

Lincoln High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

| | |
|--|---------------------|
| School Name | Lincoln High School |
| Street | 790 J St. |
| City, State, Zip | Lincoln, CA 95648 |
| Phone Number | 916 645-6360 |
| Principal | Jennifer Hladun |
| Email Address | jhladun@wpusd.org |
| School Website | lhs.wpusd.org |
| County-District-School (CDS) Code | 31-66951-0000000 |

2023-24 District Contact Information

| | |
|-------------------------|--|
| District Name | Western Placer Unified School District |
| Phone Number | (916) 645-6350 |
| Superintendent | Kerry Callahan |
| Email Address | kcallahan@wpusd.org |
| District Website | www.wpusd.org |

2023-24 School Description and Mission Statement

Mission: Lincoln High School creates opportunities for all students to gain the education and experiences needed to be successful, knowledgeable, and responsible contributors to society.

Vision: Lincoln High School empowers students to develop their potential, to advocate for themselves, and to make a lifelong positive contribution to the community.

Collective Commitments/Values

Each student will be supported by all staff to achieve at high levels in the areas of academics, socio/emotional well-being, and creative problem solving.

We commit to professionalism in timeliness, appearance, behavior, and accountability for ALL in the school community.

We commit to high expectations and excellence by focusing on healthy relationships where the classroom is a safe place and everyone is engaged.

We commit to meaningful and productive collaborations about student learning with mutual accountability.

We commit to building positive relationships with students, staff, parents, and community members to support student success.

Schoolwide Learner Outcomes

Zebras are safe, respectful and responsible

Zebras are effective communicators

Zebras are goal setters

Zebras are self-directed

Additional details about our Learner Outcomes and Values are available at lhs.wpusd.org > our school > Student Learning Outcomes (SLO). In addition, we had a successful WASC accreditation visit in Spring 2022, and our report and next steps are also available at lhs.wpusd.org > our school > WASC.

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 9 | 297 |
| Grade 10 | 294 |
| Grade 11 | 309 |
| Grade 12 | 455 |
| Total Enrollment | 1,355 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 46.3% |
| Male | 53.7% |
| American Indian or Alaska Native | 0.7% |
| Asian | 2.7% |
| Black or African American | 1.8% |
| Filipino | 2.4% |
| Hispanic or Latino | 36.7% |
| Native Hawaiian or Pacific Islander | 0.7% |
| Two or More Races | 3.5% |
| White | 50.2% |
| English Learners | 8.1% |
| Foster Youth | 0.3% |
| Homeless | 1.4% |
| Migrant | 0.1% |
| Socioeconomically Disadvantaged | 35.9% |
| Students with Disabilities | 14.5% |

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) | 79.40 | 91.30 | 332.80 | 75.58 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 6.60 | 1.51 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2.40 | 2.80 | 6.70 | 1.53 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 2.00 | 2.30 | 81.90 | 18.61 | 12115.80 | 4.41 |
| Unknown | 3.10 | 3.59 | 12.20 | 2.77 | 18854.30 | 6.86 |
| Total Teaching Positions | 87.00 | 100.00 | 440.30 | 100.00 | 274759.10 | 100.00 |

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) | 65.90 | 91.41 | 363.00 | 79.27 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 3.10 | 0.69 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.60 | 0.85 | 8.80 | 1.94 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 2.70 | 3.78 | 68.00 | 14.85 | 11953.10 | 4.28 |
| Unknown | 2.80 | 3.95 | 14.80 | 3.25 | 15831.90 | 5.67 |
| Total Teaching Positions | 72.10 | 100.00 | 458.00 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 | 0.00 | 0.00 |
| Misassignments | 2.40 | 0.60 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 2.40 | 0.60 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 | 1.60 | 0.00 |
| Local Assignment Options | 0.30 | 2.70 |
| Total Out-of-Field Teachers | 2.00 | 2.70 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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) | 2.1 | 0.5 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Our district continues to adopt new curriculum in core areas on a regular cycle. The adoption process is guided by our school district Ed Services Director and Specialists with considerable participation from our teaching staff.

Year and month in which the data were collected January 2023

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|---------|--|-----------------------------|--|
| | | | |

| | | | |
|-----------------------------------|---|-----|---|
| Reading/Language Arts | English/Language Arts, including the English language development component of an adopted program – (Adoption Cycle 2015 – 2023) * 9 – 10 McGraw Hill Study Sync (Adopted 2017) * 11 - uses a board approved, teacher created curriculum and pacing guide * 12 - CSUS Expository Reading and Writing | Yes | 0 |
| Mathematics | Mathematics – (Adoption Cycle 2022-2028) *9 – 12 Reveal Math by McGraw Hill (adopted 2022) for Math 1-3 *AP Calculus: Calculus Extended, Gary Taylor (adopted 2015) *Statistics: Pearson Stats- Modeling the World (Adopted 2018) | Yes | 0 |
| Science | Science – (Adoption Cycle 2006 – 2008) *Mber online Biology Curriculum (with student and teacher login) https://www.modelbasedbiology.com/ (Adopted 2021) *Addison Wesley Chemistry (Adopted 2007) *Kendall Hunt Forensic Science (Adopted 2007) *Physics: Glencoe Physics- Principles and Problems (2004) *AP Bio: Campbell Biology by Pearson, 11th ed. *AP Chem: Cenage Learning, 10th ed. *Human Anatomy: Principles of Human Anatomy, Wiley, 13th ed | Yes | 0 |
| History-Social Science | *9-12: TCI Econ Alive, Government Alive, History Alive (Adopted 2020) *Prentice Hall Comparative Politics (Adopted 2006) *AP USH: American Pageant & AMSCO (supplemental) *AP Gov: Edwards, Government in America: People, Politics and Policy AP Edition 2020 & AMSCO (supplemental) *AP Euro: A History of Western Society | Yes | 0 |
| Foreign Language | *Spanish 1-3 - Avancemos (HMH), adopted 2015 *AP Spanish Lang - Temas (Vista Higher Learning), adopted 2023 *AP Spanish Literature - Azulejo (wayside Publishing), adopted 2020 *Native Spanish 2 and 3 - Nuevas Vistas (Holt Rinehart Winston, 2006), adopted 2017 *French 1-3 - Bien Dit (HMH), adopted 2015 *AP French Language - Themes (Vista Higher Learning), adopted 2023 *note that Spanish is in the process of adopting a new textbook in the 23-24 year | Yes | 0 |
| Health | Lifetime Health by Holt. Adopted in 2007 | Yes | 0 |
| Visual and Performing Arts | Theatre in Action by Glencoe adopted in 2001 | Yes | 0 |

School Facility Conditions and Planned Improvements

In November, 2022, a bond measure was proposed that would have supported the LHS facility. The bond did not pass, and so our district will be working with our site to support our facilities as needed within our capacity as a district.

Year and month of the most recent FIT report

08/2022

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | Room 16: Mechanical equipment needs upgraded Wood Shop: HVAC upgrade needed Auto Shop: HVAC upgrade needed Cafeteria: HVAC upgrade needed Kitchen: HVAC upgrade needed Old Gym-HVAC upgrade needed Gas systems and pipes appear safe, functional, and free of leaks. There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. The HVAC system is operable. Sewer line stoppage is not evident. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. |
| Interior: Interior Surfaces | | | X | Main Office: flooring needs replaced Room 1 Computer Lab: flooring upgrade needed Room 2: Carpet needs to be replaced Room 3: Flooring needs replaced Room 4a: Flooring needs replaced Room 4c: Interior flooring needs replaced Room 6: Carpet is rippled Room 7: Carpet is rippled Career Center: Flooring needs upgraded Interior paint needed Room 9: Flooring needs upgraded Room 14: Flooring needs replaced Room 15: Vinyl floor needs replaced Room 16: Touch up wall paint needed Room 17: Touch up paint needed, flooring needs replaced Room 19: Carpet needs replaced Room 34: Carpet needs to be replaced Room 35: Carpet needs to be replaced Room 36: Carpet needs to be replaced Room 37: Carpet needs to be replaced Room 38: Carpet needs to be replaced Room 39: Carpet needs to be replaced Room 40: Carpet needs to be replaced and holes in the ceiling tiles Room 41: Carpet needs to be replaced Room 42: Stained ceiling tile Room 43: Carpet needs to be replaced Room 44: Carpet needs to be replaced Computer Lab: Wall damage from chairs Kitchen: flooring needs replaced Farm P-1 Carpet is stained Farm P-2 Tacky cloth repairs needed Farm P-4 Carpet is stained |

School Facility Conditions and Planned Improvements

| | | | |
|---|---|---|---|
| | | | Interior surfaces appear to be clean, safe, and functional. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. There is no evidence of a major pest or vermin infestation. |
| Electrical | | X | <p>New Gym- Electrical upgrade needed Performing Arts: Lighting upgrade needed Room 2: Electrical update needed Room 10: Electrical upgrade needed Room 11: Electrical upgrade needed Room 14: interior lighting upgrade needed Room 17: interior lighting upgrade needed Wood Shop: Electrical upgrade needed Auto Shop: Electrical upgrade needed Art: Electrical upgrade needed Cafeteria: Electrical service upgrade needed, interior lighting upgrade needed Kitchen: Electrical upgrade needed Old Gym: Electrical upgrade needed</p> <p>There is no evidence that any portion of the school has a power failure. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. Lighting appears to be adequate and working properly, including exterior lights.</p> |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | <p>Old Gym: Restroom upgrade needed</p> <p>Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). Drinking fountains appear to be accessible and functioning as intended.</p> |
| Safety: Fire Safety, Hazardous Materials | X | | <p>New Gym: Exterior Paint needed Library: Trim Paint needed Room 3 Exterior paint needed Room 4: Exterior trim paint touch up needed Room 5: Exterior trim paint touch up needed Room 6: Exterior trim paint needed Room 7: Exterior trim paint needed Room 8: Exterior touch up paint needed Career Center: Exterior touch up paint needed Room 9: Exterior paint needed Room 11: Exterior trim paint touch up needed Room 23: Trim paint needed Room 39 Deck coating needs repair</p> <p>The fire equipment and emergency systems appear to be functioning properly. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). Emergency alarms appear to be functional. Emergency exit signs function as designed, exits are unobstructed. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).</p> |

School Facility Conditions and Planned Improvements

| | | | |
|--|---|--|---|
| <p>Structural: Structural Damage, Roofs</p> | X | | <p>New Gym: Gym skylight leak evident Counselors Office: Roof leak Rm 1 Comp Lab: Roof leak Rm 2: Roof leak Room 4c: gutter downspout needs replaced Room 4a: gutter downspout needs replaced Library: Roof leak evident; Room 12: Roof leak evident Room 21a: Roof leak in science prep hall Room 35: Roof leak Room 41 Roof leak There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Severe cracks are not evident. Ceilings & floors are not sloping or sagging beyond their intended design. Posts, beams, support for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. Roof systems appear to be functioning properly.</p> |
| <p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p> | X | | <p>Old Gym: Windows are damaged and need replaced The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Conditions that pose a safety and/or security risk are not evident. There is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk.</p> |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

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.

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.

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 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 59 | 60 | 56 | 55 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 30 | 26 | 40 | 42 | 33 | 34 |

2022-23 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 | 298 | 288 | 96.64 | 3.36 | 60.07 |
| Female | 151 | 147 | 97.35 | 2.65 | 71.72 |
| Male | 147 | 141 | 95.92 | 4.08 | 47.83 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 106 | 101 | 95.28 | 4.72 | 41.00 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 15 | 13 | 86.67 | 13.33 | 61.54 |
| White | 153 | 150 | 98.04 | 1.96 | 74.15 |
| English Learners | 29 | 27 | 93.10 | 6.90 | 0.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 121 | 115 | 95.04 | 4.96 | 45.13 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 43 | 41 | 95.35 | 4.65 | 10.00 |

2022-23 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 | 298 | 287 | 96.31 | 3.69 | 26.48 |
| Female | 151 | 149 | 98.68 | 1.32 | 26.17 |
| Male | 147 | 138 | 93.88 | 6.12 | 26.81 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 106 | 103 | 97.17 | 2.83 | 15.53 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 15 | 13 | 86.67 | 13.33 | 23.08 |
| White | 153 | 147 | 96.08 | 3.92 | 34.01 |
| English Learners | 29 | 29 | 100.00 | 0.00 | 3.45 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 121 | 115 | 95.04 | 4.96 | 17.39 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 43 | 41 | 95.35 | 4.65 | 7.32 |

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.

Science test results include the CAST 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 CAST 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.

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.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 30.79 | 30.09 | 36.63 | 36.03 | 29.47 | 30.29 |

2022-23 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 | 704 | 681 | 96.73 | 3.27 | 29.96 |
| Female | 333 | 321 | 96.40 | 3.60 | 31.46 |
| Male | 371 | 360 | 97.04 | 2.96 | 28.61 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 18 | 16 | 88.89 | 11.11 | 37.50 |
| Black or African American | 19 | 19 | 100.00 | 0.00 | 10.53 |
| Filipino | 16 | 16 | 100.00 | 0.00 | 37.50 |
| Hispanic or Latino | 238 | 230 | 96.64 | 3.36 | 18.70 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 34 | 33 | 97.06 | 2.94 | 33.33 |
| White | 366 | 354 | 96.72 | 3.28 | 37.57 |
| English Learners | 46 | 44 | 95.65 | 4.35 | 0.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 18 | 17 | 94.44 | 5.56 | 5.88 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 240 | 230 | 95.83 | 4.17 | 22.61 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 98 | 93 | 94.90 | 5.10 | 7.53 |

2022-23 Career Technical Education Programs

CTE has a long history at Lincoln High School. We have a comprehensive Agricultural program that includes multiple pathways, including Floral Design, Welding, Diesel Mechanics, Agriscience, Veterinary Science (in 23/24) and Agricultural Business. In addition, we have Project Lead the Way (Engineering), Ceramics, Computer science based pathways in Video Game Design (launched in 22/23) and Arts Media Communications (relaunching in 23/24). Next year, we are adding a new pathway in Education. Each pathway listed above will have a three-year or four year path that include "concentrator" and "completer" courses. In addition, internships are available for students wishing to gain even more direct on the job training. Jennifer Horton is our district's CTE and CTEIG representative to various CTE organizations in her role as District College and Career Coordinator.

2022-23 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 946 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 72.1 |
| 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 |
|---|---------|
| 2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission | 97.82 |
| 2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission | 63.33 |

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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 | 96% | 97% | 96% | 98% | 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.

2023-24 Opportunities for Parental Involvement

Lincoln High School encourages all parents to be actively involved in their student's education. Several ways to be involved include:

Site Based Leadership Team: A group of various stakeholders including administration, teachers, classified staff, students, and parents, who share information and agree on decisions including the Single Plan for Student Achievement and the School Safety Plan

WASC team involvement: Every six years, we look for parental involvement in our school accreditation process to ensure we are seeking continuous school improvement in a variety of areas

Booster Clubs: Several groups, including athletics, band, and football all provide opportunities for parents to support the various extra curricular activities at LHS

Farm Foundation: A group of shareholders who help support the development of Agricultural programs and offerings at the school farm

ELAC meetings: This group is open to all parents, and provides a venue for ensuring that all families, especially those families who do not speak English at home, the opportunity to be involved in our school. It includes information sessions and the opportunity to be involved in school decisions.

We also have various other activities throughout the year that happen to keep parents informed, such as the Zebra Showcase event. Parents wishing to be involved in any of these opportunities should contact the main office at 916-645-6360 for more information!

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 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 6.4 | 4.4 | 5.3 | 6.9 | 8 | 14.8 | 9.4 | 7.8 | 8.2 |
| Graduation Rate | 91.4 | 93.7 | 93.8 | 85.3 | 85.8 | 79.7 | 83.6 | 87 | 86.2 |

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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 | 436 | 409 | 93.8 |
| Female | 198 | 185 | 93.4 |
| Male | 238 | 224 | 94.1 |
| Non-Binary | | | |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | 12 | 12 | 100.0 |
| Black or African American | 14 | 14 | 100.0 |
| Filipino | 12 | 12 | 100.0 |
| Hispanic or Latino | 140 | 128 | 91.4 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | 18 | 17 | 94.4 |
| White | 233 | 220 | 94.4 |
| English Learners | 31 | 27 | 87.1 |
| Foster Youth | -- | -- | -- |
| Homeless | 21 | 18 | 85.7 |
| Socioeconomically Disadvantaged | 169 | 154 | 91.1 |
| Students Receiving Migrant Education Services | -- | -- | -- |
| Students with Disabilities | 62 | 52 | 83.9 |

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 1429 | 1397 | 292 | 20.9 |
| Female | 654 | 641 | 152 | 23.7 |
| Male | 775 | 756 | 140 | 18.5 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 10 | 10 | 1 | 10.0 |
| Asian | 38 | 38 | 6 | 15.8 |
| Black or African American | 25 | 24 | 8 | 33.3 |
| Filipino | 35 | 34 | 9 | 26.5 |
| Hispanic or Latino | 536 | 518 | 109 | 21.0 |
| Native Hawaiian or Pacific Islander | 9 | 9 | 1 | 11.1 |
| Two or More Races | 50 | 49 | 9 | 18.4 |
| White | 707 | 696 | 143 | 20.5 |
| English Learners | 124 | 120 | 26 | 21.7 |
| Foster Youth | 5 | 5 | 2 | 40.0 |
| Homeless | 50 | 49 | 19 | 38.8 |
| Socioeconomically Disadvantaged | 562 | 544 | 159 | 29.2 |
| Students Receiving Migrant Education Services | 5 | 5 | 0 | 0.0 |
| Students with Disabilities | 222 | 214 | 56 | 26.2 |

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.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 2.36 | 6.33 | 4.13 | 1.03 | 3.12 | 2.47 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.40 | 0.14 | 0.00 | 0.17 | 0.12 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 4.13 | 0.14 |
| Female | 2.6 | 0 |
| Male | 5.42 | 0.26 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 2.86 | 0 |
| Hispanic or Latino | 5.41 | 0.37 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 4 | 0 |
| White | 3.54 | 0 |
| English Learners | 5.65 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 4 | 0 |
| Socioeconomically Disadvantaged | 6.41 | 0.18 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 9.46 | 0.9 |

2023-24 School Safety Plan

Lincoln High School's comprehensive safety plan was revised and updated was published in spring 2023 and will be updated and republished in spring of 2024. It is published on our website. The school safety plan is comprised of district protocols, policies, and procedures for emergencies. The safety plan is reviewed and utilized by the staff regularly to assure that LHS is safe and secure. Our current school safety plan is designed based on the Standard Response Protocol (SRP) system, that includes different levels of response including Secure, Lockdown, Evacuate, and Shelter. This year's safety plan also included significant elements of preparedness for the current COVID situation. All staff are trained on the parameters of each response, and drills for each response are practiced multiple times each year, based on state law and district office directives. Our school safety plan is reviewed by many stakeholders, including our parent-based Site Based Leadership Team and Student Body Leadership team, and it is thoroughly reviewed by Lincoln Police and Fire departments, through the facilitation of an on-site Student Resource Officer. The school safety plan is posted on the school webpage, and a copy is kept in the main office as well.

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 | 22 | 49 | 9 | 50 |
| Mathematics | 29 | 15 | 15 | 42 |
| Science | 28 | 7 | 19 | 23 |
| Social Science | 27 | 20 | 15 | 49 |

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 | 18 | 53 | 20 | 30 |
| Mathematics | 22 | 26 | 15 | 28 |
| Science | 27 | 7 | 19 | 16 |
| Social Science | 23 | 32 | 12 | 43 |

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 | 17 | 47 | 17 | 21 |
| Mathematics | 22 | 21 | 16 | 18 |
| Science | 26 | 8 | 18 | 7 |
| Social Science | 19 | 39 | 28 | 12 |

2022-23 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 | 271 |

2022-23 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) | 5 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 0.5 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist (non-teaching) | |
| Other | 2 |

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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 | \$13,275 | \$4,626 | \$8,648 | \$81,943 |
| District | N/A | N/A | \$8,771 | \$82,968 |
| Percent Difference - School Site and District | N/A | N/A | -1.4 | -1.2 |
| State | N/A | N/A | \$7,607 | \$87,362 |
| Percent Difference - School Site and State | N/A | N/A | 12.8 | -6.4 |

Fiscal Year 2022-23 Types of Services Funded

LCFF/Supplemental funds are used to support such programs as AVID, English Learner students and students that are having difficulty with their studies. The support comes in the form of tutors, aides, and materials that may be necessary. Tutoring takes place four days a week, and is open to all students. It is completely free, and is funded out of supplemental funding to support student success in the classroom. Students needing additional support in English language acquisition are identified before the start of the year, and placed in supports from a menu of options that best meet the students individual needs. Wellness Together is an emotional support program that is offered on a referral basis to student who may need counseling services, both group and individual, that go beyond what our guidance counselors can offer in a typical school day and in the 22-23 year, we launched a physical wellness center in partnership with Placer County. These services are free to the student. AVID tutors/aides, EL tutors/aides, and students tutors/aides are students who directly work with the teacher in the classroom to provide additional support to students during class time. The Agricultural program at Lincoln High School is partially funded by the California Agricultural Incentive Grant. These funds are obtained by allocation based on a list of quality and performance criteria. Funds are used to aid continuing development and maintenance of the Agriculture program, including but not limited to: curriculum, materials, equipment, trips, FFA record books, transportation, student registration, and travel expenses.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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 | \$40,582 | \$54,190 |
| Mid-Range Teacher Salary | \$73,858 | \$85,111 |
| Highest Teacher Salary | \$100,291 | \$104,999 |
| Average Principal Salary (Elementary) | \$121,111 | \$132,492 |
| Average Principal Salary (Middle) | \$130,488 | \$140,987 |
| Average Principal Salary (High) | \$137,278 | \$153,884 |
| Superintendent Salary | \$229,000 | \$255,503 |
| Percent of Budget for Teacher Salaries | 35.09% | 32.09% |
| Percent of Budget for Administrative Salaries | 5.69% | 5.25% |

2022-23 Advanced Placement (AP) Courses

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

| | |
|--|------|
| Percent of Students in AP Courses | 26.7 |
|--|------|

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 | 0 |
| English | 4 |
| Fine and Performing Arts | 0 |
| Foreign Language | 3 |
| Mathematics | 4 |
| Science | 1 |
| Social Science | 7 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 22 |

Professional Development

Major Professional Development opportunities over the past three years include:

AVID: Yearly conferences of at least five days each take place to keep our site as current on best AVID practices as possible. In addition, several sessions of "teachers teaching teachers" in AVID strategies take place each year at staff meetings and during district PD days. This did not take place this year due to COVID restrictions.

Professional Development

YDI: Based on the district and site belief that student relationships are critical to an effective school, cohorts of LHS teachers attend Youth Development Institute trainings yearly, with more than half of the LHS staff now having been trained. Several LHS site members have now gone through "train the trainers" PD, and can run workshops on their own to sustain this initiative.

School Safety workshop: Two years ago, a team was sent to a national conference on school safety, leading to a major revamping of our school safety plan.

School Culture Summit: Five separate teams sent to this conference to build staff relationships with peers and with students; these teams now developing programs to deliver staff wide through a vehicle called the "Culture Team"

Mental Health Conference: Two years ago, we sent a team of three staff members to a mental health conference, with their finding shared with our guidance counselor team and the staff in general at a staff meeting. Some of the best practices identified there have become integrated into our practices, including proactive work with students in the "Wellness Club."

Advanced Placement Institutes: Each year, any teacher taking on a new AP assignment, or teachers who have a course that has gone through a redesign, attend a five-day AP teaching/learning institute to help them craft a course description and content that meet the needs of learners and satisfies the demands of an AP-type curriculum.

Equity Focus: The leadership team of LHS has been going through a year-long series of meetings with our new partner, Equal Opportunity Schools, to create best practices in recruiting and retaining students from diverse backgrounds to ensure there is equity of access in our highest level courses and we are committed to sending staff to training through CAFE (bilingual education) and other language learner trainings to support our ELD and native Spanish speaker program.

add PD provided for staff, including dept pull out days

Prior to the start of this school year and during the school year, technology professional development offerings were made available for all district staff to help prepare for rigorous technology demands.

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

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

| Subject | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | |