

# Lincoln High School

SARC  
2009-10



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

## GRADES 9-12

6844 Alexandria Pl. Stockton, CA, 95207-2401

Phone: (209) 953-8921 Fax: (209) 952-4646

Website: [www.lusd.net](http://www.lusd.net)

**Thomas Uslan**  
Interim Superintendent

**Debbi Holmerud**  
Principal

## Mission Statement

The mission of Lincoln High School is to educate all students to achieve their maximum potential and to prepare them to be responsible citizens.

## Core Beliefs

- All students can learn.
- Graduation must reflect a clearly defined level of achievement.
- Parents are an integral, formative part of the educational process.
- Students and teachers have multiple intelligences and learning modalities.
- People are life long learners.
- An effective learning environment requires all in the learning community to adhere to high academic and social standards.
- An atmosphere of mutual respect is essential to learning.
- Learning is enhanced when students are connected to a community.
- Students have a responsibility to positively contribute to the learning process.
- Students have a responsibility to the greater community.
- Diversity is valued.
- The educational needs of students should be the driving force of all educational and management decisions.
- Students and staff are entitled to a safe environment.

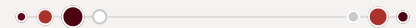
## Principal's Message

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 2,550 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 (7:20 a.m.-2 p.m.), periods 2-7 (8:20 a.m.-3 p.m.), or periods 1-7 (7:20 a.m. - 3 p.m.). 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: English Language and Composition, English Literature and Composition, Spanish, Calculus AB, Statistics, Studio Art, Chemistry, Biology, World History, United States History, American Government and Computer Science. 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 Anatomy/Physiology, Biology, 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. We also have an articulation agreement for our floriculture course with Modesto City College.

*Continued on page 2*



## Lincoln Unified School District

2010 W. Swain Road  
Stockton, CA 95207  
Phone: (209) 953-8700  
Fax: (209) 474-7817  
[www.lusd.net](http://www.lusd.net)

## District Mission Statement

Is to educate all students to  
achieve their maximum potential  
and to prepare them to be  
responsible citizens.



## Principal's Message

*Continued from page 1*

This broad and varied curriculum is strengthened further through an extensive visual and performing arts program. Student art is exhibited in a variety of local shows and 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, the largest in the county, 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 floriculture 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. This academy and facility are being funded by our successful CTE Facility application, awarded in August 2007.

LHS offers a comprehensive counseling program with eight counselors. Seven counselors work with approximately 360 students. An eighth counselor, funded by State Compensatory Education funds, is focused on the needs of incoming ninth grade students identified as being at risk of failure and to provide support to those returning from an alternative education setting. This counselor works with and supports the teachers of the Academic Success Center, alpha counselors and administrators who meet regularly to identify programs and practices that will help prevent student from failing. 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, personal meetings with teachers, annual Academic Review meetings with counselors and the school's website. 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 website.

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 36 clubs, Student Council, drill team, spirit squad made up of a cheer and dance team, and a Naval Jr. ROTC unit. Community service is an important component for several of the clubs. Nearly 500 students participate in athletics at LHS. There are 12 men's teams and 10 women's teams. This is an increase of one men's team with the additional of a new junior varsity lacrosse team, which is being fully funded by parent and community donations. Four of these teams are co-educational. 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.

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 make contact with and translate for 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.

---

***"Home of the Trojans"***

---

## Parental Involvement

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, Parent Connections hosted by PTSA, Window on Your Future, Curriculum Fair, 10<sup>th</sup> 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 Advisory Committee (SAC) GATE parent information meetings, Student Support Team meetings (SSTs), and IEP meetings.

For more information on how to become involved, contact Debbi Holmerud, Principal, at (209) 953-8920.



## School Safety

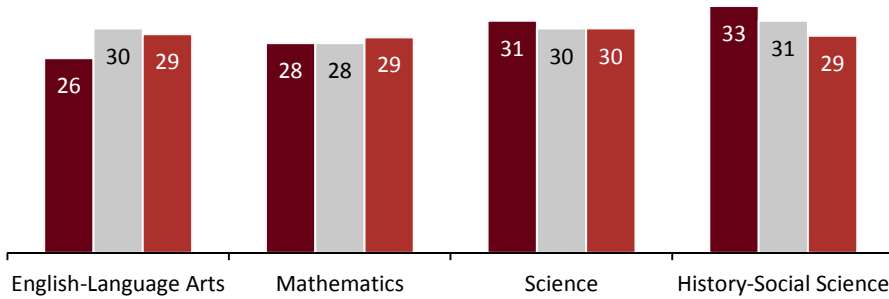
Three full-time campus supervisors, two full-time security officers and five administrators monitor the campus before school, after school, and during passing periods and lunch. They take responsibility for specific areas of the campus and become familiar with colleagues and students who frequent those areas. Last year, we practiced evacuation procedures twice and lockdown 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 Board of Trustees annually. A public forum is held each March to obtain input from parents, staff and students.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in March 2010.

**Class Size**

07-08 08-09 09-10

The bar graph displays the three-year data for average class size.



*“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.”*

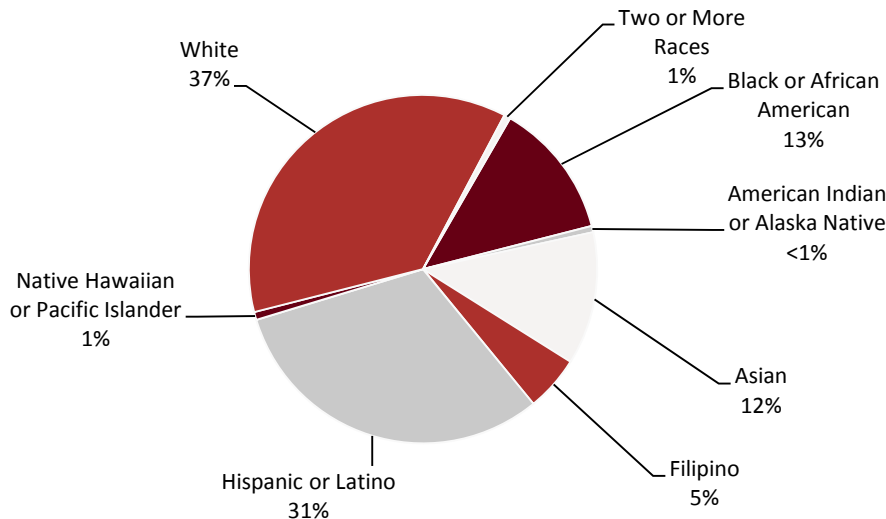
**Class Size Distribution — Number of Classrooms By Size**

Subject	07-08			08-09			09-10		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	49	23	40	18	32	46	17	32	46
Mathematics	21	42	27	10	66	8	9	66	8
Science	2	48	8		56	2		56	
History-Social Science	5	24	70	5	37	30	8	37	33



**Enrollment and Demographics**

The total enrollment at the school was 2,587 students for the 2009-10 school year.



**Professional Development**

Strengthening our staff’s knowledge base is a high priority. School Site Council (SSC) goals, state standards, and teacher needs determine our staff training focus. We dismiss students early on Monday and hold three professional development days a year to allow staff to work collectively and within departments. District and school funds provide teachers with release time so they can pursue additional training.

For the 2007-08 school year, we dedicated three days for professional development. In 2008-09 and 2009-10, there was one day dedicated for professional development.

## Textbooks and Instructional Materials

Textbooks and Instructional Materials List

Subject	Textbook	Adopted
English-Language Arts	<i>Language of Literature: American Literature</i>	2002
English-Language Arts	<i>Literature: Timeless Voices, Timeless Themes</i>	2002
Mathematics	<i>Practice of Statistics</i>	1999
Mathematics	<i>Advanced Mathematical Concepts</i>	1986
Mathematics	<i>Advanced Mathematics: Precalculus</i>	1994
Mathematics	<i>Algebra 1</i>	2008
Mathematics	<i>Calculus</i>	1998
Mathematics	<i>Elementary Statistics</i>	2001
Mathematics	<i>Interactive Mathematics Program: Yr 1 - 4</i>	1997
Mathematics	<i>Geometry</i>	1997
Mathematics	<i>Algebra 2 with Trigonometry</i>	1990
Science	<i>Modern Earth Science</i>	1998
Science	<i>Chemistry in the Community</i>	2002
Science	<i>Physics</i>	1999
Science	<i>Biology</i>	1999
Science	<i>Cosmic Perspective</i>	2007
Science	<i>Earth Science</i>	2002
Science	<i>Biology: The Dynamics of Life</i>	2002
Science	<i>Hole's Human Anatomy &amp; Physiology</i>	1999
Science	<i>Life Science</i>	2003
Science	<i>Chemistry &amp; Chemical Reactivity</i>	1996
Science	<i>Chemistry: Connections to our Changing World</i>	1996
History-Social Science	<i>United States History</i>	1999
History-Social Science	<i>Modern World History</i>	1999
History-Social Science	<i>Geography Alive!</i>	2006
History-Social Science	<i>American Government: Readings &amp; Cases</i>	2006
History-Social Science	<i>American Government: Institutions &amp; Politics</i>	2001
History-Social Science	<i>American Odyssey: The United States in the 20th Century</i>	1997
History-Social Science	<i>World History</i>	2000
History-Social Science	<i>American Government</i>	1999
History-Social Science	<i>Economics</i>	1999
History-Social Science	<i>United States Government</i>	2001
History-Social Science	<i>American Pageant</i>	1998

Note: This data was most recently collected and verified in October 2010.

## Textbooks and Instructional Materials

Following a public hearing on October 13, 2010, 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 textbooks or instructional materials, or both, to use in class or to take home.



## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Lincoln HS	
Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment (Grades 9-12)	0%

### School Facility Items Inspected

The tables show the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Structural:** Structural Condition, Roofs
- **Electrical:** Electrical Systems (interior and exterior)
- **External:** Windows/Doors/Gates/ Fences, Playgrounds/School Grounds

### School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
<b>Overall Summary of Facility Conditions</b>			Exemplary
<b>Date of the Most Recent School Site Inspection</b>			12/28/2010
<b>Date of the Most Recent Completion of the Inspection Form</b>			12/28/2010

**Note:** At the time of this school facility inspection, no deficiencies were found.

### School Facilities

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 2009. New infield and outfield grass and relocated bleacher seating were put in place at the varsity baseball stadium in the spring of 2010. Fund-raising efforts to expand the stadium to include stadium seating, a press box and concession stand are currently underway.

Our library includes a library media center (computer lab) for which teachers sign up so their students can use the computers for research. 5 other computer labs also 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 bookroom, 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.

*Continued on sidebar*

### School Facilities

*Continued from left*

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 three 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.

A locker room and restroom facility for the girls' softball program was completed in December 2011.

A digital marquis is currently under construction.

The District participates in the State School Deferred Maintenance Program, which provides state-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2010-11 school year, the District budgeted \$296,273 for the Deferred Maintenance Program. This represents 0.005% of the District's general fund budget.



### STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels

	Lincoln HS			Lincoln USD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	46%	46%	50%	48%	49%	53%	46%	50%	52%
Mathematics	25%	34%	40%	45%	52%	53%	43%	46%	48%
Science	35%	43%	51%	48%	51%	58%	46%	50%	54%
History-Social Science	33%	44%	44%	35%	43%	45%	36%	41%	44%

### STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2010 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	53%	53%	58%	45%
All Students at the School	50%	40%	51%	44%
Male	45%	40%	57%	48%
Female	55%	39%	46%	39%
Black or African American	35%	26%	41%	28%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	53%	50%	56%	53%
Filipino	58%	43%	67%	54%
Hispanic or Latino	40%	34%	44%	34%
Native Hawaiian or Pacific Islander	73%	43%	❖	❖
White	61%	46%	57%	51%
Two or More Races	34%	18%	❖	56%
Socioeconomically Disadvantaged	38%	35%	39%	31%
English Learners	11%	22%	19%	11%
Students with Disabilities	11%	17%	25%	7%
Students Receiving Migrant Education Services	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at [www.cde.ca.gov/ta/tg/st/documents/starpkt5inrpts.pdf](http://www.cde.ca.gov/ta/tg/st/documents/starpkt5inrpts.pdf).



### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf).

### API Ranks

API Ranks — Three Year Comparison			
	2007	2008	2009
Statewide API Rank	6	6	7
Similar Schools API Rank	2	3	6

### API Growth by Student Group

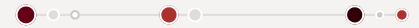
API Growth by Student Group — Three Year Comparison			
Group	Actual API Change		
	07-08	08-09	09-10
All Students at the School	17	34	6
Black or African American	10	48	-8
American Indian or Alaska Native	■	■	■
Asian	47	22	24
Filipino	■	■	■
Hispanic or Latino	12	35	-2
Native Hawaiian or Pacific Islander	■	■	■
White	17	32	19
Two or More Races	■	■	■
Socioeconomically Disadvantaged	25	33	10
English Learners	28	25	17
Students with Disabilities	9	38	-55

■ Data are reported only for numerically significant groups.



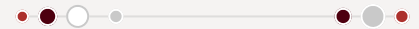
### API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.



### API Growth by Student Group

This table displays, by student group, the actual API change in points added or lost for the past three years.



### API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API		
	Lincoln HS	Lincoln USD	California
All Students	769	788	767
Black or African American	691	705	686
American Indian or Alaska Native	■	■	728
Asian	825	844	890
Filipino	822	851	851
Hispanic or Latino	722	750	715
Native Hawaiian or Pacific Islander	■	■	753
White	807	828	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	710	734	712
English Learners	710	747	692
Students with Disabilities	457	595	580

■ Data are reported only for numerically significant groups.

**API Testing Note:** Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

### Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Federal Intervention Program		
	Lincoln HS	Lincoln USD
Program Improvement Status	Not In PI	In PI
First Year of Program Improvement	◇	2009-2010
Year in Program Improvement	◇	Year 1
Number of Schools Identified for Program Improvement	2	
Percent of Schools Identified for Program Improvement	18%	

◇ Not applicable.

### API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.



### California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

Percentage of Students Meeting Fitness Standards	
Grade 9	
Four of Six Standards	◇
Five of Six Standards	◇
Six of Six Standards	◇
◇ Data not available from the state at the time of publication.	

## Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Lincoln HS		Lincoln USD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API	Yes		Yes	
Graduation Rate	No		No	

## Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

## Academic Counselors and School Support Staff

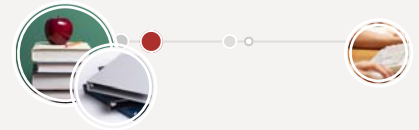
Academic Counselors and School Support Staff	
Academic Counselors	FTE and Ratio
Number of Academic Counselors (FTE)	8.0
Ratio of Students Per Academic Counselor	324:1
Support Staff	FTE
Counselor (Social Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0.0
Other	0.0

## Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

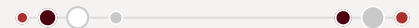
1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).



## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).



## Completion of High School Graduation Requirements

This table shows the percentage of students (that began the 2009-10 school year in the 12th grade) who met all state and local graduation requirements for receiving a high school diploma including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. For more information, visit [www.cde.ca.gov/ta/tg/hs](http://www.cde.ca.gov/ta/tg/hs).

Completion of High School Graduation Requirements			
Group	Graduating Class of 2010		
	Lincoln HS	Lincoln USD	California
All Students	93.5%	91.5%	94.5%
Socioeconomically Disadvantaged	98.1%	90.9%	91.3%
English Learners	94.6%	94.7%	98.5%
Students with Disabilities	73.1%	80.8%	53.4%
Black or African American	88.9%	87.8%	89.7%
American Indian or Alaska Native	❖	100.0%	95.3%
Asian	96.8%	96.8%	97.4%
Filipino	100.0%	100.0%	98.2%
Hispanic or Latino	90.4%	86.1%	91.6%
Native Hawaiian or Pacific Islander	100.0%	100.0%	95.2%
White	95.0%	94.0%	98.1%
Two or More Races	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Data not available from the state at this time.

***“Graduation must reflect a clearly defined level of achievement.”***

## Graduates and Dropouts

This table displays the graduation and one-year dropout rates for the most recent three-year period for which data is available.

Graduate and Dropout Rates									
	Lincoln HS			Lincoln USD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
<b>Graduation Rate</b>	91.3%	87.4%	85.5%	89.9%	86.3%	85%	80.6%	80.2%	78.6%
<b>1-year Dropout Rate</b>	2.9%	2.8%	2.4%	3.3%	3.1%	2.5%	5.5%	4.9%	5.7%

## Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
2009-10 Participation	
Number of Pupils Participating in CTE	1302
Percentage of Pupils Who Completed a CTE Program and Earned a High School Diploma	51%
Percentage of CTE Courses that are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	22%



## Career Technical Education Programs

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

### California High School Exit Exam Results

Percentage of Students Scoring At Proficient or Advanced Levels						
	English-Language Arts			Mathematics		
	07-08	08-09	09-10	07-08	08-09	09-10
Lincoln HS	52.7%	60.8%	60.5%	53.2%	54.7%	60.5%
Lincoln USD	50.9%	58.7%	58.4%	51.0%	52.7%	58.8%
California	52.9%	52.0%	54%	51.3%	53.3%	53.4%

### California High School Exit Exam Results

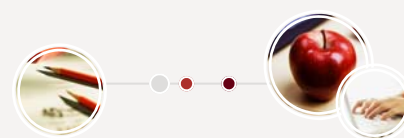
The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California, but the grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has an English-language arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Please note the score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period.

### CAHSEE Results by Student Group: English-Language Arts

This table displays the percentage of students, by group, achieving at each performance level in English-language arts for the most recent testing period.

Percentage of Students Achieving at Each Performance Level			
Group	English-Language Arts		
	Not Proficient	Proficient	Advanced
All Students in the District	41.7%	26.8%	31.4%
All Students at the School	39.6%	27.8%	32.6%
Male	48.5%	23.1%	28.4%
Female	31.5%	32.1%	36.4%
Black or African American	50.7%	23.3%	26.0%
American Indian or Alaska Native	❖	❖	❖
Asian	38.4%	21.9%	39.7%
Filipino	28.1%	21.9%	50.0%
Hispanic or Latino	51.0%	24.5%	24.5%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	28.8%	34.1%	37.1%
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	52.9%	25.0%	22.1%
English Learners	58.7%	24.6%	16.7%
Students with Disabilities	93.8%	4.2%	2.1%
Students Receiving Migrant Education Services	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



*“An effective learning environment requires all in the learning community to adhere to high academic and social standards.”*



### CAHSEE Results by Student Group: Mathematics

This table displays the percentage of students, by group, achieving at each performance level in mathematics for the most recent testing period.

Percentage of Students Achieving at Each Performance Level			
Group	Mathematics		
	Not Proficient	Proficient	Advanced
All Students in the District	41.3%	39.1%	19.6%
All Students at the School	39.6%	39.8%	20.6%
Male	35.6%	39.3%	25.1%
Female	43.3%	40.2%	16.4%
Black or African American	50.7%	39.7%	9.6%
American Indian or Alaska Native	❖	❖	❖
Asian	28.8%	34.2%	37.0%
Filipino	18.8%	40.6%	40.6%
Hispanic or Latino	44.1%	43.1%	12.9%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	38.9%	37.6%	23.5%
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	48.3%	39.8%	11.9%
English Learners	44.4%	40.5%	15.1%
Students with Disabilities	82.6%	15.2%	2.2%
Students Receiving Migrant Education Services	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

### Courses Required for UC/CSU Admission

**University of California:** Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For more information on general admissions requirements, please visit the University of California Web site at [www.universityofcalifornia.edu/admissions/general.html](http://www.universityofcalifornia.edu/admissions/general.html).

**California State University:** Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are: specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Web site at [www.calstate.edu/admission](http://www.calstate.edu/admission).

### Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension Rate		
Lincoln HS		
07-08	08-09	09-10
0.483	0.659	0.236
Lincoln USD		
07-08	08-09	09-10
0.305	0.445	0.211
Expulsion Rate		
Lincoln HS		
07-08	08-09	09-10
0.002	0.004	0.012
Lincoln USD		
07-08	08-09	09-10
0.001	0.002	0.009



### Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission for the most recent year for which data is available. For more detailed information, please visit <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Admission Data	
2008-09 Admission	
Percentage of Students Enrolled in Courses Required for UC/CSU Admission	52.9%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission	34.2%

## Teacher Qualifications

Teacher Credential Information				
	Lincoln USD	Lincoln HS		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	396	108	104	111
Without Full Credential	3	8	6	0
Teaching Outside Subject Area of Competence		0	0	3

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Lincoln HS		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

## No Child Left Behind Compliant Teachers

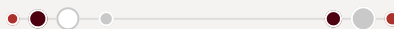
NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Lincoln HS	93.9%	6.1%
All Schools in District	90.2%	9.8%
High-Poverty Schools in District	96.9%	3.1%
Low-Poverty Schools in District	74.5%	25.5%

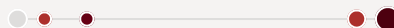
**NCLB Note:** High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.



*"The educational needs of students should be the driving force of all educational and management decisions."*



## Advanced Placement Courses

The following is a list of advanced placement (AP) courses offered by subject at the school. For the 2009-10 school year, 2.9% of the school's students were enrolled in a total of 12 AP courses offered.

Advanced Placement Courses	
Computer Science	1
English	2
Fine and Performing Arts	1
Foreign Language	1
Mathematics	2
Science	2
Social Science	3

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	Lincoln USD	Similar Sized District
Beginning Teacher Salary	\$41,196	\$41,209
Mid-Range Teacher Salary	\$58,538	\$65,228
Highest Teacher Salary	\$77,782	\$83,339
Average Principal Salary	\$125,116	\$119,247
Superintendent Salary	\$168,674	\$179,589
Teacher Salaries — Percent of Budget	44.8%	40.7%
Administrative Salaries — Percent of Budget	5.4%	5.9%

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
	Lincoln HS
Total Expenditures Per Pupil	\$327
Expenditures Per Pupil From Restricted Sources	\$165
Expenditures Per Pupil From Unrestricted Sources	\$162
Annual Average Teacher Salary	\$40,866

## Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Lincoln HS	\$162	\$40,866
Lincoln USD	\$644	\$49,374
California	\$5,681	\$65,399
School and District — Percent Difference	-296.5%	-20.8%
School and California — Percent Difference	-3399.0%	-60.0%

## Financial Data

The financial data displayed in the SARC is from the 2008-09 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).



## Types of Services Funded

LHS receives School Improvement Program (SIP), Economic Impact Aid/Limited English Proficient (EIA/LEP), Economic Impact Aid/State Compensatory Education (EIA/SCE) and GATE funding to supplement the services our students receive in the general education program. During the 2009-10 school year SIP funds were used to support educational technology purchases and programs designed to enhance our school safety and security. EIA/LEP funds are used to provide instructional materials, teacher leadership, and bilingual paraprofessionals to support our English Language Learners. EIA/SCE funds are used to fund instructional materials, professional development and staff for our Academic Success Center.

## School Accountability Report Card

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of February 2011.

PUBLISHED BY:

**SIA** School  
Innovations  
& Advocacy  
www.sia-us.com | 800.487.9234