



Lincoln High School

2600 Teagarden St. • San Leandro, CA 94577 • (510) 618-4460 • Grades 9-12

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2012-13 School Accountability Report Card Published During the 2013-14 School Year

San Leandro Unified School District

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About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (510) 618-4460.

School Description

Principal's Message

The purpose of Lincoln High School is to provide an alternative education setting for San Leandro Unified School District students to earn a diploma in ways markedly different than the comprehensive high school. Credit deficiency is the main reason students enroll in our continuation high school. We recognize that students have different reasons for being behind in credits (family problems, truancy, relocating, etc.) and that we must provide them with a non-traditional way of earning credits towards graduation. The staff at Lincoln High School works with students individually as young adults to help them gain academic focus, to gear them towards graduating and to prepare them for future scholarly and occupational aspirations. We have high academic and social expectations for all of our students and we encourage them to aspire to greatness.

Lincoln High School is a credit recovery school for students 16 and older who are behind on credits and are willing to work hard to graduate on time. Lincoln offers a personalized learning environment with small classes, and student choice about how to earn credits. Lincoln students can take up to eight classes per day, taught from 8:15 a.m. to 3:05 p.m. The after-school program offers enrichment and credit recovery classes. Lincoln High School is accredited by the Western Association of Schools and Colleges, and is a Model Continuation High School in California.

District Vision Statement

The mission of the San Leandro Unified School District is to educate students to achieve and demonstrate academic excellence and become confident, collaborative and competitive in a global society, by utilizing state of the-art technologies and innovative teaching strategies within a well-maintained, secure learning environment, in a region rich in heritage and diverse in culture, where we value our traditions while welcoming change.

District Profile San Leandro Unified School District is located in the City of San Leandro, which is situated 20 miles southeast of San Francisco. San Leandro is a friendly and diverse city with a colorful heritage and numerous cultural amenities including a 450-berth Marina, two golf courses and a large community library center. San Leandro is well-known for its quiet, well-defined neighborhoods full of charming and unique older houses on tree-lined streets. San Leandro residents are proud of both their neighborhoods and their city, which can be seen in their active involvement in the city's numerous neighborhood and homeowner's associations.

School Mission Statement

The mission of Lincoln High School is to provide an alternative educational setting where all students receive individualized support and experience success in a nurturing, comfortable environment that promotes respect, integrity and academic excellence.

Philosophy

We believe that everyone is capable of greatness and that is our responsibility to do whatever it takes to ensure the academic, social and emotional success of each student.

School-wide Learner Outcomes

Upon graduation from Lincoln High School, students will:

Become lifelong learners by:

- Acquiring a variety of learning strategies
- Demonstrating knowledge of abilities, strengths and interests
- Possessing self-confidence in academic capabilities

Develop effective critical thinking and problem-solving skills by:

- Increasing performance levels on standards-based assessments
- Reading, writing and using mathematics at a high school level
- Utilizing essential skills for research and test-taking strategies

Strengthen personal character by:

- Speaking and listening effectively in academic, professional and public settings
- Valuing individual beliefs while allowing for compromise, risk-taking and collaboration
- Demonstrating punctuality, attendance, attitude, participation and productivity
- Practicing integrity, self-discipline, respect and compassion

Practice active citizenship and concern for others by:

- Negotiating conflicts, while understanding and respecting diversity
- Valuing and participating in service to the community
- Being aware of environmental, political and global issues
- Showing respect to self and others

Opportunities for Parental Involvement

All families participate in an orientation workshop when their student enters Lincoln to understand the educational options available and help ensure that Lincoln is the right place for their student. at the start of the new school year or as their student enrolls during the course of the year.

Every quarter the Lincoln Alternative Educational Center hosts a Transcript Celebration Night. At the Celebration Night, families and their students get the very first chance to see their latest grades and credits and celebrate their progress. We have dinner for the whole family, and all the teachers are on hand to answer questions and check in about students' progress. Families have a chance to see what has been going on around campus, and maybe even snap a picture of their student next to their name on the Honor Roll. The event is quite informal: families stay as long – or as short – as they'd like

Lincoln High School also has a school site council that meets periodically throughout the year to review the site plan and to discuss pertinent issues, curriculum and policies.

Contact Information

Parents who wish to participate in Lincoln High School's school committees, school activities, or become a volunteer may contact the main office at (510) 618-4460.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 11	18
Gr. 12	99
Total	117

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	31.6
American Indian or Alaska Native	1.7
Asian	0.9
Filipino	2.6
Hispanic or Latino	55.6
Native Hawaiian/Pacific Islander	0.0
White	7.7
Two or More Races	0.0
Socioeconomically Disadvantaged	70.1
English Learners	29.1
Students with Disabilities	15.4

Average Class Size and Class Size Distribution												
Year	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	11	12	13	11	12	13	11	12	13	11	12	13
English	10.7	14.4	9	3	5	5	0	0		0	0	
Math	7.3	14.3	15	3	3	3	0	0		0	0	
Science	7.3	17.3	17	4	3	3	0	0		0	0	
SS	6.5	14	15	8	8	10	0	0		0	0	

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	10-11	11-12	12-13
Suspensions Rate	56	26.47	7.69
Expulsions Rate	6	0	0
District	10-11	11-12	12-13
Suspensions Rate	18.68	17.75	15.65
Expulsions Rate	0.77	0.11	0.06

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The safety of students and staff is a primary concern at Lincoln High School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is updated annually by teachers and classified staff, most recently in November 2012. The key elements of the School Site Safety Plan include how to handle an emergency, staffing in an emergency, emergency procedures, and student/staff safety.

To ensure student safety, staff members supervise students at all times before and after school, and during breaks. Visitors are not allowed on campus without prior permission from the principal.

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 1/22/14

Age & Condition of Facilities

Lincoln High School was originally constructed in 1991 and is currently comprised of five portable classrooms, a mini-library, a staff lounge, a computer lab, and administrative offices. Upgrades and additions to the campus occurred in 1997 and 1998.

Cleaning Process

One part-time custodial staff member works daily to ensure that the cleaning of the school is maintained to provide a clean and safe school.

Maintenance & Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs. At the time of publication 100% of Lincoln High School's restrooms were in good working order. The chart displays the results of the most recent school facilities inspection provided by the district. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been scheduled for repair or are in the process of remediation. With the passage of Measure B, modernization and renovation of the San Leandro schools has begun. For more information about Measure B, please visit the district's web site: www.sanleandro.k12.ca.us.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program 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, interior/exterior painting, electrical systems, and flooring. For the 2012-2013 school year, the district allocated \$164,000 for the deferred maintenance program. This represents .22% of the district's general fund budget.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	Hole in wall-Room 2. Various bulbs out. Various ceiling tiles broken/stained. Several doors need adjustment.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

Teacher Credentials			
School	10-11	11-12	12-13
Fully Credentialed	6	11	9
Without Full Credential	1	1	1
Teaching Outside Subject Area	0	0	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	◆	◆	405
Without Full Credential	◆	◆	9

Teacher Misassignments and Vacant Teacher Positions at this School			
School	11-12	12-13	13-14
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

Primary areas of focus for staff development include analyzing student performance data and implementing action steps to address areas of need, building strong relationships with students, common core state standards, improving instructional strategies and equity. The areas of focus are determined through the WASC self-study, as well as input from staff, students and families and constant data analysis.

Teachers are given release time by the principal to observe other teachers and also to attend workshops and conferences. Staff development is supported for classroom implementation through BTSA (Beginning Teachers Support and Assessment) Support Providers and district instructional coaches.

The district supports staff development through three Professional Growth Days each year.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	71.4	28.6
Districtwide		
All Schools	92.0	8.0
High-Poverty Schools	91.9	8.1
Low-Poverty Schools	95.2	4.8

* 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 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Social/Behavioral or Career Development Counselor	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	1
Other	1
Average Number of Students per Staff Member	
Academic Counselor	225

* 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.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

- Federal, ECIA/ESEA/IASA (Title I)
- K-5 Class Size Reduction
- Economic Impact Aid (EIA)
- Peer Assistance & Review
- Special Education Master Plan
- Instructional Materials
- ROC/P Entitlement
- Supplemental Counseling
- Gifted & Talented Pupils
- School & Library Improvement Program
- Special Education Transportation
- School Safety & Violence Prevention
- Title II Teacher Quality
- Title III English Learners
- Federal, Special Education, Entitlement per UDC
- Vocational and Applied Technology Education Act / California Partnership Academy
- CAHSEE
- 21st Century
- Homeless Children
- Medi-Cal Billing
- Gear up
- After School Safety
- Mental Health
- QEIA

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,981	\$1,333	\$7,648	\$73,461
District	♦	♦	\$4,333	\$75,133
State	♦	♦	\$5,537	\$67,106
Percent Difference: School Site/District			76.5	-2.2
Percent Difference: School Site/ State			38.1	9.5

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,098	\$40,928
Mid-Range Teacher Salary	\$68,225	\$64,449
Highest Teacher Salary	\$90,568	\$82,826
Average Principal Salary (ES)	\$109,795	\$102,640
Average Principal Salary (MS)	\$116,916	\$109,253
Average Principal Salary (HS)	\$135,375	\$118,527
Superintendent Salary	\$214,619	\$183,968
Percent of District Budget		
Teacher Salaries	48.1%	39.7%
Administrative Salaries	6.7%	5.8%

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: December, 2012

San Leandro Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program.

San Leandro Unified School District held a public hearing on September 20th, 2011 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks as of January 2012 are illustrated in the chart.

Textbooks and Instructional Materials		
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts		
The textbooks listed are from most recent adoption:	Yes	Heinle & Heinle Adopted 2010
Percent of students lacking their own assigned textbook:	0.0%	Holt, Rinehart & Winston Adopted 2003
		Hampton Brown Adopted 2011
Mathematics		
The textbooks listed are from most recent adoption:	Yes	McDougal Littel Adopted 2008
Percent of students lacking their own assigned textbook:	0.0%	Pearson/Addison Wesley Adopted 2008
		W.H. Freeman Adopted 2008
Foreign Language		
The textbooks listed are from most recent adoption:	Yes	Holt, Rinehart & Winston Adopted 2003
Percent of students lacking their own assigned textbook:	0.0%	McDougal Littell Adopted 2003
		Prentice Hall Adopted 2003
Health		
The textbooks listed are from most recent adoption:	Yes	Glencoe Adopted 2006
Percent of students lacking their own assigned textbook:	0.0%	

Student Performance Data

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison (A Composite of CST, CMA and CAPA)									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	2	2	8	45	48	46	54	56	55
Math		5		36	37	37	49	50	50
Science				53	49	52	57	60	59
H-SS	0	4	9	39	37	40	48	49	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

2013 STAR Results by Student Group (A Composite of CST, CMA and CAPA)

Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	46	37	52	40
All Student at the School	8			9
Male	17			18
Female				
Black or African American				9
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	13			10
Native Hawaiian/Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	11			8
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

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.

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-42	62	74
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	B	B	B
Similar Schools	B	B	B

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

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		8
Percent of Schools Currently in Program Improvement		100.0

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group	School	District	State	
All Students at the School	Students	15	6,317	4,655,989
	API-G	500	740	790
Black or African American	Students	5	987	296,463
	API-G		670	708
American Indian or Alaska Native	Students	0	17	30,394
	API-G		725	743
Asian	Students	0	934	406,527
	API-G		858	906
Filipino	Students	0	501	121,054
	API-G		804	867
Hispanic or Latino	Students	9	2,965	2,438,951
	API-G		703	744
Native Hawaiian/Pacific Islander	Students	0	86	25,351
	API-G		680	774
White	Students	1	664	1,200,127
	API-G		781	853
Two or More Races	Students	0	163	125,025
	API-G		822	824
Socioeconomically Disadvantaged	Students	12	4,525	2,774,640
	API-G	615	714	743
English Learners	Students	4	2,712	1,482,316
	API-G		711	721
Students with Disabilities	Students	2	826	527,476
	API-G		573	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	N/A	No
Met Graduation Rate (if applicable)	Yes	Yes

Admission Requirements for California's Public Universities

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 course 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 general admissions requirements, please visit the UC Admissions Information webpage at www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the CSU webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	48	655	418,598
Black or African American	17	112	28,078
American Indian or Alaska Native	1	4	3,123
Asian	1	140	41,700
Filipino	3	64	12,745
Hispanic or Latino	20	222	193,516
Native Hawaiian/Pacific Islander	1	10	2,585
White	5	96	127,801
Two or More Races		7	6,790
Socioeconomically Disadvantaged	33	391	217,915
English Learners	14	184	93,297
Students with Disabilities	9	54	31,683

Dropout Rate and Graduation Rate			
Indicator	2009-10	2010-11	2011-12
School			
Dropout Rate (1-year)	16.90	13.70	12.50
Graduation Rate	83.59	79.86	82.10
District			
Dropout Rate (1-year)	16.90	13.70	12.50
Graduation Rate	82.89	82.10	83.09
State			
Dropout Rate (1-year)	16.60	14.70	13.10
Graduation Rate	80.53	77.14	78.73

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Subject	2010-11	2011-12	2012-13
School			
English-Language Arts			
Mathematics			
District			
English-Language Arts	49	47	48
Mathematics	43	44	42
State			
English-Language Arts	59	56	57
Mathematics	56	58	60

Advanced Placement Courses (School Year 2011-12)		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English		---
Fine and Performing Arts		---
Foreign Language		---
Mathematics		---
Science		---
Social Science		---
All courses		

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	52	24	24	59	28	14
All Students at the School	0			0		
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	203
Percent of pupils completing a CTE program and earning a high school diploma	10.4
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	20.0

Courses for University of California and/or California State University	
UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district’s CTE advisory committee and the industries represented on the committee

Lincoln High School’s Career Technical Education programs provide a sequence of courses that furnish individuals with the academic, technical knowledge, and skills individuals need to prepare for further education and for careers in current or emerging employment sectors. The table displays questions and answers about student participation in Lincoln High School’s Career Technical Education (CTE) programs.