



# Lincoln High School

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

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Western Placer Unified School District

600 6th Street, Suite 400  
Lincoln, CA 95648  
916 645-6360  
[www.wpusd.org](http://www.wpusd.org)

#### District Governing Board

Paul Carras

Brian Haley

Kris Wyatt

Damian Armitage

Paul Long

#### District Administration

Scott Leaman

**Superintendent**

Kerry Callahan

**Assistant 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 the teaching staff to achieve at high levels in the areas of academics, socio/emotional well-being, and creative problem solving.

We commit to increased 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 where 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, 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 LCAP, see the CDE LCFF web page 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	534
Grade 10	536
Grade 11	446
Grade 12	436
<b>Total Enrollment</b>	<b>1,952</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	1.7
Asian	3.1
Filipino	3.0
Hispanic or Latino	28.7
Native Hawaiian or Pacific Islander	1.0
White	57.9
Socioeconomically Disadvantaged	32.3
English Learners	4.2
Students with Disabilities	11.3
Foster Youth	0.4

## 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			
Lincoln High School	16-17	17-18	18-19
With Full Credential	74	75	76
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	0	6	10
Western Placer Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	320
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	15

Teacher Misassignments and Vacant Teacher Positions at this School			
Lincoln High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
<b>Total Teacher Misassignments</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>1</b>	<b>1</b>

\* 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 2018-19)**

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<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</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Mathematics</b>	<p>Mathematics – (Adoption Cycle 2014 - 2022) 9 – 12 Carnegie Learning Integrated I, II, &amp; III (Adopted 2014); McDougal Littell Algebra (Adopted 2009); McDougal Littell Geometry (Adopted 2008); Glencoe/McGraw Hill PreCalculus (Adopted 2008) ; AP Calculus:Calculus Extended, Gary Taylor (adopted 2015); Statistics: Pearson Stats- Modeling the World (Adopted 2018);</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Science</b>	<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><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>History-Social Science</b>	<p>History-Social Science – (Adoption Cycle 2005 – 2007) 9 – 12 McDougal Little World History (Adopted 2005); Glencoe McGraw Hill Economics; McDougal Little US History (Adopted 2006); Prentice Hall Comparative Politics (Adopted 2006)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Foreign Language</b>	<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><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Health</b>	<p>Lifetime Health by Holt. Adopted in 2007</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Visual and Performing Arts</b>	<p>Theatre in Action by Glencoe adopted in 2001</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Science Laboratory Equipment</b>	<p>N/A</p> <p><b>The textbooks listed are from most recent adoption:</b> N/A  <b>Percent of students lacking their own assigned textbook:</b> 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)**  
**Year and month in which data were collected: 12/13/17**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> 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.
<b>Interior:</b> Interior Surfaces	Poor	Room 33: Damaged vinyl wall surface Room 32: Vinyl wall surface damage, Damaged ceiling tiles Room 31: Ceiling tiles damaged, Exterior classroom number missing Room 30: Vinyl wall surface damage Damaged ceiling tiles Room 36: Vinyl wall surface damage Room 35: Vinyl wall surface damage Room 34: Damaged ceiling tiles Room 37: Vinyl wall surface damage, Damaged ceiling tiles, Carpet seams separating Room 38: Damaged ceiling tiles Room 7A: Damaged ceiling tiles Room 7E: Vinyl wall surface damage Room 5 Computer Lab: carpet seams separating Room 15: Damaged ceiling tiles, Damaged floor tiles Room 18: Damaged floor tiles Room 43: Vinyl surface wall damage Room 41: Damaged ceiling tiles, Vinyl surface wall damage Room 40: Floor damage, Vinyl surface wall damage Art: Ceiling tiles, Rusted out rain gutter Room 22: Missing ceiling tile Room 21: Wall damage from chairs Horticulture: Vat tile missing (check AHERA report) , Stained ceiling tile Room 25: Stained ceiling tile Room 24: Broken face plate - Low voltage Music & Arts: Stage background curtains are torn, Broken cove base tile in boys restroom
<b>Cleanliness:</b> 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.
<b>Electrical:</b> Electrical	Good	Locker Rooms: Exhaust fan in JV area not working
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Music & Arts: Broken cove base tile in boys restroom Drinking fountains appear to be accessible and functioning as intended.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 12/13/17**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Safety:</b> 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).
<b>Structural:</b> Structural Damage, Roofs	Good	Office: Mailroom - stained ceiling tile, Workroom - Stained ceiling tile, Mr. Mauls office - Stained ceiling tile Room 23: Stained ceiling tile Art: Ceiling tiles, Rusted out rain gutter Room 4C: Stained ceiling tile Room 11: Stained ceiling tile Gymnasium: West wall crack from floor to ceiling
<b>External:</b> 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.
<b>Overall Rating</b>	<b>Good</b>	

**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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	75.0	69.0	54.0	55.0	48.0	50.0
Math	32.0	35.0	39.0	43.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	13.0	31.7	45.4

\* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	427	408	95.55	69.12
Male	217	210	96.77	60.48
Female	210	198	94.29	78.28
Black or African American	12	11	91.67	81.82
American Indian or Alaska Native	--	--	--	--
Asian	15	15	100.00	80.00
Filipino	--	--	--	--
Hispanic or Latino	117	115	98.29	59.13
Native Hawaiian or Pacific Islander	--	--	--	--
White	261	245	93.87	73.47
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	123	118	95.93	55.93
English Learners	38	34	89.47	14.71
Students with Disabilities	39	36	92.31	19.44
Foster Youth	--	--	--	--

Note: ELA 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	427	408	95.55	34.8
Male	217	209	96.31	30.62
Female	210	199	94.76	39.2
Black or African American	12	11	91.67	9.09
American Indian or Alaska Native	--	--	--	--
Asian	15	15	100	46.67
Filipino	--	--	--	--
Hispanic or Latino	117	114	97.44	25.44
Native Hawaiian or Pacific Islander	--	--	--	--
White	261	246	94.25	39.43
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	123	117	95.12	22.22
English Learners	38	35	92.11	14.29
Students with Disabilities	39	37	94.87	0
Foster Youth	--	--	--	--

Note: 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## 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 2018-19)

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, WASC team involvement, Booster Club, Farm Foundation, ELAC meetings, tutoring, and volunteering.

### 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

Lincoln High School's comprehensive safety plan was revised and updated in October, 2018. 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 Lockout, Lockdown, Evacuate, and Shelter. All staff are trained on the parameters of each response, and drills for each response are practice multiple times each year, based on state law and district office directives.

**Suspensions and Expulsions**

School	2015-16	2016-17	2017-18
Suspensions Rate	7.0	5.2	2.6
Expulsions Rate	0.4	0.1	0.2
District	2015-16	2016-17	2017-18
Suspensions Rate	2.8	2.4	1.9
Expulsions Rate	0.1	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

**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.

**Academic Counselors and Other Support Staff at this School**

**Number of Full-Time Equivalent (FTE)**

Academic Counselor	4.0
Counselor (Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.5
Psychologist	1.5
Social Worker	0
Nurse	.17
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0
Other	.5
Average Number of Students per Staff Member	
Academic Counselor	462

\* 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	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	28.0	24.0	30.0	15	30	14	23	17	12	28	36	42
Mathematics	29.0	15.0	29.0	8	19	14	5	4	4	15	6	43
Science	28.0	27.0	29.0	7	8	9	24	15	10	12	18	29
Social Science	33.0	26.0	31.0	5	24	13	4	4	4	35	42	46

\* 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 provided for Teachers**

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.

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.

EL Support: All English and Social Science teachers went through a district-delivered EL support professional development, where staff were instructed in both designated and integrated EL support, with ongoing PD being provided by EL TOSA each year as needed.



School Safety workshop: A team was sent to a school safety training in Las Vegas, and reported out the events at Leadership and Staff meetings to increase best practices in school safety.

School Culture Summit: Two 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 new vehicles called the "Culture Team"

Mental Health Conference: A team is being sent to this conference in the near future, wit the intent of increasing school connectedness and safety for students on campus.

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

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,518	\$47,547
Mid-Range Teacher Salary	\$70,300	\$74,775
Highest Teacher Salary	\$92,445	\$93,651
Average Principal Salary (ES)	\$107,814	\$116,377
Average Principal Salary (MS)	\$111,757	\$122,978
Average Principal Salary (HS)	\$126,014	\$135,565
Superintendent Salary	\$186,983	\$222,853
Percent of District Budget		
Teacher Salaries	37.0	35.0
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/](http://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. 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 busing, and maintenance projects.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Lincoln High School	2014-15	2015-16	2016-17
Dropout Rate	3.3	4.3	2.7
Graduation Rate	95.2	93.1	91.7
Western Placer Unified School District	2014-15	2015-16	2016-17
Dropout Rate	6.1	6.1	5.8
Graduation Rate	88.5	87.5	86.2
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,513	\$2,388	\$7,125	\$76,846
District	◆	◆	\$7,328	\$76,175
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District			-2.8	-0.3
Percent Difference: School Site/ State			8.4	3.2

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1290
% of pupils completing a CTE program and earning a high school diploma	43%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	21%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	98.5
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	41.5

\* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	2	◆
Fine and Performing Arts	1	◆
Foreign Language	2	◆
Mathematics	3	◆
Science	3	◆
Social Science	6	◆
All courses	17	13.1

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	94.8	84.6	88.7
Black or African American	100.0	84.6	82.2
American Indian or Alaska Native	100.0	71.4	82.8
Asian	94.7	100.0	94.9
Filipino	93.3	94.4	93.5
Hispanic or Latino	95.9	80.2	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	94.4	87.2	92.1
Two or More Races	100.0	75.0	91.2
Socioeconomically Disadvantaged	99.1	80.9	88.6
English Learners	73.3	60.5	56.7
Students with Disabilities	80.0	71.3	67.1
Foster Youth	66.7	75.0	74.1

### Career Technical Education Programs

CTE has a long history at Lincoln High School. We have a comprehensive Agricultural program, Project Lead the Way (Biomedical Science & Engineering), Information and Communications Technology, Arts Media Communications, Wood Technologies, Welding, and Power Mechanics Departments. CTE courses begin with exploratory classes in middle school. Upon entering high school, students are able to enroll directly to the various pathways, or career technical classes. From career technical classes or introduction to classes such as 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/CTE Works program. Students are enrolled according to their interest. Our district uses a semester system. This system allows a student to enroll in eight classes a semester. Because of this extra time/classes, 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 serving internships, boasting a large number of industry partners.

### 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).

### 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.