

Lincoln High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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/>.

2025-26 School Contact Information

School Name	Lincoln High School
Street	790 J St.
City, State, Zip	Lincoln, CA 95648
Phone Number	916 645-6360
Principal	Ashley Sandor, Ed.D.
Email Address	asandor@wpusd.org
School Website	lhs.wpusd.org
Grade Span	9-12
County-District-School (CDS) Code	31-66951-0000000

2025-26 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

2025-26 School Description and Mission Statement

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

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

Collective Commitments/Values

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

2025-26 School Description and Mission Statement

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, as well as a successful mid-cycle report in the Spring of 2025, and our report and next steps are also available at lhs.wpusd.org > our school > WASC.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	317
Grade 10	281
Grade 11	281
Grade 12	305
Total Enrollment	1,184

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47
Male	53
American Indian or Alaska Native	0.7
Asian	3.2
Black or African American	1.2
Filipino	1.9
Hispanic or Latino	42.9
Native Hawaiian or Pacific Islander	0.3
Two or More Races	4.2
White	44.5
English Learners	9.1
Foster Youth	0.2
Homeless	4.6
Migrant	0.3
Socioeconomically Disadvantaged	43.4
Students with Disabilities	15.2

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.

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)	65.9	91.41	363	79.27	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3.1	0.69	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.6	0.85	8.8	1.94	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.7	3.78	68	14.85	11953.1	4.28
Unknown/Incomplete/NA	2.8	3.95	14.8	3.25	15831.9	5.67
Total Teaching Positions	72.1	100	458	100	279044.8	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.

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)	54.7	85.85	368.3	78.8	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	3.2	0.7	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.9	1.54	12.7	2.72	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.8	4.42	63.8	13.66	11746.9	4.23
Unknown/Incomplete/NA	5.2	8.17	19.2	4.11	14303.8	5.15
Total Teaching Positions	63.8	100	467.4	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	47.6	86.01	369.1	78.31	230039.4	100
Intern Credential Holders Properly Assigned	0	0	4.6	0.99	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.4	4.42	10.5	2.24	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.5	4.55	56.8	12.07	12112.8	4.34
Unknown/Incomplete/NA	2.7	4.98	30.1	6.4	13705.8	4.91
Total Teaching Positions	55.4	100	471.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	1.3
Misassignments	0.60	0.9	1.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.60	0.9	2.4

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	2.70	2.8	2.5
Total Out-of-Field Teachers	2.70	2.8	2.5

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.5	2.1	1.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 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	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	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)	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 *Physics: Glencoe Physics - Principles and Problems, 2004. *AP Physics: Principals of Physics, 6th edition by Douglas Giancoli, 2004 (adopted 2006)	0

	<p>*Forensics: Kendall Hunt Forensic Science, 4th edition (adopted 2007)</p> <p>*Ag Biology - Biology- Prentice Hall, Miller and Levine, Copyright 2007</p> <p>*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)</p> <p>*Prentice Hall Comparative Politics (Adopted 2006)</p> <p>*AP USH: American Pageant & AMSCO (supplemental)</p> <p>*AP Gov: Edwards, Government in America: People, Politics and Policy AP Edition 2020 & AMSCO (supplemental)</p> <p>*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</p> <p>*AP World: AMSCO Advanced Placement Edition World History: Modern (1200-Present) Perfection Learning</p> <p>*AP Psychology: Psychology for the AP Course 4th Edition by David Myers (adopted 2024)</p> <p>*Intro to Psychology: Thinking About Psychology 4th Edition by Charles T. Blair-Broeker & Randal M. Ernst (adopted 2023)</p> <p>*Sport Psychology: Closing the Gap: Applied Sport Psychology for High School by David L. Rockwood (adopted 2023)</p> <p>*Sociology: Sociology: A Brief Introduction 14th Edition by Richard T. Schaefer (adopted 2023)</p>	0
Foreign Language	<p>*Spanish 1 - Encuentros 1 (Vista Higher Learning), adopted 2024</p> <p>*Spanish 2 - Encuentros 2 (Vista Higher Learning), adopted 2024</p> <p>*Spanish 3 - Encuentros 3 (Vista Higher Learning), adopted 2024</p> <p>*AP Spanish Language and Culture - Temas (Vista Higher Learning), adopted 2023</p> <p>*AP Spanish Literature and Culture - Azulejo (Wayside Publishing), adopted 2019</p> <p>*Native Spanish 2 - Galería 1 (Vista Higher Learning), adopted 2024</p> <p>*Native Spanish 3 - Galería 2 (Vista Higher Learning), adopted 2024</p> <p>*French 1 - D'accord 1 (Vista Higher Learning), adopted 2024</p> <p>*French 2 - D'accord 2 (Vista Higher Learning), adopted 2024</p> <p>*French 3 - D'accord 3 (Vista Higher Learning), adopted 2024</p> <p>*French 4 - Themes (Vista Higher Learning), adopted 2023</p>	0
Health	<p>*Lifetime Health by Holt. Adopted in 2007</p>	0
Visual and Performing Arts	<p>*Hands on Training: First Year Guitar Adoption 2020</p> <p>*Foundations for Superior Performance Warm-Ups and Technique for Band: Adoption 2022</p> <p>*Standard of Excellence Advanced Jazz Ensemble Method For group or individual instruction Adopted prior to 2020</p> <p>*First Place for Jazz Introductory method for Jazz Ensemble Adopted 2022</p> <p>*Theatre in Action by Glencoe adopted in 2001</p>	0

Science Laboratory Equipment (grades 9-12)	Microscopes, Centrifuges, Anatomical Models, Eyeglass UV sanitation Cabinet/Storage, Scales/Balances, Bunsen Burners, Incubators, and PASCO Spark Lab Stimulators	0
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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 11/2025

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: Interior touch up paint needed 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 Restroom Portable South 264 sq ft: Stall upgrade Room 34 960 sq ft: Flooring needs to be replaced

School Facility Conditions and Planned Improvements

			<p>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 Cafeteria 2,300 sq ft: Flooring needs to be upgraded Computer Lab 980 sq ft: Wall damage from chairs Old Gym 7,885 sq ft Flooring needs 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>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		<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>
Electrical		X	<p>New Gym 9,690- Electrical upgrade needed Room 10 960 sq ft: Electrical upgrade needed Room 11 728 sq ft: Electrical upgrade needed Room 17: interior lighting upgrade needed Wood Shop: Electrical upgrade needed Auto Shop: Electrical upgrade needed Art: Electrical upgrade needed Cafeteria: Electrical service upgrade needed 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>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	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>
Safety: Fire Safety, Hazardous Materials	X		<p>Library 4,698 sq ft: Exterior Trim Paint needed New Gym: Exterior 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</p>

School Facility Conditions and Planned Improvements

			<p>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</p> <p>The fire equipment and emergency systems appear to be functioning properly. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). Emergency alarms appear to be functional. Emergency exit signs function as designed, exits are unobstructed. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>Admin-Roofing needs replaced Counselors Office 192 sq ft: 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 21a 616 sq ft: Roof leak in science prep hall There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Severe cracks are not evident. Ceilings & floors are not sloping or sagging beyond their intended design. Posts, beams, support for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. Roof systems appear to be functioning properly.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>Old Gym: Windows are damaged and need replaced The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Conditions that pose a safety and/or security risk are not evident. There is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk.</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	44	54	53	55	47	48
Mathematics (grades 3-8 and 11)	23	28	42	44	35	37

2024-25 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	275	269	97.82	2.18	54.28
Female	118	115	97.46	2.54	65.22
Male	157	154	98.09	1.91	46.10
American Indian or Alaska Native	--	--	--	--	--
Asian	13	12	92.31	7.69	75.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	121	120	99.17	0.83	48.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	63.64
White	118	114	96.61	3.39	57.02
English Learners	25	24	96.00	4.00	8.33
Foster Youth	0	0	0	0	0
Homeless	15	14	93.33	6.67	7.14
Military	0	0	0	0	0
Socioeconomically Disadvantaged	97	95	97.94	2.06	44.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	37	94.87	5.13	16.22

2024-25 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	275	270	98.18	1.82	28.15
Female	118	116	98.31	1.69	27.59
Male	157	154	98.09	1.91	28.57
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	53.85
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	121	120	99.17	0.83	17.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	45.45
White	118	114	96.61	3.39	33.33
English Learners	25	25	100.00	0.00	4.00
Foster Youth	0	0	0	0	0
Homeless	15	15	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	97	96	98.97	1.03	16.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	37	94.87	5.13	2.70

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	28.28	31.8	33.43	37.89	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	551	543	98.55	1.45	29.47
Female	248	243	97.98	2.02	33.33
Male	303	300	99.01	0.99	26.33
American Indian or Alaska Native	--	--	--	--	--
Asian	22	21	95.45	4.55	52.38
Black or African American	--	--	--	--	--
Filipino	12	12	100.00	0.00	33.33
Hispanic or Latino	227	225	99.12	0.88	25.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	27	100.00	0.00	33.33
White	254	249	98.03	1.97	29.72
English Learners	36	36	100.00	0.00	5.56
Foster Youth	0	0	0	0	0
Homeless	26	26	100.00	0.00	11.54
Military	0	0	0	0	0
Socioeconomically Disadvantaged	187	185	98.93	1.07	24.32
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	75	72	96.00	4.00	6.94

2024-25 Career Technical Education Programs

Lincoln High School's Career and Technical Education (CTE) program offers a variety of sequenced pathways that provide students with hands-on learning, industry-aligned skills, and real-world experiences. These pathways include Agricultural Business, Agricultural Mechanics – Welding, Agricultural Mechanics – Construction, Sustainable Agriculture, Animal Science, Floral Design, Game Design & Integration, Multimedia Production, Education/Child Development & Family Services, and Engineering & Architecture. Each pathway offers a structured progression from introductory to advanced coursework, often including dual enrollment opportunities and culminating in internships or capstone experiences that prepare students for college, career, and technical fields. Jennifer Horton is our district's CTE and CTEIG representative to various CTE organizations in her role as District College and Career Coordinator.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	873
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	32.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	97.35
Graduates Who Completed All Courses Required for UC/CSU Admission	57.56

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.

2024-25 California Physical Fitness Test Participation Rates

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 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	93%	99%	99%	95%	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.

2025-26 Opportunities for Parental Involvement

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

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

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

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

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

School Site Council: School Site Councils (SSCs) in California exist to ensure that schools engage parents, teachers, and staff in the decision-making process regarding the use of state and federal funds. Their primary role is to develop, review, and update the School Plan for Student Achievement (SPSA), which outlines how funds will support specific academic goals to improve student outcomes. As a Title 1 School, our Site Council is composed of parents, staff, and students. Parents, students, and staff are nominated and elected by their peers to serve on the SSC.

English Language Advisory Committee (ELAC): The English Learner Advisory Committee (ELAC) helps parents/guardians navigate the school system. We come together for various meetings over the course of the year to go over important school topics such as Financial Aid, School Safety, Student Attendance, Academics, College, the Single Plan for Student Achievement (SPSA) and more. Members are elected through a nomination and voting process amongst other parents, but meetings are open to all parents.

Sober Grad Night Committee: Comprised of parents who fundraise, plan, and run the Sober Grad Night for each graduating class.

Parent Engagement Plan: The district and each building receiving Title 1 funds must develop a Parent and Family Engagement Plan. This plan, developed jointly with parents, sets the expectation of and the framework for parent engagement in each building. Parent engagement is of crucial importance in Title 1. Schools receiving Title 1 funds must implement programs and activities to promote parent involvement in academic learning. These programs or activities should increase parents' knowledge and skills to help support their child's learning and help parents understand the importance of their involvement in their child's education. The Lincoln High School plan will detail how we will encourage parent engagement and provide opportunities for parents to increase their knowledge and skills while working as equal partners to improve their child's educational performance. This plan was developed and approved by School Site Council (9/4/25) and ELAC (9/22/25) for the 25/26 school year. The Parent Engagement Plan and Parental Engagement Policy can be found at [lhs.wpusd.org>our school>accountability>title 1 information](https://lhs.wpusd.org/our-school/accountability/title-1-information).

Title I Compact: The Title 1 compact is an agreement made between the parent, school, and student. It details the goals and responsibilities for each group and is necessary to ensure that each party adequately participates in the education of the child. The Compact was developed and approved by the School Site Council (9/4/25), Zebra Congress (9/9/25), and ELAC (9/22/25). The School – Student – Parent Compact can be accessed by visiting [lhs.wpusd.org>our school>accountability>title 1 information](https://lhs.wpusd.org/our-school/accountability/title-1-information).

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	5.3	5	3.6	14.8	13.1	6	8.2	8.9	8
Graduation Rate	93.8	94	95	79.7	84.5	87.6	86.2	86.4	87.5

2024-25 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	279	265	95.0
Female	134	127	94.8
Male	145	138	95.2
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	11	9	81.8
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	106	98	92.5
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	12	12	100.0
White	137	133	97.1
English Learners	30	24	80.0
Foster Youth	0.0	0.0	0.0
Homeless	18	14	77.8
Socioeconomically Disadvantaged	146	135	92.5
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	39	34	87.2

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1242	1217	211	17.3
Female	587	573	117	20.4
Male	655	644	94	14.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	39	38	7	18.4
Black or African American	16	16	3	18.8
Filipino	24	23	2	8.7
Hispanic or Latino	532	520	91	17.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	52	50	7	14.0
White	552	543	93	17.1
English Learners	118	115	24	20.9
Foster Youth	--	--	--	--
Homeless	81	78	25	32.1
Socioeconomically Disadvantaged	563	550	122	22.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	201	196	48	24.5

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4.13	3.36	5.31	2.47	2.01	2.07	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.14	0	0.4	0.12	0.04	0.06	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.31	0.40
Female	2.73	0.17
Male	7.63	0.61
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.56	0.00
Black or African American	18.75	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.52	0.94
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.92	0.00
White	3.44	0.00
English Learners	10.17	0.85
Foster Youth	0.00	0.00
Homeless	9.88	1.23
Socioeconomically Disadvantaged	7.64	0.36
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.45	0.50

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.

2025-26 School Safety Plan

Lincoln High School's comprehensive safety plan was revised and updated was published in spring 2025 and will be updated and republished in spring of 2026 and can be found on our website. The school safety plan is comprised of district protocols, policies, and procedures for emergencies. The safety plan is reviewed and utilized by the staff regularly to assure that LHS is safe and secure. Our current school safety plan is designed based on the Standard Response Protocol (SRP) system, that includes different levels of response including Secure, Lockdown, Evacuate, and Shelter. 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 Site Safety Team, School Site Council, and ELAC (all of which have parents, students, and staff as members) 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.

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

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	39	10	20
Mathematics	22	24	18	12
Science	25	7	9	9
Social Science	20	31	13	20

2024-25 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	298

2024-25 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)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$17,286	\$5,902	\$11,384	\$95,441
District	N/A	N/A	\$10,263	\$92,779
Percent Difference - School Site and District	N/A	N/A	10.4	7.9
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	5.5	0.8

Fiscal Year 2024-25 Types of Services Funded

Lincoln High School strategically uses supplemental funds to provide a wide range of programs and services that promote academic achievement, college and career readiness, and equitable access for all students. These dollars support extensive tutoring through student and certificated tutors, test-prep incentives, and materials that reinforce academic success. Supplemental funds also expand opportunities in AVID and Advanced Placement by covering field trip transportation, conference attendance, instructional preparation, and AP exam scholarships. College and career exploration is further strengthened through campus fairs, organizational tools such as student planners, and scholarships that remove financial barriers to key academic and enrichment experiences.

Additionally, supplemental funds enhance engagement and whole-child development through leadership retreats, CASL training, spirit recognition, science enrichment, and the Golden Sierra Life Skills program. They also provide supports for English Learners through targeted staff training and help celebrate student accomplishments with graduation recognitions and senior-year events. To ensure high-quality instruction across all programs, the school invests in professional development and substitute coverage that allows staff to participate in ongoing training designed to improve instructional practices and student outcomes. Our Wellness Program is funded through a grant through PCOE and provides a safe place, staffing, and mental health supports and services.

Lincoln High School utilizes Title I funds to provide targeted academic and social-emotional supports that directly benefit disadvantaged students and strengthen their path to success. These funds support a bilingual instructional aide, MTSS technician, intervention service provider, and attendance intervention efforts, ensuring students receive individualized academic help, progress monitoring, and consistent engagement in school. Title I dollars also fund evidence-based programs such as Big Brothers Big Sisters and Golden Sierra Life Skills, as well as Tier 1 PBIS interventions and Student of the Month recognition to reinforce positive schoolwide culture. To promote college and career readiness, Title I provides scholarships for local and Southern California college field trips, AVID supplies, and student planners that build organizational skills. Additionally, Title I funds support parent engagement through AVID Parent Nights, bilingual tutoring through ELAC, LTEL/ELD teacher training, and STAMP exam fees for the Seal of Biliteracy, ensuring meaningful access and opportunity for all Title I students.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$45,818	\$62,145
Mid-Range Teacher Salary	\$83,387	\$97,088
Highest Teacher Salary	\$113,231	\$120,436
Average Principal Salary (Elementary)	\$135,378	\$151,343
Average Principal Salary (Middle)	\$139,473	\$159,514
Average Principal Salary (High)	\$156,951	\$177,261
Superintendent Salary	\$270,312	\$294,805
Percent of Budget for Teacher Salaries	32.03%	29.95%
Percent of Budget for Administrative Salaries	5.75%	5.4%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	27.5
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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	0
English	4
Fine and Performing Arts	0
Foreign Language	3
Mathematics	3
Science	2
Social Science	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	22

Professional Development

Major Professional Development opportunities over the past three years include:

AVID: Yearly conferences of at least five days each take place to keep our site as current on best AVID practices as possible. In addition, several sessions of "teachers teaching teachers" in AVID strategies take place each year at staff meetings and during district PD days.

Professional Development

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

NCI Training: Administrators, Campus Monitors, and teachers attended Nonviolent Crisis Intervention (NCI) training to equip staff with safe, research-based strategies to prevent, de-escalate, and respond to student behavioral crises while maintaining the care, welfare, safety, and security of everyone involved.

PBIS: Our site has participated in the Tier 1 PBIS training for the last two years to provide staff with foundational strategies to build a positive, proactive, schoolwide system that teaches, reinforces, and supports expected behaviors for all students.

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

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

PLC Focus: Departments/Administration have participated in PD days relating to Guaranteed/Viable Curriculum and PLC development with Solution Tree. There have been additional trainings on the Performance Matters system for assessment and data tracking.

Response to Intervention: Teachers and Administration attended an RTI Conference through Solution Tree to move along our systems of support.

CTE Programs have access to many professional development opportunities to keep their programs current and effective, as well as to expand CTE and Dual Enrollment opportunities.

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.

Math/Language: An effort to provide opportunities for staff to attend Building Thinking Classrooms and other training that address Language Development have been a top priority to reach our special populations.

PCOE: We have been working in collaboration with PCOE to provide training on the implementation of Interim Assessments and Goal Setting protocols.

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. Each PD request must be tied to a SPSA goal, and 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	2023-24	2024-25	2025-26
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	3	15	15
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