

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	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
Grade Span	9-12
County-District-School (CDS) Code	31-66951-0000000

2024-25 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

2024-25 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

2024-25 School Description and Mission Statement

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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	278
Grade 10	316
Grade 11	300
Grade 12	298
Total Enrollment	1,192

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	52.3
American Indian or Alaska Native	0.8
Asian	3.2
Black or African American	1.3
Filipino	2.1
Hispanic or Latino	40.4
Native Hawaiian or Pacific Islander	0.6
Two or More Races	3.4
White	46.7
English Learners	8.9
Foster Youth	0.1
Homeless	3.8
Migrant	0.4
Socioeconomically Disadvantaged	44.2
Students with Disabilities	15

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/Incomplete/NA	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/Incomplete/NA	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

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)	54.70	85.85	368.30	78.80	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.20	0.70	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.90	1.54	12.70	2.72	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.80	4.42	63.80	13.66	11746.90	4.23
Unknown/Incomplete/NA	5.20	8.17	19.20	4.11	14303.80	5.15
Total Teaching Positions	63.80	100.00	467.40	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	0.00	0.00	0
Misassignments	2.40	0.60	0.9
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.40	0.60	0.9

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	1.60	0.00	0
Local Assignment Options	0.30	2.70	2.8
Total Out-of-Field Teachers	2.00	2.70	2.8

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)	2.10	0.5	2.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

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 2025

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 *Precalculus with Limits 5th Edition, by Larson & Battaglia (adopted 2023) *AP Calculus: Calculus Extended by Gary Taylor, annually updated (adopted 2015) *Statistics and AP Statistics: Pearson Stats- Modeling the World (Adopted 2018)	Yes	0
Science	Science – (Adoption Cycle 2006 – 2008) *Biology: MBER online Biology curriculum with teacher login. Web address: modelbasedbiology.com; also there is the new option modelinglivingearthbiology.org. (Adopted 2021) *Chemistry: Buthelezi et al. Chemistry: Matter and Change. McGraw-Hill Education, 2013. (Adopted ?) *AP Chem: Zumdahl et al. Chemistry, Tenth Edition, AP Edition. Cengage Learning, 2018 (Adopted ?) *Anatomy: Hall, Susan J., et al. Introduction to Anatomy and Physiology. Goodheart-Wilcox Publisher, 2024. (purchased in 2024) and Tortora et al., Principles of Human Anatomy, 13th Edition. Wiley, 2014 *AP Bio: Campbell Biology by Pearson, 11th edition	Yes	0

	<p>*Physics: Glencoe Physics - Principles and Problems, 2004. *AP Physics: Principals of Physics, 6th edition by Douglas Giancoli, 2004 (adopted 2006) *Forensics: Kendall Hunt Forensic Science, 4th edition (adopted 2007) *Ag Biology - Biology- Prentice Hall, Miller and Levine, Copyright 2007 *AGR196 Dual Enrollment Spring Semester Class- Agroecology-The Ecology of Sustainable Food Systems- Stephen R. Gliessman, Third Edition (used per Sierra College)</p>		
History-Social Science	<p>*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 World: Robert W. Strayer & Eric W. Nelson's Ways of the World: A Brief Global History with Sources Fifth Edition For the AP World History: Modern Course Since 1200 C.E. Bedford, Freeman & Worth Publishing *AP World: AMSCO Advanced Placement Edition World History: Modern (1200-Present) Perfection Learning *AP Psychology: Psychology for the AP Course 4th Edition by David Myers (adopted 2024) *Intro to Psychology: Thinking About Psychology 4th Edition by Charles T. Blair-Broeker & Randal M. Ernst (adopted 2023) *Sport Psychology: Closing the Gap: Applied Sport Psychology for High School by David L. Rockwood (adopted 2023) *Sociology: Sociology: A Brief Introduction 14th Edition by Richard T. Schaefer (adopted 2023)</p>	Yes	0
Foreign Language	<p>*Spanish 1 - Encuentros 1 (Vista Higher Learning), adopted 2024 *Spanish 2 - Encuentros 2 (Vista Higher Learning), adopted 2024 *Spanish 3 - Encuentros 3 (Vista Higher Learning), adopted 2024 *AP Spanish Language and Culture - Temas (Vista Higher Learning), adopted 2023 *AP Spanish Literature and Culture - Azulejo (Wayside Publishing), adopted 2019 *Native Spanish 2 - Galería 1 (Vista Higher Learning), adopted 2024 *Native Spanish 3 - Galería 2 (Vista Higher Learning), adopted 2024 *French 1 - D'accord 1 (Vista Higher Learning), adopted 2024 *French 2 - D'accord 2 (Vista Higher Learning), adopted 2024 *French 3 - D'accord 3 (Vista Higher Learning), adopted 2024 *French 4 - Themes (Vista Higher Learning), adopted 2023</p>	Yes	0
Health	<p>*Lifetime Health by Holt. Adopted in 2007</p>	Yes	0
Visual and Performing Arts	<p>*Hands on Training: First Year Guitar Adoption 2020 *Foundations for Superior Performance Warm-Ups and Technique for Band: Adoption 2022 *Standard of Excellence Advanced Jazz Ensemble Method For group or individual instruction Adopted prior to 2020</p>	Yes	0

*First Place for Jazz Introductory method for Jazz Ensemble Adopted 2022
 *Theatre in Action by Glencoe adopted in 2001

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

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			New Gym 9,690 sq ft: Mechanical air handler needs replaced Room 16 616 sq ft: Mechanical equipment needs upgraded Wood Shop 2,730 sq ft: HVAC upgrade needed Auto Shop 1,960 sq ft: HVAC upgrade needed Cafeteria 2,300 sq ft: HVAC upgrade needed Kitchen 1,558: HVAC upgrade needed Old Gym 7,885 sq ft -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 3,300 sq ft: flooring needs replaced Room 1 Computer Lab 980 sq ft: flooring upgrade needed Room 2 899 sq ft: Flooring needs to be replaced Room 3 1,568 sq ft: Flooring needs replaced South Restroom 264 sq ft: Stall upgrade Room 4a 960 sq ft: Flooring needs replaced Room 4c 960 sq ft: Interior flooring needs replaced A-Wing Restrooms 264 sq ft: Touch up paint needed, Stall upgrade needed Restroom-Middle 264 sq ft: Touch up paint needed Room 6 924 sq ft: Carpet is rippled Room 7 924 sq ft: Carpet is rippled Career Center 960 sq ft: Flooring needs upgraded Interior paint needed Room 9 960 sq ft: Flooring needs upgraded Room 12 1,296 sq ft: Stained ceiling tiles Room 14 616 sq ft: Flooring needs replaced Room 15 616 sq ft: Vinyl floor needs replaced Room 16: 616 sq ft Touch up wall paint needed Room 17 616 sq ft: Touch up paint needed, flooring needs replaced Room 19 960 sq ft: Carpet needs replaced Restroom North 264 sq ft: Stall upgrade

School Facility Conditions and Planned Improvements

			<p>Restroom Portable South 264 sq ft: Stall upgrade Room 34 960 sq ft: Flooring needs to be replaced Room 35 960 sq ft: Flooring needs to be replaced Room 36 960 sq ft: Flooring needs to be replaced Room 37 1,140 sq ft: Flooring needs to be replaced Room 38 960 sq ft: Flooring needs to be replaced Room 39 960 sq ft : Flooring needs to be replaced Room 40 960 sq ft: Flooring needs to be replaced damaged ceiling tiles Room 41 960 sq ft: Flooring needs to be replaced Room 42 960 sq ft: Stained ceiling tile. flooring needs to be replaced Room 43 960 sq ft: Flooring needs to be replaced Room 44 960 sq ft: Flooring needs to be replaced Room 47 960 sq ft: Flooring needs to be replaced Room 48 960 sq ft: Ceiling trim piece needs reattached Cafeteria 2,300 sq ft: Flooring needs to be upgraded Computer Lab 980 sq ft: Wall damage from chairs Kitchen: flooring needs replaced Old Gym 7,885 sq ft: Flooring needs to be replaced Farm P-1 960 sq ft Carpet is stained Farm P-2 960 sq ft: Tacky cloth repairs needed Farm P-4 960 sq ft: Carpet is stained Art 2,295 sq ft: Flooring needs recoated Interior surfaces appear to be clean, safe, and functional.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>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.</p>
<p>Electrical</p>		<p>X</p>	<p>New Gym 9,690- Electrical upgrade needed Performing Arts 4,902 sq ft: Lighting upgrade needed Room 2: Electrical update needed South Restroom 264 sq ft Lighting upgrade needed A-Wing Restrooms 264 sq ft: Lighting upgrade needed Career Center 960 sq ft: Lighting upgrade needed Activity Center 960 sq ft: Lighting upgrade needed Room 10 960 sq ft: Electrical upgrade needed Room 11 728 sq ft: Electrical upgrade needed Room 14: interior lighting upgrade needed Room 17: interior lighting upgrade needed Restroom North 264 sq ft: Lighting upgrade Wood Shop: Electrical upgrade needed Auto Shop: Electrical upgrade needed Restroom Portable South 264 sq ft: Lighting upgrade Art: Electrical upgrade needed Cafeteria: Electrical service upgrade needed, interior lighting upgrade needed Kitchen: Electrical upgrade needed Old Gym: Electrical upgrade needed 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>

School Facility Conditions and Planned Improvements

<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	X		<p>Old Gym: Restroom upgrade needed 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>
<p>Safety: Fire Safety, Hazardous Materials</p>		X	<p>Library 4,698 sq ft: Trim Paint needed New Gym: Exterior Paint needed Room 1 Comp Lab 980 sq ft: Interior touch up paint needed Room 3 Exterior paint needed Room 4 644 sq ft: Exterior trim paint touch up needed Room 5 924 sq ft: : Exterior trim paint touch up needed Room 6 924 sq ft: Exterior trim paint needed Room 7 924 sq ft: Exterior trim paint needed Room 8 1,584 sq ft: Exterior touch up paint needed Career Center: Exterior touch up paint needed Room 9: Exterior paint needed Room 11 728 sq ft: Exterior trim paint touch up needed Room 23 1,440 sq ft: Exterior Trim paint needed Room 39: Deck coating needs repair 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>
<p>Structural: Structural Damage, Roofs</p>	X		<p>Admin-Roofing needs replaced Library: Roof leak evident; New Gym: Gym skylight leak evident Counselors Office 192 sq ft: Roof leak Rm 2: Roof leak Room 4c: gutter downspout needs replaced Room 4a: gutter downspout needs replaced Room 5 924 sq ft: walk way has spalled section Room 6 924 sq ft: concrete walk way has spalled area Room 8 1,584 sq ft: concrete spall area on sidewalk Room 12: Roof leak evident Room 21a 616 sq ft: 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</p>

School Facility Conditions and Planned Improvements

			undermines the structural components. Roof systems appear to be functioning properly.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		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.

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)	60	44	55	53	46	47
Mathematics (grades 3-8 and 11)	26	23	42	42	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	290	278	95.86	4.14	43.88
Female	136	129	94.85	5.15	52.71
Male	154	149	96.75	3.25	36.24
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	111	106	95.50	4.50	36.79
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	57.14

White	146	139	95.21	4.79	45.32
English Learners	18	17	94.44	5.56	5.88
Foster Youth	0	0	0	0	0
Homeless	17	15	88.24	11.76	20.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	105	97	92.38	7.62	34.02
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	42	40	95.24	4.76	12.50

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	291	278	95.53	4.47	23.38
Female	137	130	94.89	5.11	23.08
Male	154	148	96.10	3.90	23.65
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	112	106	94.64	5.36	18.87
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	21.43
White	146	139	95.21	4.79	25.18
English Learners	18	17	94.44	5.56	0.00
Foster Youth	0	0	0	0	0
Homeless	17	15	88.24	11.76	0.00
Military	0	0	0	0	0

Socioeconomically Disadvantaged	106	98	92.45	7.55	18.37
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	43	40	93.02	6.98	2.50

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)	30.09	28.28	36.03	33.43	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	586	548	93.52	6.48	28.28
Female	291	274	94.16	5.84	28.47
Male	295	274	92.88	7.12	28.10
American Indian or Alaska Native	--	--	--	--	--
Asian	16	15	93.75	6.25	46.67
Black or African American	--	--	--	--	--
Filipino	11	9	81.82	18.18	--
Hispanic or Latino	227	205	90.31	9.69	19.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	27	96.43	3.57	25.93
White	287	275	95.82	4.18	34.18
English Learners	54	45	83.33	16.67	2.22
Foster Youth	--	--	--	--	--
Homeless	35	24	68.57	31.43	8.33
Military	0	0	0	0	0
Socioeconomically Disadvantaged	222	198	89.19	10.81	22.22
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	63	57	90.48	9.52	3.51

2023-24 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), Computer science based pathways in Video Game Design (launched in 22/23) and Arts Media Communications (launched in 23/24). In the 23/24 year, we are added 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.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	927
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	73.9
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	98.11
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	55.81

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
Grade 9	99%	99%	99%	99%	99%

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 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

2024-25 Opportunities for Parental Involvement

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 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	4.4	5.3	5.0	8.0	14.8	13.1	7.8	8.2	8.9
Graduation Rate	93.7	93.8	94.0	85.8	79.7	84.5	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	282	265	94.0
Female	145	139	95.9
Male	137	126	92.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	97	85	87.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	148	144	97.3
English Learners	33	26	78.8
Foster Youth	--	--	--
Homeless	18	13	72.2
Socioeconomically Disadvantaged	152	138	90.8
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	44	37	84.1

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	1251	1223	224	18.3
Female	595	583	125	21.4
Male	656	640	99	15.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	42	42	10	23.8
Black or African American	18	18	5	27.8
Filipino	26	26	5	19.2
Hispanic or Latino	509	500	89	17.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	41	41	7	17.1
White	581	563	101	17.9
English Learners	127	121	27	22.3
Foster Youth	--	--	--	--
Homeless	80	76	24	31.6
Socioeconomically Disadvantaged	607	592	132	22.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	202	195	54	27.7

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
6.33	4.13	3.36	3.12	2.47	2.01	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
0.4	0.14	0	0.17	0.12	0.04	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.36	0.00
Female	2.18	0.00
Male	4.42	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.76	0.00
Black or African American	11.11	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.36	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.44	0.00
White	4.30	0.00
English Learners	3.15	0.00
Foster Youth	0.00	0.00
Homeless	2.50	0.00
Socioeconomically Disadvantaged	3.95	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.96	0.00

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

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

2024-25 School Safety Plan

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.

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

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	16	47	14	17
Mathematics	22	21	9	21
Science	27	6	6	11
Social Science	20	29	15	23

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	396

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)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.5
Psychologist	1.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3

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	\$15,646	\$4,835	\$10,810	\$89,474
District	N/A	N/A	\$10,270	88,148
Percent Difference - School Site and District	N/A	N/A	5.1	1.5
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	0.4	-5.7

Fiscal Year 2023-24 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 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	\$54,259	\$58,855
Mid-Range Teacher Salary	\$92,257	\$92,519
Highest Teacher Salary	\$108,876	\$114,665
Average Principal Salary (Elementary)	\$129,656	\$142,791
Average Principal Salary (Middle)	\$134,787	\$151,078
Average Principal Salary (High)	\$148,891	\$167,094
Superintendent Salary	\$261,664	\$281,086
Percent of Budget for Teacher Salaries	33%	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	29.5
--	------

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	3
Fine and Performing Arts	1
Foreign Language	3
Mathematics	4
Science	1
Social Science	4
Total AP Courses Offered Where there are student course enrollments of at least one student.	17

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.

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 CABE (bilingual education) and other language learner trainings to support our ELD and native Spanish speaker program.

PD provided for staff, including department planning days, subject specific PD, and PD offered through staff and leadership meetings. Funds are set aside from supplemental funds to support teacher and staff development.

Professional Development

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.

Using our supplemental budget funds, we have allocated at least 15 school days for professional development for our teachers (not all at once). PD includes PBIS team work, half and full day trainings on PLCs, Guaranteed and Viable Curriculum, AVID, and professional observation of master teachers/programs in other school communities, as well as release time for teachers to engage in implementation work related to trainings. Teachers who are provided with PD and release time are asked to report back to the school community about their learning/growth within their PLC and/or the school site, in order to support development, curiosity, and connection for teachers across our campus community.

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	3	15