

Lincoln High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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
Grade Span	9-12
County-District-School (CDS) Code	39685693933801

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

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

2024-25 School Description and Mission Statement

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, peer counseling, ethnic and social clubs, service clubs, academic-related clubs, student organizations, 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.

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.

Goal 1: The professional development opportunities will be more aligned with defined needs, with a focus on improving student achievement through effective instructional practices.

This goal aligns with LCAP goal 4: Provide quality leadership, teaching, and learning to ensure a premium education for all students to maximize students' academic achievement. This actions for this goal outlines the professional development and collaboration opportunities for teachers to ensure that we are able to provide what is needed for all students to achieve.

Goal 2: Lincoln High School will improve academic and social-emotional advisement opportunities for students.

This goal aligns with LCAP goal 3: Cultivate safe, engaging, and inclusive classrooms, schools and District to support the whole child. The actions for this goal identify the interventions (behavioral, academic and social emotional) implemented to support student achievement. This also includes College & Career advisement opportunities.

Goal 3: Lincoln High School will increase student achievement in all areas reflected on the California School Dashboard.

This goal aligns with LCAP goal 1: Provide all students with high quality classroom instruction, equitable access to a broad course of study and standards aligned curriculum. The strategies associated with this goal include academic supports, increasing the number of CTE pathway completers, improving College & Career communication to students and families and aligning course alike content/pacing.

Goal 4: All Lincoln High School policies, practices, systems, and social opportunities will be reviewed, analyzed and refined to reflect and best address our diverse student population.

This goal aligns with LCAP goal 3: Cultivate safe, engaging, and inclusive classrooms, schools and District to support the whole child. The strategies and activities for this goal are focused on building partnerships with families, building strong parent groups, and using student groups to help improve school practices, policies and systems.

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, attendance, grades and discipline data.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	762
Grade 10	722
Grade 11	704
Grade 12	703
Total Enrollment	2,891

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.4
Non-Binary	0.2
American Indian or Alaska Native	0.3
Asian	10.4
Black or African American	12.3
Filipino	3.4
Hispanic or Latino	51.5
Native Hawaiian or Pacific Islander	1
Two or More Races	3.9
White	16.7
English Learners	9.5
Foster Youth	0.3
Homeless	4.3
Migrant	0.1
Socioeconomically Disadvantaged	59.7
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/Incomplete/NA	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

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)	95.10	72.17	340.20	78.99	234405.20	84.00
Intern Credential Holders Properly Assigned	6.60	5.05	22.60	5.25	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.80	1.43	8.00	1.88	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	11.40	8.65	32.10	7.45	11953.10	4.28
Unknown/Incomplete/NA	16.70	12.69	27.60	6.42	15831.90	5.67
Total Teaching Positions	131.70	100.00	430.70	100.00	279044.80	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.

2022-23 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)	100.10	79.10	315.70	79.39	231142.40	100.00
Intern Credential Holders Properly Assigned	9.80	7.81	23.80	5.99	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.60	3.66	19.30	4.86	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	8.40	6.69	29.00	7.31	11746.90	4.23
Unknown/Incomplete/NA	3.40	2.71	9.70	2.45	14303.80	5.15
Total Teaching Positions	126.60	100.00	397.70	100.00	277698	100

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	2022-23
Permits and Waivers	2.10	0.00	1.9
Misassignments	2.10	1.80	2.6
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	4.30	1.80	4.6

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	2.20	2.30	0
Local Assignment Options	9.10	9.00	8.3
Total Out-of-Field Teachers	11.30	11.40	8.4

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.50	2.6	6.3
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	3.6	5.2

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

2024-25 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

Dec 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	My Perspectives Adoption Year 2022		0%
	Inspire Literacy Adoption Year 2022		
	The Bradford Introduction to Literature Adoption Date 2011		
	Language of Literature, American Lit Adoption Date 2010		
	McGraw Hill Reader Adoption Year 2010		
	Literature British Literature Adoption Year 2009		
Mathematics	Big Ideas Math - Modeling Real Life - Common Core Edition Adoption Year 2018		0%
	CPM Core Connections Integrated I Adoption Year 2018		
	CPM Core Connections Integrated II Adoption Year 2018		
	CPM Core Connections Integrated III Adoption Year 2018		

	<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>		
Science	<p>Biology: Savvas Adoption Year 2024</p> <p>Savvas Experience Chemistry Adoption Year 2023</p> <p>Chemistry: A Molecular Approach 9th edition Adoption Year 2023</p> <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>		0%
History-Social Science	<p>Geography Alive! Regions and People Adoption Year 2007</p> <p>American History for the AP Course v9 Adopted 2023</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</p>		0%

	Adoption Year 2020		
	History of a Nation Adoption Year 2024		
	Magruder's American Government Adoption Year 2020		
Foreign Language	Discovering French Nouveau! 1 Bleu Adoption Year 2004		0%
	Discovering French Nouveau! 2 Blanc Adoption Year 2004		
	Discovering French Nouveau! 3 Rouge Adoption Year 2007		
	Prego! An Invitation To Italian Adoption Year 2012		
	Avancemos Spanish 1 Adoption Year 2016		
	Avancemos Spanish 2 Adoption Year 2016		
	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		
	Triangulo Apreciado v6 Adoption Year 2023		
Health	GW Health Essentials for HS Adoption year 2024	Yes	0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

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 Safety Officers and a Stockton Police Officer are assigned to LHS on a daily basis to ensure the safety of our students. A district Safety Officer patrols the school grounds after hours every night.

Year and month of the most recent FIT report

December 2024

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			
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		

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	67	52	45	41	46	47
Mathematics (grades 3-8 and 11)	28	24	28	28	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	679	658	96.91	3.09	51.68
Female	345	336	97.39	2.61	59.88
Male	333	321	96.40	3.60	42.99
American Indian or Alaska Native	--	--	--	--	--
Asian	75	74	98.67	1.33	75.34
Black or African American	73	71	97.26	2.74	26.76
Filipino	19	19	100.00	0.00	68.42
Hispanic or Latino	352	341	96.88	3.12	46.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	32	96.97	3.03	62.50
White	116	110	94.83	5.17	61.82
English Learners	69	65	94.20	5.80	16.92
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	19	18	94.74	5.26	27.78
Socioeconomically Disadvantaged	416	406	97.60	2.40	45.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	70	64	91.43	8.57	9.38

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	679	659	97.05	2.95	23.82
Female	345	335	97.10	2.90	23.58
Male	333	323	97.00	3.00	24.15
American Indian or Alaska Native	--	--	--	--	--
Asian	75	74	98.67	1.33	51.35
Black or African American	73	71	97.26	2.74	9.86
Filipino	19	19	100.00	0.00	36.84
Hispanic or Latino	352	343	97.44	2.56	14.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	32	96.97	3.03	37.50
White	116	110	94.83	5.17	37.27
English Learners	69	67	97.10	2.90	2.99
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	19	18	94.74	5.26	11.11
Socioeconomically Disadvantaged	416	405	97.36	2.64	17.28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	70	63	90.00	10.00	0.00

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	29.55	33.13	24.92	25.81	30.29	30.73

2023-24 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	1325	1290	97.36	2.64	32.97
Female	657	644	98.02	1.98	32.81
Male	667	645	96.70	3.30	33.18
American Indian or Alaska Native	--	--	--	--	--
Asian	150	148	98.67	1.33	58.11
Black or African American	153	149	97.39	2.61	18.12
Filipino	47	47	100.00	0.00	40.43
Hispanic or Latino	659	644	97.72	2.28	26.44
Native Hawaiian or Pacific Islander	15	13	86.67	13.33	30.77
Two or More Races	62	59	95.16	4.84	42.37
White	235	226	96.17	3.83	41.15
English Learners	108	103	95.37	4.63	0.98
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	39	37	94.87	5.13	29.73
Socioeconomically Disadvantaged	768	743	96.74	3.26	25.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	129	116	89.92	10.08	6.96

2023-24 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. Jessica Gregory (CTE Coordinator) is the committee's primary representative.

Lincoln Unified participates in the ARCH Student Apprentice Program. ARCH provides an opportunity for LHS CTE students to hold paid apprenticeship positions within the district in the fields of IT and Childcare.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	972
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	71.4
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	99.34
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	41.73

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.

2023-24 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 requires only participation results 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

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.

2024-25 Opportunities for Parental Involvement

Lincoln High School strives to involve LHS parents in their children'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 & Career 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

2024-25 Opportunities for Parental Involvement

Council, Student Support Team meetings (SSTs), 504 and IEP meetings.

Parents interested in becoming more involved with Lincoln High School can call the Principal, Kat Bender, at (209) 953-8920 or email her at kbender@lUSD.net.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	4.1	5.1	1.8	4.0	5.8	1.7	7.8	8.2	8.9
Graduation Rate	94.4	93.2	95.4	93.8	92.1	95.6	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	677	646	95.4
Female	334	322	96.4
Male	343	324	94.5
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	78	77	98.7
Black or African American	87	80	92.0
Filipino	28	28	100.0
Hispanic or Latino	319	306	95.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	30	27	90.0
White	126	119	94.4
English Learners	60	52	86.7
Foster Youth	--	--	--
Homeless	37	34	91.9
Socioeconomically Disadvantaged	477	451	94.5
Students Receiving Migrant Education Services	0	0	0.00
Students with Disabilities	75	58	77.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3039	2986	766	25.7
Female	1495	1471	409	27.8
Male	1535	1506	354	23.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	310	308	63	20.5
Black or African American	383	372	120	32.3
Filipino	98	98	17	17.3
Hispanic or Latino	1580	1550	428	27.6
Native Hawaiian or Pacific Islander	31	30	5	16.7
Two or More Races	119	116	31	26.7
White	494	489	98	20.0
English Learners	306	297	85	28.6
Foster Youth	18	14	3	21.4
Homeless	146	145	70	48.3
Socioeconomically Disadvantaged	1939	1904	573	30.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	344	338	131	38.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
6.28	8.33	7.11	6.62	6.8	5.81	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.31	0.87	1.32	0.76	0.61	0.79	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.11	1.32
Female	6.22	1.40
Male	8.01	1.24
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.84	0.32
Black or African American	13.84	3.66
Filipino	0.00	0.00
Hispanic or Latino	7.85	1.27
Native Hawaiian or Pacific Islander	6.45	0.00
Two or More Races	6.72	2.52
White	2.43	0.20
English Learners	6.54	0.98
Foster Youth	22.22	5.56
Homeless	11.64	2.74
Socioeconomically Disadvantaged	8.77	1.86
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	14.53	3.49

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The Lincoln High School Safety Plan was developed and updated with guidance and support from USA Safe Schools. The safety plan is reviewed with LHS staff in August of each year. Components of the plan are revisited monthly with the staff. The plan includes procedures for immediate action responses and other emergency situations. Discipline policies and Restorative

2024-25 School Safety Plan

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 Safety Plan contains all emergency response action plans that includes Lockdown, Evacuation, Earthquake procedures and more. The plan also contains maps, triage information, general school information and associated board policies. The updated safety plan will be approved by the Safety Committee and School Site Council at the end of January. It will be board approved February, 2025.

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

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	22	66	54	26
Mathematics	26	22	50	27
Science	19	68	55	
Social Science	25	34	39	35

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	20	71	55	26
Mathematics	25	23	79	1
Science	19	58	57	1
Social Science	25	33	42	30

2023-24 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	324.83

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	8.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$86,208
Percent Difference - School Site and District	N/A	N/A	-12.1	-34.4
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-85.4	-43.4

Fiscal Year 2023-24 Types of Services Funded

LHS receives funding as outlined in the LCAP from the Lincoln Unified School District for programs and supplemental services. Site based services include supplemental academic tutoring, social and emotional learning, counseling and college and career education, extended year and athletics. Money is allocated to departments for instructional support purposes specific to content areas.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$58,745	\$58,855
Mid-Range Teacher Salary	\$83,424	\$92,519
Highest Teacher Salary	\$114,171	\$114,665
Average Principal Salary (Elementary)	\$147,293	\$142,791
Average Principal Salary (Middle)	\$147,293	\$151,078
Average Principal Salary (High)	\$184,773	\$167,094
Superintendent Salary	\$254,890	\$281,086
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	6%	5%

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	15.3
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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	1
English	6
Fine and Performing Arts	1
Foreign Language	2
Mathematics	5
Science	9
Social Science	6
Total AP Courses Offered Where there are student course enrollments of at least one student.	30

Professional Development

Lincoln Unified School District provides 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	4