

Lincoln High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Lincoln High School
Street	6844 Alexandria Place
City, State, Zip	Stockton, CA 95207
Phone Number	209-953-8920
Principal	Kat Bender
Email Address	kbender@lusd.net
School Website	www.lincolnhigh.org
County-District-School (CDS) Code	39685693933801

2022-23 District Contact Information

District Name	Lincoln Unified School District
Phone Number	209-953-8700
Superintendent	Kelly Dextraze
Email Address	kdextraze@lusd.net
District Website Address	http://www.lusd.net/

2022-23 School Overview

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, 2021 and then a 1-year extension to June, 2022 due to school closures.

For the student interested in pursuing college after graduation, a traditional college preparation program is offered through a variety of options. This broad and varied curriculum is strengthened further through an extensive visual and performing arts program. Students interested in technical preparation have a wide variety of CTE courses to choose from. LHS offers a comprehensive counseling program with nine counselors which includes a College and Career counselor. 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 program. 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. 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 is available to all students.

Lincoln High School Mission:

Lincoln High School strives to educate all students to their maximum potential, to prepare them to be responsible citizens, and to equip them with the tools to live a fulfilling life.

Lincoln High School Vision:

Lincoln High School aims to be a leader in secondary education by inspiring and empowering all learners to be self-reliant and college and career ready.

Lincoln High School Social Vision:

Lincoln High School promotes equity, individuality, human kindness, respect, and acceptance of all.

2022-23 School Overview

Lincoln High School has four main goals and supporting actions that mirror the Lincoln High WASC School Action Plan. All goals and actions support needs identified by stakeholders through the WASC process.

1. Lincoln High School will provide professional development opportunities with a focus on improving student achievement and mitigating learning loss resulting from COVID-19 school shutdowns.
2. Lincoln High School will improve academic and social-emotional advisement opportunities for students.
3. Lincoln High School will increase student achievement in all areas reflected on the California School Dashboard.
4. All Lincoln High School policies, practices, systems, and social opportunities will be reviewed and refined to reflect and best address our diverse student population.

Progress is monitored through annual data analysis by each stakeholder group including staff, students and parents. Stakeholders analyze professional development calendars, all California Dashboard data, and attendance, grades and discipline data.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	767
Grade 10	758
Grade 11	734
Grade 12	711
Total Enrollment	2,970

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1
Male	48.8
American Indian or Alaska Native	0.5
Asian	10.1
Black or African American	11.4
Filipino	3.3
Hispanic or Latino	49.8
Native Hawaiian or Pacific Islander	1.0
Two or More Races	4.7
White	18.9
English Learners	8.9
Foster Youth	0.3
Homeless	1.8
Migrant	0.1
Socioeconomically Disadvantaged	50.1
Students with Disabilities	10.9

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	95.00	72.99	350.40	79.19	228366.10	83.12
Intern Credential Holders Properly Assigned	6.20	4.76	19.60	4.44	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.30	3.33	11.60	2.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	11.30	8.74	38.20	8.64	12115.80	4.41
Unknown	13.20	10.16	22.50	5.10	18854.30	6.86
Total Teaching Positions	130.20	100.00	442.60	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	2.10	
Misassignments	2.10	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	4.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	2.20	
Local Assignment Options	9.10	
Total Out-of-Field Teachers	11.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.50	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.80	

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Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Following a public hearing 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.

Year and month in which the data were collected	September 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>My Perspectives Adoption Year 2022</p> <p>Inspire Literacy Adoption Year 2022</p> <p>The Bradford Introduction to Literature Adoption Date 2011</p> <p>Language of Literature, American Lit Adoption Date 2010</p> <p>McGraw Hill Reader Adoption Year 2010</p> <p>Literature British Literature Adoption Year 2009</p>		0%
Mathematics	<p>Big Ideas Math - Modeling Real Life - Common Core Edition Adoption Year 2018</p> <p>CPM Core Connections Integrated I Adoption Year 2018</p> <p>CPM Core Connections Integrated II Adoption Year 2018</p> <p>CPM Core Connections Integrated III Adoption Year 2018</p> <p>CPM Precalculus 3rd Edition Adoption Year 2020</p> <p>Calculus of a Single Variable Adoption Year 2013</p> <p>Calculus for AP 2019 Adoption Year 2022</p> <p>The Practice of Statistics Adoption Year 2014</p> <p>Discovering Geometry: An Investigative Approach Adoption Year 2012</p> <p>Algebra 1 Resources (Honors) Adoption Year 1998</p>		0%
Science	<p>Biology: The Dynamics of Life Adoption Year 2002</p> <p>Pearson Chemistry Adoption Year 2014</p> <p>Chemistry AP 9th Edition Adoption Year 2013</p>		0%

	<p>STEMScopes Physics Adoption Year 2022</p> <p>Physics Principles With Applications(AP) Adoption Year 2017</p> <p>College Physics 2018 Adoption Year 2022</p> <p>Hole's Human Anatomy & Physiology, 8th, 9th, & 11th eds. Adoption Year 2022</p> <p>Environment: The Science Behind the Stories AP Adoption Year 2016</p>		
History-Social Science	<p>Geography Alive! Regions and People Adoption Year 2007</p> <p>American Pageant AP Edition Adoption Year 2013</p> <p>America Through the Lens 2019 Adoption Year 2022</p> <p>History Alive! World Connections Adoption Year 2020</p> <p>Traditions and Encounters (AP History) Adoption Year 2020</p> <p>Human Geography: A Spatial Perspective AP Edition Adoption Year 2021</p> <p>Economics California 2019 Adoption Year 2020</p> <p>Government in America People Politics and Policy Adoption Year 2014</p> <p>Magruder's American Government Adoption Year 2020</p>		0%
Foreign Language	<p>Discovering French Nouveau! 1 Bleu Adoption Year 2004</p> <p>Discovering French Nouveau! 2 Blanc Adoption Year 2004</p> <p>Discovering French Nouveau! 3 Rouge Adoption Year 2007</p> <p>Prego! An Invitation To Italian Adoption Year 2012</p> <p>Avancemos Spanish 1 Adoption Year 2016</p> <p>Avancemos Spanish 2 Adoption Year 2016</p>		0%

	Avancemos Spanish 3 Adoption Year 2016		
	Avancemos Spanish 4 Adoption Year 2016		
	El espanol para nosotros : curso para hispanohablantes / Level 1 Adoption Year 2016		
	El espanol para nosotros : curso para hispanohablantes / Level 2 Adoption Year 2016		
	Vista Higher Learning Temas AP Adoption Year 2013		
Health	Health Connected, Teen Talk High School, 2017 Edition Adoption Year 2017	Yes	0%
	Health Pearson Year 2008		
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)			0%

School Facility Conditions and Planned Improvements

Lincoln High School school was built in 1953. The LHS campus encompasses approximately 60 acres. Lincoln High's athletic facilities are the best in the county. Lincoln's 335 seat Lincoln Theater, with an adjoining Black Box Theater, was completed in 2016. The school library includes a library media center. Career and Technical Education facilities include a full Engineering and Construction Academy, computer labs for electronic music and digital video editing, and a restaurant grade culinary arts facility.

The Lincoln High 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. Day custodians maintain the school during the day and 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 daily 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.

Seven 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 every night.

Year and month of the most recent FIT report

December 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

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 Facility Rate

Exemplary	Good	Fair	Poor
X			

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	59	N/A	44	N/A	47
Mathematics (grades 3-8 and 11)	N/A	25	N/A	27	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	721	689	95.56	4.44	59.33
Female	377	363	96.29	3.71	64.09
Male	343	325	94.75	5.25	53.87
American Indian or Alaska Native	--	--	--	--	--
Asian	83	79	95.18	4.82	74.68
Black or African American	83	80	96.39	3.61	48.10
Filipino	21	21	100.00	0.00	71.43
Hispanic or Latino	342	325	95.03	4.97	53.40
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	47	47	100.00	0.00	57.45
White	133	125	93.98	6.02	68.55
English Learners	68	65	95.59	4.41	14.06
Foster Youth	--	--	--	--	--
Homeless	15	12	80.00	20.00	72.73
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	382	361	94.50	5.50	54.60
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	78	71	91.03	8.97	12.86

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	721	683	94.73	5.27	24.89
Female	377	359	95.23	4.77	21.73
Male	343	323	94.17	5.83	28.48
American Indian or Alaska Native	--	--	--	--	--
Asian	83	79	95.18	4.82	43.04
Black or African American	83	80	96.39	3.61	11.25
Filipino	21	21	100.00	0.00	42.86
Hispanic or Latino	342	320	93.57	6.43	16.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	47	46	97.87	2.13	36.96
White	133	125	93.98	6.02	36.00
English Learners	68	65	95.59	4.41	1.54
Foster Youth	--	--	--	--	--
Homeless	15	12	80.00	20.00	16.67
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	382	357	93.46	6.54	20.45
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	78	72	92.31	7.69	4.17

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	29.91	24.65	22.22	22.23	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	667	641	96.1	3.9	24.65
Female	358	343	95.81	4.19	21.57
Male	308	297	96.43	3.57	28.28
American Indian or Alaska Native	--	--	--	--	--
Asian	57	56	98.25	1.75	41.07
Black or African American	66	62	93.94	6.06	8.06
Filipino	28	28	100	0	39.29
Hispanic or Latino	334	322	96.41	3.59	19.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	30	96.77	3.23	23.33
White	146	139	95.21	4.79	35.25
English Learners	61	61	100	0	1.64
Foster Youth	0	0	0	0	0
Homeless	12	11	91.67	8.33	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	308	296	96.1	3.9	16.22
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	59	58	98.31	1.69	8.62

2021-22 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. Each of these industries are represented by members of the business community on our CTE Advisory Committee. Lance Morrow (CTE Coordinator) is the committee's primary representative.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	965
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	60.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.02
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	46.84

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	92%	92%	94%	92%	95%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Lincoln High School strives 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, monthly Parent Connect Workshops, Open House, Window on Your Future, the Curriculum Fair, 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.

Parents interested in becoming more involved with Lincoln High School can call Principal, Kat Bender, at (209) 953-8920.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		2.1	4.1		3	4		8.9	7.8
Graduation Rate		95	94.4		93.6	93.8		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	691	652	94.4
Female	369	351	95.1
Male	321	300	93.5
American Indian or Alaska Native	--	--	--
Asian	59	58	98.3
Black or African American	71	65	91.5
Filipino	29	28	96.6
Hispanic or Latino	343	319	93.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	34	34	100.0
White	150	144	96.0
English Learners	102	88	86.3
Foster Youth	--	--	--
Homeless	20	19	95.0
Socioeconomically Disadvantaged	439	409	93.2
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	74	64	86.5

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3137	3074	1017	33.1
Female	1601	1567	533	34.0
Male	1533	1504	484	32.2
American Indian or Alaska Native	15	13	5	38.5
Asian	309	309	64	20.7
Black or African American	357	354	138	39.0
Filipino	101	101	17	16.8
Hispanic or Latino	1583	1538	568	36.9
Native Hawaiian or Pacific Islander	31	31	13	41.9
Two or More Races	146	143	50	35.0
White	585	576	160	27.8
English Learners	300	288	100	34.7
Foster Youth	19	16	4	25.0
Homeless	75	74	40	54.1
Socioeconomically Disadvantaged	1762	1724	672	39.0
Students Receiving Migrant Education Services	3	3	2	66.7
Students with Disabilities	364	349	148	42.4

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.38	4.32	2.45
Expulsions	0.69	0.46	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.80	6.28	1.00	6.62	0.20	3.17
Expulsions	0.03	1.31	0.02	0.76	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.28	1.31
Female	3.44	0.75
Male	9.26	1.89
American Indian or Alaska Native	6.67	6.67
Asian	1.94	0.65
Black or African American	10.64	1.68
Filipino	3.96	0.99
Hispanic or Latino	7.01	1.58
Native Hawaiian or Pacific Islander	9.68	3.23
Two or More Races	5.48	0.68
White	4.44	0.68
English Learners	7.00	1.67
Foster Youth	15.79	5.26
Homeless	18.67	5.33
Socioeconomically Disadvantaged	8.23	1.70
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	13.74	2.20

2022-23 School Safety Plan

The Lincoln High School Safety Plan was developed with guidance and support from USA Safe Schools. The plan includes procedures for immediate action responses and other emergency situations. Discipline policies and Restorative Justice practices are included in the School Safety Plan as well as in the Lincoln High School student handbook which is updated and published annually. The safety and discipline plans are reviewed and revised at School Site Council meetings/Safety Committee meetings and adopted by our district's governing board annually. The updated safety plan will be up for board approval in February 2023.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	42	57	30
Mathematics	27	25	46	29
Science	26	18	64	10
Social Science	27	27	35	34

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	74	55	26
Mathematics	25	41	27	41
Science	17	84	47	6
Social Science	26	28	40	35

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	62	52	34
Mathematics	24	38	52	22
Science	20	54	58	5
Social Science	25	38	38	39

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	371.25

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	8.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$4,807	\$484	\$4,323	\$60,921
District	N/A	N/A	\$4,878	\$75,499
Percent Difference - School Site and District	N/A	N/A	-12.1	-21.4
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	-41.6	-30.8

2021-22 Types of Services Funded

LHS receives funding from the Lincoln Unified School District to run the school. Site based services include supplemental academic tutoring, social and emotional counseling, and college and career education. Money is allocated to departments for instructional support purposes specific to content areas.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,253	\$52,478
Mid-Range Teacher Salary	\$74,204	\$80,810
Highest Teacher Salary	\$101,553	\$101,276
Average Principal Salary (Elementary)	\$131,014	\$127,080
Average Principal Salary (Middle)	\$131,014	\$134,264
Average Principal Salary (High)	\$164,352	\$147,200
Superintendent Salary	\$226,719	\$242,351
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	6%	6%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	14.6
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	2
English	6
Fine and Performing Arts	1
Foreign Language	2
Mathematics	6
Science	9
Social Science	7
Total AP Courses Offered Where there are student course enrollments of at least one student.	33

Professional Development

Lincoln Unified School District provides two professional development days for staff annually as part of the contract, with site based follow up scheduled during the year. Tuesday morning meetings also provides teachers with additional time 2-3 times per month to collaborate and articulate with other grade level or department teachers. Teachers work in teams to analyze data, determine essential standards and plan instruction. Professional learning is provided to support implementation of new curriculum, best practices and instructional strategies to support the achievement of all students. In addition, new teachers are provided with three days of professional learning before the start of school each year. Our goal is to continue to have a highly trained professional staff that supports success for all students in the classroom. Lincoln Unified School District is committed to supporting school district staff through quality professional development.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	4