, 2011, Roof was replaced above weight room and one classroom.

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	\$6,537
District	\$6,361
State	\$5,455

School Completion

Indicator	Result
Graduation Rate (If applicable)	91.50

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 California State University Admission	31.7%

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

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 2011–12)

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

E-mail Address	jberns@wpusd.k12.ca.us	CDS Code	31669513134657
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School Description and Mission Statement (School Year 2010–11)

<p>Expected School-Wide Learning Results</p> <p>ESLR's</p> <ul style="list-style-type: none"> • 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"> ○ Meeting or exceeding proficiency standards for all coursework ○ Being able to analyze and evaluate all situations ○ Developing technology skills to solve problems and communicate effectively • Students will be able to communicate effectively by: <ul style="list-style-type: none"> ○ Reading with comprehension ○ Writing with clarity ○ Listening with understanding ○ Speaking with confidence and purpose • Students will develop an awareness of diverse viewpoints, beliefs, and abilities by: <ul style="list-style-type: none"> ○ Recognizing a responsibility towards people and the community ○ Working towards resolving conflicts in a non-violent manner ○ 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: <ul style="list-style-type: none"> ○ Setting and pursuing realistic and challenging goals ○ Developing a personal career path and education plan to meet those goals

Opportunities for Parental Involvement (School Year 2010–11)

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 (School Year 2010–11)

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	413
Grade 3	0	Grade 10	396
Grade 4	0	Grade 11	357
Grade 5	0	Grade 12	348
Grade 6	0	Ungraded Secondary	0

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
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* 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. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28.2	5	18	12	26.9	6	11	10	29.5	7	22	17
Mathematics	28.8	4	13	11	28.0	3	8	10	28.8	4	26	11
Science	17.2	26	13	1	25.4	9	13	2	23.7	14	27	0
Social Science	30.0	1	15	8	31.0	1	15	10	31.2	0	35	26

* 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 2010–11)

Lincoln High School's comprehensive safety plan was revised and updated in December 2011.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	9.2	9.3	13.7	8.7	12.4	N/D
Expulsions	.9	1	1	.5	.3	.002

* 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 2011–12)

The High School campus and grounds are in fairly good condition. Carpet and VCT replacements are pending funding as are most improvements slated for summer 2012.

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		N/A	X	N/A	The chiller should be replaced in the near future.
Interior: Interior Surfaces		X	N/A	N/A	N/A
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X	N/A	N/A	N/A
Electrical: Electrical		N/A	N/A	X	The electrical is inadequately designed for what is needed. Retro-fitting system is dependent on future funding.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	N/A	N/A	2 restrooms in Admin. Bldg. were renovated 12/2011 to make ADA compliant.
Safety: Fire Safety, Hazardous Materials		X	N/A	N/A	N/A
Structural: Structural Damage, Roofs		X	N/A	N/A	Several roofs were repaired/replaced 2011-12.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	N/A	N/A	With the exception of the old gym windows (glass block). To be replaced pending funding.
Overall Rating	N/A	X	N/A	N/A	

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	58	62	62	324
Without Full Credential	4	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	3	0
Total Teacher Misassignments*	6	0	0
Vacant Teacher Positions	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 2010–11)

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	100.00%	0.00%
All Schools in District	100.00%	0.00%
High-Poverty Schools in District	100.00%	0.00%
Low-Poverty Schools in District	100.00%	0.00%

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 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
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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 2011–12)

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: August 2011

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy	
Reading/Language Arts	McDougal Littell Language of Literature, 2007; Hampton Brown EDGE (Intervention/ELD), 2007	YES	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	YES	YES	0%
Science	Biology & Earth Science California Edition & Ag Science 2B by Prentice Hall. Chemistry & Conceptual Integrated Science by Pearson. Physics: Principles & Problems by Glencoe.	YES	YES	0%

	BCSC Biology: An Ecological Approach by Kendall-Hunt. The Science of Agriculture by Herran-Del Mar Publishers. Adopted in 2007		
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	YES	0%
Foreign Language	Vin Conmigo by Holt & Bien Dit by Holt adopted in 2003	YES	0%
Health	Lifetime Health by Holt. Adopted in 2007	YES	0%
Visual and Performing Arts	Theatre in Action by Glencoe adopted in 2001	YES	0%
Science Laboratory Equipment (grades 9-12)	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 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8,354	\$1,817	\$6,537	\$67,247
District			\$6,361	\$65,181
Percent Difference – School Site and District			3%	3%
State			\$5,455	\$66,511
Percent Difference – School Site and State			20%	1%

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 2010–11)

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 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,352	\$41,284
Mid-Range Teacher Salary	\$65,153	\$65,173
Highest Teacher Salary	\$85,676	\$83,460
Average Principal Salary (Elementary)	\$101,519	\$102,834
Average Principal Salary (Middle)	\$105,021	\$108,953
Average Principal Salary (High)	\$110,218	\$118,384
Superintendent Salary	\$158,442	\$179,397
Percent of Budget for Teacher Salaries	41.14%	40.00%
Percent of Budget for Administrative Salaries	5.00%	6.00%

Note: For detailed information on salaries, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

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 in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science 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 <http://star.cde.ca.gov>.

Standardized Testing and Reporting 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		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	55.0	62.0	66.5	62.4	62.9	64.4	50.0	54.0	56.2
Mathematics	47.0	57.5	59.2	63.7	64.3	64.3	46.0	56.4	58.4
Science	53.0	56.0	64.0	53.0	68.0	69.0	50.0	55.0	58.0
History-Social Science	53.0	52.0	53.0	41.0	60.0	61.0	41.0	47.0	50.0

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
All Students in the LEA	64.3%	64.4%	61%	46%
All Students at the School	57.6%	24%	52.6%	50%
Male	56.3%	26.4%	61.6%	58.5%
Female	59.6%	25.2%	45.5%	42.5%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	43%	23.8%	40.25%	37%
Native Hawaiian or Pacific Islander				
White	62.67%	29%	58%	54.5%
Two or More Races				
Socioeconomically Disadvantaged	41.33%	19.1%	38.75%	35.5%
English Learners	9.33%	9%	12%	17%
Students with Disabilities	16.5%	21%	17%	11.5%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	88	84	86	86	82	85	80	80	77
Mathematics	88	88	84	86	85	86	81	81	77

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	14%	85%	N/A	14%	86%	N/A
All Students at the School	14%	86%	N/A	16%	84%	N/A
Male	16%	84%	N/A	12%	88%	N/A
Female	13%	87%	N/A	17%	83%	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A

Hispanic or Latino	24%	76%	N/A	22%	78%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	11%	89%	N/A	12%	88%	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	26%	74%	N/A	23%	77%	N/A
English Learners	50%	50%	N/A	30%	70%	N/A
Students with Disabilities	67%	33%	N/A	28%	72%	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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 2010–11)

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
5	76.4%	56.7%	33.5%
7	77.6%	57.2%	31.4%
9	87.1%	66.9%	4.62%

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	2008	2009	2010
Statewide	7	7	6
Similar Schools	3	4	3

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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	18	0	17
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	13	2	34
Native Hawaiian or Pacific Islander			
White	15	0	16
Two or More Races	N/D		
Socioeconomically Disadvantaged	32	-6	13
English Learners		-26	27
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 – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	1,036	782	4,674	822	4,683,676	778
Black or African American	24	766	79	759	317,856	696
American Indian or Alaska Native	6		48	783	33,774	733
Asian	32	841	160	882	398,869	898
Filipino	25	825	136	887	123,245	859
Hispanic or Latino	254	731	1,303	769	2,406,749	729
Native Hawaiian or Pacific Islander	6		25	806	26,953	764
White	665	800	2,766	841	1,258,831	845
Two or More Races	19	773	147	858	76,766	836
Socioeconomically Disadvantaged	331	717	1,561	754	2,731,843	726
English Learners	124	644	692	712	1,521,844	707
Students with Disabilities	101	497	673	664	521,815	595

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 2010–11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	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	Yes	Yes

Federal Intervention Program (School Year 2011–12)

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 1
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		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Dropout Rate (1-year)	1.5	2.2	1.7	4.1	6.7	4.1	4.9	5.7	4.6
Graduation Rate	94.64	92.62	91.50	82.53	86.35	85.68	80.21	78.59	80.44

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

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 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 2011		
	School	District	State
All Students		LEA Provided	N/D
Black or African American		LEA Provided	N/D
American Indian or Alaska Native		LEA Provided	N/D
Asian		LEA Provided	N/D
Filipino		LEA Provided	N/D
Hispanic or Latino		LEA Provided	N/D
Native Hawaiian or Pacific Islander		LEA Provided	N/D
White		LEA Provided	N/D
Two or More Races		LEA Provided	N/D
Socioeconomically Disadvantaged		LEA Provided	N/D
English Learners		LEA Provided	N/D
Students with Disabilities		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 2010–11)

CTE has a long history at Lincoln High School. We have a comprehensive Agricultural program, Project Lead the Way, Wood Technologies, and Automotive 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 orientation. From shop orientation 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 2010–11)

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
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	83.2%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	31.7%

Advanced Placement Courses (School Year 2010–11)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	
English	1	
Fine and Performing Arts	0	
Foreign Language	2	
Mathematics	2	
Science	3	
Social Science	1	
All courses	10	

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 provided three Staff Development Days each year for the last three years. One Staff Development Day was taken as a furlough day in 2011 – 2012. Additionally, many opportunities are available for staff development credit, both during the school day and after hours for Staff Development Buyback credit.

Lincoln High

School Accountability Report Card, 2010-2011

Western Placer Unified

Provided by the Ed-Data Partnership

For more information visit www.ed-data.org

