

Lincoln High School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/aa/lc/

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

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at 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) 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.

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.

2021-22 School Contact Information

School Name	Lincoln High School
Street	790 J Street
City, State, Zip	Lincoln, CA 95648
Phone Number	916 645-6360
Principal	
Email Address	mmaul@wpusd.org
School Website	lhs.wpusd.org
County-District-School (CDS) Code	31 66951 3134657

2021-22 District Contact Information

District Name	Western Placer Unified School District
Phone Number	(916) 645-6350
Superintendent	Kerry Callahan
Email Address	kcallahan@wpusd.org
District Website Address	www.wpusd.org

2021-22 School Overview

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

2021-22 School Overview

sources and utilize them to solve problems creatively and effectively.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	589
Grade 10	546
Grade 11	508
Grade 12	488
Total Enrollment	2,131

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6
Male	52.4
American Indian or Alaska Native	1.4
Asian	2.4
Black or African American	2.4
Filipino	2.8
Hispanic or Latino	30.3
Native Hawaiian or Pacific Islander	0.8
Two or More Races	2.1
White	57
English Learners	6.4
Foster Youth	0.5
Homeless	0.1
Socioeconomically Disadvantaged	36.9
Students with Disabilities	12.5

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	85
Intern Credential Holders Properly Assigned	1
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5
Unknown	0
Total Teaching Positions	92

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	1
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	1

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	5
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2020	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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	Yes	0
Mathematics	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);	Yes	0
Science	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)	Yes	0
History-Social Science	9-12: TCI Econ Alive, Government Alive, History Alive (Adopted 2020); Prentice Hall Comparative Politics (Adopted 2006)	Yes	0
Foreign Language	CP Spanish Avancemos adopted in 2015; AP Spanish Nuevas Vistas, adopted 2015; French 1-3 Bien Diet, adopted 2010; French 4 Edgenuity adopted 2018	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

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

12/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<p>Systems: Gas Leaks, Mechanical/HVAC, Sewer</p>	X			<p>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.</p>
<p>Interior: Interior Surfaces</p>			X	<p>Main Office: Mailroom - stained ceiling tile, workroom - stained Performing Arts: Carpet stained Room 1 Computer Lab: Carpet needs to be replaced Room 2: Carpet needs to be replaced Room 7: Carpet is rippled Room 8: Carpet is rippled Room 10: Stained ceiling tiles Room 12: Stained ceiling tiles Room 16: Touch up wall paint needed Room 17: Touch up paint needed Room 18: Minor touch up wall paint needed Room 19: Tacky wallboard damage Room 21: Wall paint touch up needed Room 22: Damaged ceiling tiles Room 34: Carpet needs to be replaced Room 35: Carpet needs to be replaced Room 36: 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 tile 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</p>

School Facility Conditions and Planned Improvements

			<p>Cafeteria: Wood and tile flooring is damaged from cafeteria tables</p> <p>Computer Lab: Wall damage from chairs</p> <p>Room 78: Floor tiles are cracked</p> <p>P-53: Tacky wallboard damage</p> <p>Old Gym: Interior touch up paint needed</p> <p>Interior surfaces appear to be clean, safe, and functional.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>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.</p>
<p>Electrical</p>	X		<p>Room 1 Computer Lab: Electrical floor plugs need to be updated</p> <p>Room 2: Electrical floor plugs need to be updated</p> <p>Room 10: Electrical upgrade needed</p> <p>Wood Shop: Electrical upgrade needed</p> <p>Auto Shop: Electrical upgrade needed</p> <p>Art: Electrical upgrade needed</p> <p>Kitchen: Electrical upgrade needed</p> <p>There is no evidence that any portion of the school has a power failure. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. Lighting appears to be adequate and working properly, including exterior lights.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	X		<p>Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). Drinking fountains appear to be accessible and functioning as intended.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	X		<p>Library: Exterior touch up paint needed</p> <p>Room 5: Exterior trim paint touch up needed</p> <p>Room 7: Exterior trim paint needed</p> <p>Room 8: Exterior trim paint needed</p> <p>Room 9: Interior paint needed</p> <p>Room 11: Exterior trim paint touch up needed</p> <p>Room 23: Trim paint needed</p> <p>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</p>

School Facility Conditions and Planned Improvements

			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	X		Library: Roof leak evident; broken skylight Room 10: Roof leak evident Room 12: Roof leak evident There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Severe cracks are not evident. Ceilings & floors are not sloping or sagging beyond their intended design. Posts, beams, support for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. Roof systems appear to be functioning properly.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	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 Facility Rate

Exemplary	Good	Fair	Poor
		X	

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	484	432	89.26	10.74	66.67
Female	230	203	88.26	11.74	74.88
Male	254	229	90.16	9.84	59.39
American Indian or Alaska Native	--	--	--	--	--
Asian	20	19	95	5	84.21
Black or African American	--	--	--	--	--
Filipino	12	11	91.67	8.33	72.73
Hispanic or Latino	146	135	92.47	7.53	54.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	19	79.17	20.83	73.68
White	264	231	87.5	12.5	71
English Learners	28	23	82.14	17.86	4.35
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	137	118	86.13	13.87	52.54
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	61	54	88.52	11.48	20.37

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	484	435	89.88	10.12	27.82
Female	230	204	88.70	11.30	24.51
Male	254	231	90.94	9.06	30.74
American Indian or Alaska Native	--	--	--	--	--
Asian	20	19	95.00	5.00	52.63
Black or African American	--	--	--	--	--
Filipino	12	11	91.67	8.33	27.27
Hispanic or Latino	146	135	92.47	7.53	15.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	18	75.00	25.00	38.89
White	264	236	89.39	10.61	31.78
English Learners	28	23	82.14	17.86	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	137	119	86.86	13.14	17.65
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	61	55	90.16	9.84	1.82

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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

Black or African American	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
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	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
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Black or African American	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
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	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
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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

Students with Disabilities	N/A	N/A	N/A	N/A	N/A
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*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	437	NT	NT	NT	NT
Female	221	NT	NT	NT	NT
Male	216	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	11	NT	NT	NT	NT
Hispanic or Latino	113	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	14	NT	NT	NT	NT
White	271	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	105	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	49	NT	NT	NT	NT

2020-21 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.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1,513
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	46.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	80

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	98.46
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	94.14

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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

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!

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	5.4	1.5	6.4	9.9	9.3	6.9	9.0	8.9	9.4
Graduation Rate	93.0	98.2	91.4	81.6	87.4	85.3	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	467	427	91.4
Female	234	220	94.0
Male	233	207	88.8
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	13	10	76.9
Filipino	11	11	100.0
Hispanic or Latino	120	110	91.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	288	264	91.7
English Learners	14	12	85.7
Foster Youth	--	--	--
Homeless	18	12	66.7
Socioeconomically Disadvantaged	176	149	84.7
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	67	51	76.1

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2201	2186	312	14.3
Female	1044	1039	153	14.7
Male	1157	1147	159	13.9
American Indian or Alaska Native	30	30	7	23.3
Asian	54	54	0	0.0
Black or African American	58	57	4	7.0
Filipino	61	60	3	5.0
Hispanic or Latino	665	664	106	16.0
Native Hawaiian or Pacific Islander	18	18	1	5.6
Two or More Races	47	46	7	15.2
White	1242	1231	184	14.9
English Learners	143	143	23	16.1
Foster Youth	14	14	2	14.3
Homeless	33	33	8	24.2
Socioeconomically Disadvantaged	844	834	125	15.0
Students Receiving Migrant Education Services	5	5	1	20.0
Students with Disabilities	285	283	63	22.3

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	4.39	2.36	2.15	1.03	3.47	0.20
Expulsions	0.24	0.00	0.05	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.93	1.72	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.36	0.00
Female	1.63	0.00
Male	3.03	0.00
American Indian or Alaska Native	3.33	0.00
Asian	0.00	0.00
Black or African American	1.72	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.56	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.13	0.00
White	2.42	0.00
English Learners	3.50	0.00
Foster Youth	7.14	0.00
Homeless	12.12	0.00
Socioeconomically Disadvantaged	2.73	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.21	0.00

2021-22 School Safety Plan

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.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	37	7	48
Mathematics	28	18	7	47
Science	28	9	9	30
Social Science	24	31	4	48

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	48	8	51
Mathematics	26	22	12	44
Science	28	10	11	28
Social Science	25	28	2	54

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	49	9	50
Mathematics	29	15	15	42
Science	28	7	19	23
Social Science	27	20	15	49

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	426.2

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	0
Other	0.5

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,691	\$3,457	\$7,234	\$78,063
District	N/A	N/A	\$7,713	\$79,405
Percent Difference - School Site and District	N/A	N/A	-6.4	-1.7
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-15.4	-3.7

2020-21 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$38,082	\$51,029
Mid-Range Teacher Salary	\$71,358	\$78,583
Highest Teacher Salary	\$96,599	\$99,506
Average Principal Salary (Elementary)	\$112,897	\$124,576
Average Principal Salary (Middle)	\$121,814	\$131,395
Average Principal Salary (High)	\$121,641	\$144,697
Superintendent Salary	\$199,352	\$240,194
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	5%	6%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	19.7
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	5
Fine and Performing Arts	0
Foreign Language	4
Mathematics	3
Science	3
Social Science	8
Total AP Courses Offered	23

Professional Development

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2.5	2	

Western Placer Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Western Placer Unified School District
Phone Number	(916) 645-6350
Superintendent	Kerry Callahan
Email Address	kcallahan@wpusd.org
District Website Address	www.wpusd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3815	3574	93.68	6.32	56.49
Female	1867	1756	94.05	5.95	62.70
Male	1948	1818	93.33	6.67	50.50
American Indian or Alaska Native	31	28	90.32	9.68	78.57
Asian	123	118	95.93	4.07	64.41
Black or African American	69	60	86.96	13.04	50.00
Filipino	94	89	94.68	5.32	71.91
Hispanic or Latino	1117	1059	94.81	5.19	43.72
Native Hawaiian or Pacific Islander	19	17	89.47	10.53	76.47
Two or More Races	188	170	90.43	9.57	54.12
White	2174	2033	93.51	6.49	61.94
English Learners	301	287	95.35	4.65	14.29
Foster Youth	17	15	88.24	11.76	33.33
Homeless	40	38	95.00	5.00	26.32
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1105	1026	92.85	7.15	38.93
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	514	455	88.52	11.48	21.15

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3815	3581	93.87	6.13	38.60
Female	1867	1752	93.84	6.16	38.41
Male	1948	1829	93.89	6.11	38.79
American Indian or Alaska Native	31	27	87.10	12.90	59.26
Asian	123	117	95.12	4.88	52.99
Black or African American	69	58	84.06	15.94	36.21
Filipino	94	89	94.68	5.32	51.69
Hispanic or Latino	1117	1061	94.99	5.01	25.28
Native Hawaiian or Pacific Islander	19	17	89.47	10.53	41.18
Two or More Races	188	172	91.49	8.51	37.21
White	2174	2040	93.84		44.02
English Learners	301	291	96.68	3.32	9.66
Foster Youth	17	15	88.24	11.76	6.67
Homeless	40	40	100.00	0.00	20.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1105	1033	93.48	6.52	23.26
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	514	455	88.52	11.48	13.41

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.