



Lincoln High School

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

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Western Placer Unified School District

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District Governing Board

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Brian Haley

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District Administration

Scott Leaman
Superintendent

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Educational Services

Audrey Kilpatrick
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Services

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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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	565
Grade 10	548
Grade 11	491
Grade 12	414
Total Enrollment	2,018

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	1.6
Asian	3
Filipino	2.4
Hispanic or Latino	29.2
Native Hawaiian or Pacific Islander	1
White	57.2
Two or More Races	1.3
Socioeconomically Disadvantaged	31.3
English Learners	4.2
Students with Disabilities	8.4
Foster Youth	0.2
Homeless	0.3

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	17-18	18-19	19-20
With Full Credential	75	76	85
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	6	10	6

Teacher Credentials for Western Placer Unified	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Lincoln High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	1	1	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 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>English/Language Arts, including the English language development component of an adopted program – (Adoption Cycle 2015 – 2023)</p> <p>* 9 – 10 McGraw Hill Study Sync (Adopted 2017)</p> <p>* 11 – 12 McDougall Little The Language of Literature (Adopted 2002) (State Waiver 2010); CSUS Expository Reading and Writing</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<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</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Science	<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</p> <p>Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<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>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Foreign Language	<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</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Health	<p>Lifetime Health by Holt. Adopted in 2007</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Visual and Performing Arts	<p>Theatre in Action by Glencoe adopted in 2001</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Science Laboratory Equipment	<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</p> <p>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)
 Year and month in which data were collected: 10/16/19

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	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 23: Stained ceiling tile 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 4C: Stained ceiling tile Room 22: Missing ceiling tile Room 11: Stained 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
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.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	Locker Rooms: Exhaust fan in JV area not working
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Music & Arts: Broken cove base tile in boys restroom Drinking fountains appear to be accessible and functioning as intended.
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	Office: Mailroom - stained ceiling tile, Workroom - Stained ceiling tile, Mr. Mauls office - Stained ceiling tile Art: Ceiling tiles, Rusted out rain gutter Gymnasium: West wall crack from floor to ceiling
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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	69	64	55	57	50	50
Math	35	41	43	45	38	39

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 Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	13.3	27.5	48.4

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	481	458	95.22	63.97
Male	248	233	93.95	57.08
Female	233	225	96.57	71.11
Black or African American	15	14	93.33	42.86
American Indian or Alaska Native	--	--	--	--
Asian	16	15	93.75	86.67
Filipino	16	16	100.00	87.50
Hispanic or Latino	155	150	96.77	58.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	247	232	93.93	64.66
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	151	144	95.36	59.03
English Learners	31	30	96.77	33.33
Students with Disabilities	52	51	98.08	17.65
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	483	469	97.10	40.81
Male	248	242	97.58	40.66
Female	235	227	96.60	40.97
Black or African American	15	15	100.00	20.00
American Indian or Alaska Native	--	--	--	--
Asian	16	15	93.75	80.00
Filipino	16	16	100.00	62.50
Hispanic or Latino	156	153	98.08	30.07
Native Hawaiian or Pacific Islander	--	--	--	--
White	248	238	95.97	45.99
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	152	148	97.37	35.81
English Learners	31	31	100.00	16.13
Students with Disabilities	53	53	100.00	9.43
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2019-20)

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 Clubs (Athletics, Football, and Band each have their own parent booster clubs), Farm Foundation, ELAC meetings, tutoring, and volunteering. Those interested in being involved in any of these parent groups should call the main office to get information on when the next meeting is.

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 December, 2019. 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 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.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	5.2	2.6	4.4
Expulsions Rate	0.1	0.1	0.2

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.4	1.9	2.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	504.5

* 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 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	1.375
Library Media Services Staff (Paraprofessional)	
Psychologist	1.3
Social Worker	
Nurse	2.0
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	7.0
Other	

* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	24	30	17	36	30	14	12	42	24	37	7	48
Mathematics	15	19	4	6	29	14	4	43	28	18	7	47
Science	27	8	15	18	29	9	10	29	28	9	9	30
Social Science	26	24	4	42	31	13	4	46	24	31	4	48

* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			2.5

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: Two years ago, 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. Since then, there has been ongoing PD being provided by EL TOSA each year as needed, with help by our EL teachers. Last

School Safety workshop: Last year, 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. This information helps to continue to inform our School Safety plan.

School Culture Summit: Three 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 vehicle called the "Culture Team"

Mental Health Conference: Last year, 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.

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

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,893	\$49,084
Mid-Range Teacher Salary	\$71,003	\$76,091
Highest Teacher Salary	\$93,595	\$95,728
Average Principal Salary (ES)	\$108,151	\$118,990
Average Principal Salary (MS)	\$115,051	\$125,674
Average Principal Salary (HS)	\$127,942	\$137,589
Superintendent Salary	\$189,844	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	35%
Administrative Salaries	5%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,320	\$3,091	\$7,229	\$82,324
District	N/A	N/A	\$7,778	\$82,323.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-7.3	0.0
School Site/ State	-3.8	5.3

Note: Cells with N/A values 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.

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.

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

Rate for Lincoln High School	2015-16	2016-17	2017-18
Dropout Rate	4.3	2.7	4.7
Graduation Rate	93.1	91.7	94

Rate for Western Placer Unified School	2015-16	2016-17	2017-18
Dropout Rate	6.1	10.8	7.8
Graduation Rate	87.5	75.7	83.9

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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%

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. As of next year, 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. 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).

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.

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	99.46
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	46.81

2018-19 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	2	N/A
Foreign Language	2	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	6	N/A
All courses	17	15.6

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

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