



Lincoln High School

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

Michael G Maul, Principal

mmaul@wpusd.org

lhs.wpusd.org

2019-20 School Accountability Report Card Published During the 2020-21 School Year



Western Placer Unified School District

600 6th Street, Suite 400
Lincoln, CA 95648
(916) 645-6350
www.wpusd.org

District Governing Board

Kris Wyatt, President

Damian Armitage, Vice President

Brian Haley, Clerk

Criste Freymond, Member

Jason Price, Member
President

District Administration

Scott Leaman
Superintendent

Kerry Callahan
Deputy Superintendent,
Educational Services

Audrey Kilpatrick
Assistant Superintendent, Business
Services

Gabe Simon
Assistant Superintendent, Human
Resources

School Description

Mission: Lincoln High School is dedicated to success for all students, and is relentless in BUILDING MEN and WOMEN OF INTEGRITY!

Vision: Each and every student at LHS will be COLLEGE or CAREER READY. A student may choose not to go to college, but he/she will be college ready and have OPTIONS in life (college, military, career technical education, etc.)

Collective Commitments/Values

- Each student will be supported by all staff to achieve at high levels in the areas of academics, socio/emotional well-being, and creative problem solving.
- We commit to professionalism in timeliness, appearance, behavior, and accountability for ALL in the school community.
- We commit to high expectations and excellence by focusing on healthy relationships where the classroom is a safe place and everyone is engaged.
- We commit to meaningful and productive collaborations about student learning with mutual accountability.
- We commit to building positive relationships with students, staff, parents, and community members to support student success.

Schoolwide Learner Outcomes

- Safe, Respectful, Responsible learners who participate in the school and local community both positively and ethically while finding safe and constructive opportunities to influence its direction.
- True Communicators, who are able to verbally communicate ideas and information effectively for a variety of purposes and audiences.
- Reflective Listeners, who are able to listen effectively and critically with literal and analytical comprehension in a variety of situations.
- Informed Readers, who are able to read actively and critically from a variety of materials and genres with literal and analytical comprehension for a variety of purposes.
- Proactive Planners, who set realistic and challenging goals in an education plan to meet the demands of university, career technical education, military, or workforce career pathways.
- Effective Writers, who communicate ideas and information coherently in writing, using the conventions of standard English, for a variety of purposes and audiences.
- Self-directed students, who are able to apply STRIPES principles in gathering materials and knowledge from a variety of sources and utilize them to solve problems creatively and effectively.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	556
Grade 10	542
Grade 11	511
Grade 12	473
Total Enrollment	2,082

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	1.5
Asian	2.7
Filipino	2.8
Hispanic or Latino	30.5
Native Hawaiian or Pacific Islander	0.8
White	56.4
Two or More Races	1.9
Socioeconomically Disadvantaged	33.1
English Learners	4.7
Students with Disabilities	11.1
Foster Youth	0.2
Homeless	1.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Lincoln High School	18-19	19-20	20-21
With Full Credential	76	85	79
Without Full Credential	0	1	3
Teaching Outside Subject Area of Competence	10	6	10

Teacher Credentials for Western Placer Unified	18-19	19-20	20-21
With Full Credential	♦	♦	325
Without Full Credential	♦	♦	25
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Lincoln High School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	1	1
Vacant Teacher Positions	1	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: December 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p>	<p>English/Language Arts, including the English language development component of an adopted program – (Adoption Cycle 2015 – 2023) * 9 – 10 McGraw Hill Study Sync (Adopted 2017) * 11 – 12 McDougall Little The Language of Literature (Adopted 2002) (State Waiver 2010); CSUS Expository Reading and Writing *12- Actively Learn Online Curriculum Support</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Mathematics</p>	<p>Mathematics – (Adoption Cycle 2014 - 2022) 9 – 12 Carnegie Learning Integrated I, II, & III (Adopted 2014); AP Calculus:Calculus Extended, Gary Taylor (adopted 2015); Statistics: Pearson Stats- Modeling the World (Adopted 2018);</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Science</p>	<p>Science – (Adoption Cycle 2006 – 2008) 9 – 12 Pearson Prentice Hall Biology (Adopted 2007); Kendall Hunt Biology – An Ecological Approach; Addison Wesley Chemistry (Adopted 2007); Kendall Hunt Forensic Science (Adopted 2007) ; Physics: Glencoe Physics- Principles and Problems (2004)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>History-Social Science</p>	<p>9-12: TCI Econ Alive, Government Alive, History Alive (Adopted 2020); Prentice Hall Comparative Politics (Adopted 2006)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Foreign Language</p>	<p>CP Spanish Avancemos adopted in 2015; AP Spanish Nuevas Vistas, adopted 2015; French 1-3 Bien Diet, adopted 2010; French 4 Edgenuity adopted 2018</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Health</p>	<p>Lifetime Health by Holt. Adopted in 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Visual and Performing Arts</p>	<p>Theatre in Action by Glencoe adopted in 2001</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Science Laboratory Equipment</p>	<p>Microscopes, Centrifuges, Anatomical Models, Eyeglass UV sanitation Cabinet/Storage, Scales/Balances, Bunsen Burners, Incubators, and PASCO Spark Lab Stimulators</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 12/29/20

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Gas systems and pipes appear safe, functional, and free of leaks. There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. The HVAC system is operable. Sewer line stoppage is not evident. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces	Fair	Main Office: Mailroom - stained ceiling tile, workroom -stained New Gym: Vinyl wall surface damage, Damaged ceiling tiles Room 1 - Computer Lab: Carpet needs to be replaced Room 2: Carpet needs to be replaced Room 36: Carpet needs to be replaced Room 35: Carpet needs to be replaced Room 34: Carpet needs to be replaced Room 37: Carpet needs to be replaced Room 38: Carpet needs to be replaced Room 39: Carpet needs to be replaced Room 40: Carpet needs to be replaced and holes in the ceiling tiles Room 41: Carpet needs to be replaced Room 42: stained ceiling tiles Room 43: Carpet needs to be replaced Room 44: Carpet needs to be replaced and holes in the ceiling tiles Room 45: Wall paper damage on wall needs to be repaired Cafeteria: wood and tile flooring is damaged from cafeteria tables. Computer Lab: Wall damage from chairs
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. There is no evidence of a major pest or vermin infestation.
Electrical: Electrical	Good	Room 1 - Computer Lab: electrical floor plugs needs to be updated Room 2: electrical floor plugs needs to be updated
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Drinking fountains appear to be accessible and functioning as intended.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	The fire equipment and emergency systems appear to be functioning properly. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). Emergency alarms appear to be functional. Emergency exit signs function as designed, exits are unobstructed. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).
Structural: Structural Damage, Roofs	Good	There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Roof systems appear to be functioning properly.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Conditions that pose a safety and/or security risk are not evident. There is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	64	N/A	57	N/A	50	N/A
Math	41	N/A	45	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	27	N/A	35	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)

Lincoln High School encourages all parents to be actively involved in their student's education. Several ways to be involved include:

Site Based Leadership Team: A group of various stakeholders including administration, teachers, classified staff, students, and parents, who share information and agree on decisions including the School Plan for Student Achievement and the School Safety Plan

WASC team involvement: Every six years, we look for parental involvement in our school accreditation process to ensure we are seeking continuous school improvement in a variety of areas

Booster Clubs: Several groups, including athletics, band, and football all provide opportunities for parents to support the various extra curricular activities at LHS

Farm Foundation: A group of shareholders who help support the development of Agricultural programs and offerings at the school farm

ELAC meetings: This group is open to all parents, and provides a venue for ensuring that all families, especially those families who do not speak English at home, the opportunity to be involved in our school. It includes information sessions and the opportunity to be involved in school decisions.

We also have various other activities throughout the year that happen to keep parents informed, such as the Zebra Showcase event. Parents wishing to be involved in any of these opportunities should contact the main office at 916-645-6360 for more information!

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)

Lincoln High School's comprehensive safety plan was revised and updated in December, 2020. The school safety plan is comprised of district protocols, policies, and procedures for emergencies. The safety plan is reviewed and utilized by the staff regularly to assure that LHS is safe and secure. Our current school safety plan is designed based on the Standard Response Protocol (SRP) system, that includes different levels of response including Secure, Lockdown, Evacuate, and Shelter. This year's safety plan also included significant elements of preparedness for the current COVID situation. All staff are trained on the parameters of each response, and drills for each response are practiced multiple times each year, based on state law and district office directives. Our school safety plan is reviewed by many stakeholders, including our parent-based Site Based Leadership Team and Student Body Leadership team, and it is thoroughly reviewed by Lincoln Police and Fire departments, through the facilitation of an on-site Student Resource Officer. The school safety plan is posted on the school webpage, and a copy is kept in the main office as well.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.6	4.4	1.9	2.1	3.5	3.5
Expulsions	0.1	0.2	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.1	2.4	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	416.4

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	0.8

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English	30	14	12	42	24	37	7	48	21	48	8	51
Mathematics	29	14	4	43	28	18	7	47	26	22	12	44
Science	29	9	10	29	28	9	9	30	28	10	11	28
Social Science	31	13	4	46	24	31	4	48	25	28	2	54

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement		2.5	2

Major Professional Development opportunities over the past three years include:

AVID: Yearly conferences of at least five days each take place to keep our site as current on best AVID practices as possible. In addition, several sessions of "teachers teaching teachers" in AVID strategies take place each year at staff meetings and during district PD days. This did not take place this year due to COVID restrictions.

YDI: Based on the district and site belief that student relationships are critical to an effective school, cohorts of LHS teachers attend Youth Development Institute trainings yearly, with more than half of the LHS staff now having been trained. Several LHS site members have now gone through "train the trainers" PD, and can run workshops on their own to sustain this initiative.

School Safety workshop: Two years ago, a team was sent to a national conference on school safety, leading to a major revamping of our school safety plan.

School Culture Summit: Five separate teams sent to this conference to build staff relationships with peers and with students; these teams now developing programs to deliver staff wide through a vehicle called the "Culture Team"

Mental Health Conference: Two years ago, we sent a team of three staff members to a mental health conference, with their finding shared with our guidance counselor team and the staff in general at a staff meeting. Some of the best practices identified there have become integrated into our practices, including proactive work with students in the "Wellness Club."

Advanced Placement Institutes: Each year, any teacher taking on a new AP assignment, or teachers who have a course that has gone through a redesign, attend a five-day AP teaching/learning institute to help them craft a course description and content that meet the needs of learners and satisfies the demands of an AP-type curriculum.

Equal Opportunity Schools: The leadership team of LHS has been going through a year-long series of meetings with our new partner, Equal Opportunity Schools, to create best practices in recruiting and retaining students from diverse backgrounds to ensure there is equity of access in our highest level courses.

Prior to the start of this school year, a three- week slate of technology professional development offerings were made available for all district staff to help prepare for the more rigorous technology demands of distance learning in the current COVID situation.

This list identifies the major, ongoing, sustained PD at this site that is impacting the entire staff, but is by no means exhaustive.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,082	\$49,782
Mid-Range Teacher Salary	\$71,358	\$76,851
Highest Teacher Salary	\$94,063	\$97,722
Average Principal Salary (ES)	\$110,406	\$121,304
Average Principal Salary (MS)	\$119,900	\$128,629
Average Principal Salary (HS)	\$127,942	\$141,235
Superintendent Salary	\$189,844	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	33.0
Administrative Salaries	5.0	6.0

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

Types of Services Funded

LCFF/Supplemental funds are used to support such programs as AVID, English Learner students and students that are having difficulty with their studies. The support comes in the form of tutors, aides, and materials that may be necessary. Tutoring takes place four days a week, and is open to all students. It is completely free, and is funded out of supplemental funding to support student success in the classroom. Students needing additional support in English language acquisition are identified before the start of the year, and placed in supports from a menu of options that best meet the students individual needs. Wellness Together is an emotional support program that is offered on a referral basis to student who may need counseling services, both group and individual, that go beyond what our guidance counselors can offer in a typical school day. These services are free to the student. AVID tutors/aides, EL tutors/aides, and students tutors/aides are students who directly work with the teacher in the classroom to provide additional support to students during class time. 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.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Lincoln High School	2016-17	2017-18	2018-19
Dropout Rate	2.7	4.7	5.4
Graduation Rate	91.7	94	93

Rate for Western Placer Unified School	2016-17	2017-18	2018-19
Dropout Rate	10.8	7.8	9.9
Graduation Rate	75.7	83.9	81.6

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,691	\$3,457	\$7,234	\$78,063
District	N/A	N/A	\$7,713	\$79,810
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-6.4	-2.2
School Site/ State	-6.9	-1.5

Note: Cells with N/A values do not require data.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	1520
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	82.5

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.81
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	53.22

2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	3	N/A
Fine and Performing Arts	1	N/A
Foreign Language	3	N/A
Mathematics	3	N/A
Science	2	N/A
Social Science	6	N/A
All courses	18	16.8

*Where there are student course enrollments of at least one student.

Career Technical Education Programs

CTE has a long history at Lincoln High School. We have a comprehensive Agricultural program that includes multiple pathways, including Floral Design, Welding, Diesel Mechanics, Agriscience, and Agricultural Business. In addition, we have Project Lead the Way (Biomedical Science & Engineering), Computer science based pathways in Information and Communications Technology, and Arts Media Communications that includes pathways in Visual Arts, Media Arts, and Graphic Design. This year, we added a third year to our Construction Technology pathway to make that a complete CTE path as well. Each pathway listed above will have a three-year or four year path that include "concentrator" and "completer" courses. In addition, internships are available for students wishing to gain even more direct on the job training, highlighted by our partnership with Lennar Construction, which offers a monthly construction workshop that students can then parlay into a paid summer internship (these did not take place this year due to COVID). TOSA Jennifer Horton is our district's CTE and CTEIG representative to various CTE organizations.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.