

# Lincoln High School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district 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.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Lincoln High School
<b>Street</b>	6844 Alexandria Place
<b>City, State, Zip</b>	Stockton, CA 95207
<b>Phone Number</b>	209-953-8921
<b>Principal</b>	Terry Asplund
<b>E-mail Address</b>	tasplund@lusd.net
<b>Web Site</b>	<a href="http://www.lincolnhigh.org/">http://www.lincolnhigh.org/</a>
<b>CDS Code</b>	39685693933801

<b>District Contact Information</b>	
<b>District Name</b>	Lincoln Unified School District
<b>Phone Number</b>	209-953-8700
<b>Superintendent</b>	Thomas Uslan
<b>E-mail Address</b>	tuslan@lUSD.net
<b>Web Site</b>	www.lUSD.net

### **School Description and Mission Statement (School Year 2016-17)**

Founded in 1954, Lincoln High School (LHS) is the sole comprehensive high school in Lincoln Unified School District. Located in northwest Stockton, the school serves an ethnically and socio-economically diverse population of 2,900 students. LHS is accredited by the Western Association of Schools and Colleges (WASC) and has long maintained a strong reputation in the area for excellence in its various curricular and extra-curricular programs. LHS was granted a six-year accreditation through June 30, 2015, with a three-year review of the major recommendations in 2012.

LHS offers students the flexibility of choosing one of three schedules for attending classes. Students either attend periods 1 – 6 (7:20AM – 2: 00PM), periods 2-7 (8:20AM – 3:00PM), or periods 1-7 (7:20AM – 3:00PM). The school day is shortened for students by one hour on Mondays in order for LHS personnel to meet, learn, and collaborate with one another. Providing these options gives students a chance to accelerate their achievement, while exploring career possibilities and participating in our music, drama, art and Career Technical Education (CTE) programs.

For the student interested in pursuing college after graduation, a traditional college preparation program is offered through a variety of options. Students may choose traditional classes or more project-based classes in some of the major academic areas. These choices are enhanced by honors classes in math and Spanish and Advanced Placement (AP) courses sponsored by the College Board. These AP courses include: Computer Science, English Language and Composition, English Literature and Composition, Spanish, Calculus AB, Statistics, Studio Art, Music Theory, Chemistry, Biology, Geography, World History, United States History, American Government. These articulated classes give students the opportunity to earn CSU and UC credit by earning a passing score on the AP test. Several courses, including but not limited to Careers with Children, Computer Networking, Drafting, and Architecture can be taken for San Joaquin Delta College (SJDC) credit because of a 2+2 articulation agreement granted by the college for these courses.

This broad and varied curriculum is strengthened further through an extensive visual and performing arts program. Student art is exhibited on campus in our art gallery and in a variety of local shows. Upon graduation students are prepared to attend the best art schools in the country. Our band, orchestra and choral students annually win recognition through county, state and national honor band, orchestras and choirs. Our marching band competed in four band reviews, hosted 45 schools in our own band review and has participated three times in the Pasadena Rose Bowl Parade. A dedicated group of parents form our Music Boosters organization, which exists to support our band, orchestra and choral programs.

Students interested in technical preparation also find a welcome home at LHS. In recent years unprecedented effort has been invested in establishing new courses in construction, engineering, sheet metal, and small business management. Through the 2 + 2 articulation program, successful students in LHS classes receive SJDC credit, thus shortening the process of obtaining technical certification from that college. Our students regularly win recognition in business and industrial arts competitions. In each of the past three years, students have won awards for industrial arts at the California State Fair, including Best of Show. Our drafting teacher, Mr. Jeff Wright, was honored as California's Teacher of the Year during the spring of 2001. Construction of a new facility to house our Engineering and Construction Academy was completed in January, 2010.

LHS offers a comprehensive counseling program with eight counselors, who each work with approximately 365 students. We strive to involve parents in decisions affecting their student(s). Parents are included in the process of their child's education through The LINK (the school's newsletter), special mailings, regular mailings (report cards and progress reports), parent information evenings, personal phone calls, automated phone calls and emails, personal meetings with teachers, annual Academic Review meetings with counselors and the school's web site. Parents can read the Daily Student Bulletin, access their student's attendance, grades and personal information records, and email with their child's teachers via this web site.

A full array of extra-curricular programs including student leadership, ethnic and social clubs, service clubs, academic-related clubs, and a full interscholastic sports program for boys and girls is available to all students. There are 32 clubs operating under the direction of Student Council leadership, spirit squad, and a National Naval Defense Cadet Core (NNDCC) unit. Community service is an important component for several of the clubs. Nearly 900 students participate in athletics at LHS. There are 11 men's teams and 11 women's teams and 3 co-ed teams. The lacrosse team is fully funded by parent and community donations. All teams are supported by a strong booster organization. Our speech and debate team regularly places in the top five of our league and routinely qualifies for state and national tournaments. Other academic competition teams include Science Olympiad, Academic Decathlon, and Mock Trial.

English Language Development (ELD) programs are provided to Limited English Proficient students to ensure their equal access to the core curriculum. A fully staffed Multilingual Center provides support services to teachers, students and their families. Outreach workers and translators make contact with families on issues ranging from attendance to grades to discipline.

The needs of our special education students are met through the Resource Specialist Program (RSP), Special Day Classes (SDC), school psychologists, and a Language, Speech and Hearing (LSH) program. RSP teachers provide services to children with special needs through direct instruction, collaboration with classroom teachers, and consultation and support for staff. Resource Specialist students are mainstreamed in general LHS classes for the majority of the school day. Special education staff members may serve non-identified, general education students, as appropriate. These services may be provided in general or special education settings. As the law states, general education teachers will provide services to special education students in collaboration with special education teachers and as provided for in the Individual Education Plans (IEPs) for students. SDC teachers provide for students whose disabilities require placement in more self-contained programs in which materials and instruction are modified. SDC students are integrated in mainstream settings to the extent they are capable.

**Student Enrollment by Grade Level (School Year 2015-16)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 9</b>	713
<b>Grade 10</b>	780
<b>Grade 11</b>	691
<b>Grade 12</b>	655
<b>Total Enrollment</b>	2,839

**Student Enrollment by Group (School Year 2015-16)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	11.3
<b>American Indian or Alaska Native</b>	0.5
<b>Asian</b>	9.2
<b>Filipino</b>	5.1
<b>Hispanic or Latino</b>	43.2
<b>Native Hawaiian or Pacific Islander</b>	1.4
<b>White</b>	26.9
<b>Two or More Races</b>	2.4
<b>Socioeconomically Disadvantaged</b>	53.2
<b>English Learners</b>	9.4
<b>Students with Disabilities</b>	8.2
<b>Foster Youth</b>	0.3

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
<b>With Full Credential</b>	122	123	112	396
<b>Without Full Credential</b>	6	10	20	67
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	6	6	2	8

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
<b>Misassignments of Teachers of English Learners</b>	0	3	2
<b>Total Teacher Misassignments *</b>	0	0	2
<b>Vacant Teacher Positions</b>	0	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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	90.7	9.3
<b>All Schools in District</b>	87.9	12.1
<b>High-Poverty Schools in District</b>	88.1	12.0
<b>Low-Poverty Schools in District</b>	86.0	14.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

**Year and month in which data were collected:** October 2016

Following a public hearing on October 12, 2016, the LUSD Board of Education has found that sufficient textbooks and instructional materials are available to each student in Reading/Language Arts, Mathematics, Science History/Social Science and Health. All students, including English Learners have a textbooks or instructional materials, or both, to use in class or to take home.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Language of Literature: American Literature Adoption Year 2002  Literature: Timeless Voices, Timeless Themes Adoption Year 2002		0%
<b>Mathematics</b>	Practice of Statistics Adoption Year 1999  Advanced Mathematical Concepts Adoption Year 1986  Advanced Mathematics: Precalculus Adoption Year 1994  Algebra 1 Adoption Year 2008  Calculus Adoption Year 1998  Elementary Statistics Adoption Year 2001  Interactive Mathematics Program: Yr 1 Adoption Year 1997  Geometry Adoption Year 1997  Algebra 2 with Trigonometry Adoption Year 1990		0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	<p>Modern Earth Science Adoption Year 1998</p> <p>Chemistry in the Community Adoption Year 2002</p> <p>Physics Adoption Year 1999</p> <p>Biology Adoption Year 1999</p> <p>Cosmic Perspective Adoption Year 2007</p> <p>Earth Science Adoption Year 2002</p> <p>Biology: The Dynamics of Life Adoption Year 2002</p> <p>Hole's Human Anatomy &amp; Physiology Adoption Year 1999</p> <p>Life Science Adoption Year 2003</p> <p>Chemistry &amp; Chemical Reactivity Adoption Year 1996</p> <p>Chemistry: Connections to our Changing World Adoption Year 1996</p>		0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	United States History Adoption Year 1999  Modern World History Adoption Year 1999  Geography Alive! Adoption Year 2006  American Government: Readings & Cases Adoption Year 2006  American Government: Institutions & Politics Adoption Year 2001  American Odyssey: The United States in the 20th Century Adoption Year 1997  World History Adoption Year 2000  American Government Adoption Year 1999  Economics Adoption Year 1999  United States Government Adoption Year 2001  American Pageant Adoption Year 1998		0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

The school was built in 1953. The LHS campus encompasses approximately 60 acres. Our athletic facilities are the best in the county and include: 2 gymnasiums, football stadium, soccer and track stadium with an all-weather track, baseball fields for all 3 levels of play, JV and varsity girls' softball fields and tennis courts which were resurfaced in 2016. A new all-weather track was installed over the summer of 2011. New infield and outfield grass and relocated bleacher seating were put in place at the varsity baseball stadium in the spring of 2010. Fundraising efforts to expand the stadium to include stadium seating, a press box and concession stand are currently underway.

The sparkling new 335 seat Lincoln Theater, with an adjoining Black Box Theater, was completed at the beginning of the 2016-17 school year. Our library includes a library media center (computer lab) for which teachers sign up so their students can use the computers for research. 5 computer labs exist on campus; 1 for digital photography and computer graphics, 1 for yearbook production, 1 for computer science, 1 for computer maintenance and repair, and 1 for computer applications. We have many different classroom buildings that have been built over the last 50 years. During the 2005–2006 school year, we finalized reconstruction of the End Zone classrooms, cafeteria, staff room, library book-room, and art wing. All student lockers were replaced. In January of 2008 the construction of a new gymnasium and lobby, and the reconstruction of the Huddle cafeteria was completed. Student lockers in the girls' locker room were replaced. The reconstruction of the middle school library into four high school classrooms was completed in April 2008, and eliminated the last of our portable classrooms. The construction of the new building for the Engineering and Construction Academy (ECA), the reconstruction of the existing two buildings and landscaping of the surrounding area was completed in March 2010. Our school grounds and buildings are maintained by a district maintenance staff, which works in concert with our custodians. Repairs and projects that custodians are unable to handle are referred to district maintenance staff via a district-wide work order system.

1.5 day custodians and 9.75 night custodians clean every classroom every night. The trash is emptied and desk surfaces and whiteboards are cleaned. Carpets are shampooed and floors are stripped and waxed once a year during school breaks. Repainting and removing graffiti is a high priority and most often taken care on the same day it appears. Three maintenance workers are assigned to LHS for two hours every day for to clean the grounds following the lunch hour. Two full-time grounds men are assigned to our campus to maintain the grass, sprinkler system, flower beds, and all associated trimming of trees and bushes

Three full-time campus supervisors, two full-time security officers and a Stockton Police Officer are assigned to LHS on a daily basis to ensure the safety of our students. A district security officer patrols the school grounds after hours until 11:00 PM every night. The campus is equipped with a video camera system.

**School Facility Good Repair Status (Most Recent Year)**

<b>School Facility Good Repair Status (Most Recent Year)</b>				
<b>Year and month of the most recent FIT report: December 2016</b>				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer			X	Stove and hood are extremely dirty, room is messy
<b>Interior:</b> Interior Surfaces			X	Multiple ceiling tiles stained, broken, missing, or need paint Multiple doors need painting
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation			X	Room is messy
<b>Electrical:</b> Electrical			X	Multiple lights out, and or missing Multiple light covers broken, or missing Light switches broken
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials			X	Curtain at door is fire hazard
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Multiple doors need adjusting Multiple doors need paint Door closure missing Doors missing, or need replaced weather stripping



## Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2016				
Overall Rating	Exemplary	Good	Fair	Poor

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	68	63	47	47	44	48
Mathematics	41	31	33	32	34	36

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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	686	662	96.5	63.0
Male	11	319	306	95.9	54.6
Female	11	367	356	97.0	70.1
Black or African American	11	65	62	95.4	37.1
Asian	11	62	60	96.8	71.7
Filipino	11	36	36	100.0	88.9
Hispanic or Latino	11	298	288	96.6	56.6
White	11	194	188	96.9	71.8
Two or More Races	11	16	15	93.8	66.7
Socioeconomically Disadvantaged	11	347	334	96.3	54.0
English Learners	11	36	33	91.7	21.2

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>Students with Disabilities</b>	<b>11</b>	53	53	100.0	13.2

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 on the CAAs divided by the total number of students who participated in both assessments.

Data is not provided 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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>11</b>	687	668	97.2	31.2
<b>Male</b>	<b>11</b>	320	310	96.9	30.5
<b>Female</b>	<b>11</b>	367	358	97.5	31.8
<b>Black or African American</b>	<b>11</b>	65	63	96.9	17.7
<b>Asian</b>	<b>11</b>	62	61	98.4	52.5
<b>Filipino</b>	<b>11</b>	36	36	100.0	61.1
<b>Hispanic or Latino</b>	<b>11</b>	299	291	97.3	22.1
<b>White</b>	<b>11</b>	194	188	96.9	37.8
<b>Two or More Races</b>	<b>11</b>	16	16	100.0	31.3
<b>Socioeconomically Disadvantaged</b>	<b>11</b>	348	338	97.1	24.3
<b>English Learners</b>	<b>11</b>	36	33	91.7	3.1
<b>Students with Disabilities</b>	<b>11</b>	53	53	100.0	

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 on the CAAs divided by the total number of students who participated in both assessments.

Data is not provided 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.

### 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	55	50	43	57	57	52	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
<b>All Students</b>	750	732	97.6	43.4
<b>Male</b>	364	357	98.1	44.0
<b>Female</b>	386	375	97.2	42.9
<b>Black or African American</b>	72	70	97.2	24.3
<b>Asian</b>	68	68	100.0	54.4
<b>Filipino</b>	31	31	100.0	61.3
<b>Hispanic or Latino</b>	354	348	98.3	37.1
<b>White</b>	197	188	95.4	54.8
<b>Two or More Races</b>	18	18	100.0	55.6
<b>Socioeconomically Disadvantaged</b>	430	416	96.7	33.4
<b>English Learners</b>	62	61	98.4	8.2
<b>Students with Disabilities</b>	82	81	98.8	18.5

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

### Career Technical Education Programs (School Year 2015-16)

The Career & Technical Education Department provides course pathways aligned to fifteen industry sectors defined by the California Department of Education. The courses are aligned with both state and national skill standards and provide excellent exposure to career concepts and expectations. Students have the opportunity to take classes ranging from single-period, introductory level classes to two-period, career training programs, which can involve field placements in local businesses. In addition to exposure for career interests, students may also earn college credits and gain professional experience. Course pathways offered: Media and Design Arts, Child Development, Food Service and Hospitality, Fashion Design, Manufacturing and Merchandising, Information Technology, Industry Building Trades and Construction Industry. Each of these industries are represented by members of the business community on our CTE Advisory Committee. Principal, Terry Asplund, is the committee's primary representative.

### Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
<b>Number of pupils participating in CTE</b>	1302
<b>% of pupils completing a CTE program and earning a high school diploma</b>	51%
<b>% of CTE courses sequenced or articulated between the school and institutions of postsecondary education</b>	22%

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	93.96
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	35.1

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	15	21.2	42.2

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.

**C. Engagement**

**State Priority: Parental Involvement**

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

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

**Opportunities for Parental Involvement (School Year 2016-17)**

We strive to involve LHS parents in their child's education by providing them with a wide variety of opportunities to learn about our school, its programs and the unique characteristics of teenagers. These opportunities include Back to School night, College Night, Financial Aid Night, CTE Information Night, Parent Connections hosted by PTSA, Window on Your Future, Curriculum Fair, 10th Grade Counseling, School Site Council, Athletic and Music Booster organizations, chaperoning student activities such as winter formal and prom, English Language Advisory Council (ELAC), School Site Council, Student Support Team meetings (SSTs), 504 and IEP meetings.

**State Priority: Pupil Engagement**

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	8.20	3.40	2.50	9.00	3.50	5.30	11.40	11.50	10.70
Graduation Rate	89.06	93.84	95.28	85.15	92.93	92.11	80.44	80.95	82.27

**Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)**

Group	Graduating Class of 2015		
	School	District	State
All Students	94	90	86
Black or African American	88	82	78
American Indian or Alaska Native	83	88	78
Asian	100	99	93
Filipino	93	91	93
Hispanic or Latino	93	89	83
Native Hawaiian/Pacific Islander	90	82	85
White	94	91	91
Two or More Races	100	100	89
Socioeconomically Disadvantaged	83	82	66
English Learners	100	93	54
Students with Disabilities	100	100	78

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	6.8	7.5	8.8	7.0	7.0	4.4	3.8	3.7
Expulsions	8.4	0.4	0.7	0.0	0.6	0.6	0.1	0.1	0.1

**School Safety Plan (School Year 2016-17)**

Five full-time campus supervisors, two full-time security officers and five administrators monitor the campus before school, after school, during passing periods and lunch. They take responsibility for specific areas of the campus and become familiar with colleagues and students who frequent those areas. Last year, we practiced evacuation procedures twice and lock-down procedures twice - once while class was in session and once during a passing period. Our safety plan and discipline plan are reviewed, revised at School Site Council meetings and adopted by our district's governing board annually. A public forum is held each March to obtain input from parents, staff and students.

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	100.0

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27	33	20	62	28	30	25	60	28	30	25	60
Mathematics	28	21	32	41	28	20	39	38	28	20	39	38
Science	31	5	19	42	29	5	46	20	29	5	46	20
Social Science	28	19	19	49	28	22	33	44	28	22	33	44

Note: 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.

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	8	365
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4,807	\$484	\$4,323	\$60,921
District	N/A	N/A	\$4,878	\$67,953
Percent Difference: School Site and District	N/A	N/A	-11.4	-1.3
State	N/A	N/A	\$5,677	\$71,517
Percent Difference: School Site and State	N/A	N/A	-7.8	-10.1

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

**Types of Services Funded (Fiscal Year 2015-16)**

LHS receives funding from the district office to run the school. Money is allocated to departments for instructional purposes.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,129	\$43,821
Mid-Range Teacher Salary	\$65,548	\$69,131
Highest Teacher Salary	\$87,096	\$89,259
Average Principal Salary (Elementary)	\$111,716	\$108,566
Average Principal Salary (Middle)	\$111,716	\$115,375
Average Principal Salary (High)	\$140,213	\$125,650
Superintendent Salary	\$193,129	\$198,772
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	5%	6%

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

**Advanced Placement (AP) Courses (School Year 2015-16)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	6	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	6	N/A
Science	5	N/A
Social Science	11	N/A
All courses	30	.6

Cells with N/A values do not require data.

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

**Professional Development (Most Recent Three Years)**

Lincoln Unified School District provides two professional development days for staff annually as a part of the contract, with follow up days and coaching during the year. Lincoln Unified School District is committed to supporting school district staff through quality professional development. Our goal is to continue to have a highly trained professional staff that supports the success of all students in the classroom.

Early student dismissal on Mondays also provides teachers additional time each week to collaborate and articulate with other grade level teachers.