

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.

2025-26 School Contact Information

School Name	Lincoln High School
Street	6844 Alexandria Place
City, State, Zip	Stockton, CA 95207
Phone Number	209-953-8920
Principal	Kat Bender
Email Address	kbender@lusd.net
School Website	www.lincolnhigh.org
Grade Span	9-12
County-District-School (CDS) Code	39685693933801

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Founded in 1954, Lincoln High School (LHS) is the sole comprehensive high school in the Lincoln Unified School District. Located in northwest Stockton, LHS serves an ethnically and socio-economically diverse population of approximately 2,900 students. The school is accredited by the Western Association of Schools and Colleges (WASC) and has long maintained a strong reputation for excellence in both academic and extra-curricular programs. LHS received a six-year accreditation through June 30, 2028.

For students pursuing post-secondary education, LHS offers a traditional college preparatory program supported by a broad and rigorous curriculum, including an extensive visual and performing arts program. Students interested in technical or career pathways have access to a wide range of Career Technical Education (CTE) courses.

LHS provides a comprehensive counseling program staffed by nine counselors, which includes a dedicated College and Career Counselor. The needs of students receiving special education services are supported through the Resource Specialist Program (RSP), Special Day Classes (SDC), school psychologists, and a Language, Speech, and Hearing program. A designated ELD teacher provides targeted support for newcomer students through a class and push-in services, working alongside bilingual paraeducators, while English Learners are fully mainstreamed in their core academic classes. The fully staffed Multilingual Center also provides essential support to teachers, students, and families.

Beyond the classroom, LHS offers a robust array of extracurricular opportunities, including student leadership, peer counseling, cultural and social clubs, service organizations, academic-related clubs, and a full interscholastic athletics program—providing all students with opportunities to connect, lead, and grow.

Lincoln High School Mission:

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

Lincoln High School Vision:

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

2025-26 School Description and Mission Statement

Lincoln High School Social Vision:

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

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

Goal 1: Increase the academic achievement and post-secondary readiness of EL students by improving access to grade-level curriculum, targeted interventions, and transition supports.

This goal aligns with LCAP goal 2: Accelerate student learning with high expectations for all to increase student achievement in all student groups. The strategies outlined in this goal are designed to provide targeted academic and language support for students, while also equipping teachers with the tools and resources needed to foster engagement and equitable learning opportunities that will help increase achievement for our English Learners.

Goal 2: LHS will strengthen academic support, social-emotional advisement, and college and career readiness opportunities to improve student success and post-secondary outcomes.

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

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

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

Goal 4: Lincoln High School will review, analyze, and refine policies, practices, systems, and social opportunities to ensure they effectively support and reflect the needs of our diverse student population.

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

Progress is monitored through annual data analysis by each stakeholder group including staff, students and parents.

Stakeholders analyze professional development calendars, all California Dashboard data, attendance, grades and discipline data.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	754
Grade 10	695
Grade 11	672
Grade 12	680
Total Enrollment	2,801

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.4
Non-Binary	0.2
American Indian or Alaska Native	0.3
Asian	10.2
Black or African American	11.5
Filipino	3.1
Hispanic or Latino	53.7
Native Hawaiian or Pacific Islander	0.9
Two or More Races	4.5
White	15.4
English Learners	7.6
Foster Youth	0.3
Homeless	6.5
Migrant	0.1
Socioeconomically Disadvantaged	71.2
Students with Disabilities	11.2

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)	95.1	72.17	340.2	78.99	234405.2	84
Intern Credential Holders Properly Assigned	6.6	5.05	22.6	5.25	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.8	1.43	8	1.88	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	11.4	8.65	32.1	7.45	11953.1	4.28
Unknown/Incomplete/NA	16.7	12.69	27.6	6.42	15831.9	5.67
Total Teaching Positions	131.7	100	430.7	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)	100.1	79.1	315.7	79.39	231142.4	83.24
Intern Credential Holders Properly Assigned	9.8	7.81	23.8	5.99	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.6	3.66	19.3	4.86	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	8.4	6.69	29	7.31	11746.9	4.23
Unknown/Incomplete/NA	3.4	2.71	9.7	2.45	14303.8	5.15
Total Teaching Positions	126.6	100	397.7	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)	95.7	73.4	308.9	76.19	230039.4	100
Intern Credential Holders Properly Assigned	4.6	3.57	17.9	4.42	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.5	2.72	21.3	5.27	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	7.9	6.07	27.8	6.86	12112.8	4.34
Unknown/Incomplete/NA	18.5	14.21	29.4	7.25	13705.8	4.91
Total Teaching Positions	130.3	100	405.4	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	1.9	1.1
Misassignments	1.80	2.6	2.4
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.80	4.6	3.5

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	2.30	0	1
Local Assignment Options	9.00	8.3	6.8
Total Out-of-Field Teachers	11.40	8.4	7.9

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)	2.6	6.3	5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.6	5.2	5.2

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Following a public hearing the LUSD Board of Education has found that sufficient textbooks and instructional materials are available to each student in Reading/Language Arts, Mathematics, Science History/Social Science and Health. All students, including English Learners have textbooks or instructional materials, or both, to use in class or to take home.

Year and month in which the data were collected

Dec 2024

Subject	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	My Perspectives Adoption Year 2022 Inspire Literacy Adoption Year 2022 The Bradford Introduction to Literature Adoption Date 2011 Language of Literature, American Lit Adoption Date 2010 McGraw Hill Reader Adoption Year 2010 Literature British Literature Adoption Year 2009	0%
Mathematics	Big Ideas Math - Modeling Real Life - Common Core Edition Adoption Year 2018 CPM Core Connections Integrated I Adoption Year 2018 CPM Core Connections Integrated II Adoption Year 2018 CPM Core Connections Integrated III Adoption Year 2018 CPM Precalculus 3rd Edition Adoption Year 2020	0%

	<p>Calculus of a Single Variable Adoption Year 2013</p> <p>Calculus for AP 2019 Adoption Year 2022</p> <p>The Practice of Statistics Adoption Year 2014</p> <p>Discovering Geometry: An Investigative Approach Adoption Year 2012</p> <p>Algebra 1 Resources (Honors) Adoption Year 1998</p>	
Science	<p>Biology: Savvas Adoption Year 2024</p> <p>Savvas Experience Chemistry Adoption Year 2023</p> <p>Chemistry: A Molecular Approach 9th edition Adoption Year 2023</p> <p>STEMScopes Physics Adoption Year 2022</p> <p>Physics Principles With Applications(AP) Adoption Year 2017</p> <p>College Physics 2018 Adoption Year 2022</p> <p>Hole's Human Anatomy & Physiology, 8th, 9th, & 11th eds. Adoption Year 2022</p> <p>Environment: The Science Behind the Stories AP Adoption Year 2016</p>	0%
History-Social Science	<p>Geography Alive! Regions and People Adoption Year 2007</p> <p>American History for the AP Course v9 Adopted 2023</p> <p>America Through the Lens 2019 Adoption Year 2022</p> <p>History Alive! World Connections Adoption Year 2020</p> <p>Traditions and Encounters (AP History) Adoption Year 2020</p> <p>Human Geography: A Spatial Perspective AP Edition Adoption Year 2021</p> <p>Economics California 2019 Adoption Year 2020</p>	0%

	History of a Nation Adoption Year 2024	
	Magruder's American Government Adoption Year 2020	
Foreign Language	Discovering French Nouveau! 1 Bleu Adoption Year 2004	0%
	Discovering French Nouveau! 2 Blanc Adoption Year 2004	
	Discovering French Nouveau! 3 Rouge Adoption Year 2007	
	Prego! An Invitation To Italian Adoption Year 2012	
	Avancemos Spanish 1 Adoption Year 2016	
	Avancemos Spanish 2 Adoption Year 2016	
	Avancemos Spanish 3 Adoption Year 2016	
	Avancemos Spanish 4 Adoption Year 2016	
	El espanol para nosotros : curso para hispanohablantes / Level 1 Adoption Year 2016	
	El espanol para nosotros : curso para hispanohablantes / Level 2 Adoption Year 2016	
	Triangulo Apreciado v6 Adoption Year 2023	
Health	GW Health Essentials for HS Adoption year 2024	0%
Visual and Performing Arts		0%
Science Laboratory Equipment (grades 9-12)		0%
Note: Cells with N/A values do not require data.		

School Facility Conditions and Planned Improvements

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

School Facility Conditions and Planned Improvements

The Lincoln High school grounds and buildings are maintained by a district maintenance staff, which works in concert with our custodians. Repairs and projects that custodians are unable to handle are referred to district maintenance staff via a district-wide work order system. Day custodians maintain the school during the day and night custodians clean every classroom every night. The trash is emptied and desk surfaces and whiteboards are cleaned. Carpets are shampooed and floors are stripped and waxed once a year during school breaks. Repainting and removing graffiti is a high priority and most often taken care on the same day it appears. Three maintenance workers are assigned to LHS daily to clean the grounds following the lunch hour. Two full-time grounds men are assigned to our campus to maintain the grass, sprinkler system, flower beds, and all associated trimming of trees and bushes.

Seven full-time campus supervisors, two full-time Safety Officers and a Stockton Police Officer are assigned to LHS on a daily basis to ensure the safety of our students. A district Safety Officer patrols the school grounds after hours every night.

Year and month of the most recent FIT report

December 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative 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)	52	56	41	44	47	48
Mathematics (grades 3-8 and 11)	24	26	28	30	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	668	652	97.60	2.40	55.67
Female	333	325	97.60	2.40	61.23
Male	332	324	97.59	2.41	50.00
American Indian or Alaska Native	--	--	--	--	--
Asian	77	76	98.70	1.30	59.21
Black or African American	80	79	98.75	1.25	49.37
Filipino	27	25	92.59	7.41	72.00
Hispanic or Latino	341	330	96.77	3.23	49.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	29	96.67	3.33	48.28
White	103	103	100.00	0.00	75.73
English Learners	55	53	96.36	3.64	13.21
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	62	62	100.00	0.00	61.29
Socioeconomically Disadvantaged	458	447	97.60	2.40	49.66
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	68	64	94.12	5.88	18.75

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	668	655	98.05	1.95	25.69
Female	333	327	98.20	1.80	22.70
Male	332	325	97.89	2.11	28.31
American Indian or Alaska Native	--	--	--	--	--
Asian	77	77	100.00	0.00	37.66
Black or African American	80	79	98.75	1.25	10.13
Filipino	27	26	96.30	3.70	38.46
Hispanic or Latino	341	332	97.36	2.64	19.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	29	96.67	3.33	27.59
White	103	102	99.03	0.97	43.14
English Learners	55	55	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	62	62	100.00	0.00	22.58
Socioeconomically Disadvantaged	458	450	98.25	1.75	19.38
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	68	64	94.12	5.88	1.56

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)	33.13	33.69	25.81	27.23	30.73	32.33

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	1344	1327	98.74	1.26	33.56
Female	680	670	98.53	1.47	31.24
Male	660	653	98.94	1.06	35.83
American Indian or Alaska Native	--	--	--	--	--
Asian	153	152	99.35	0.65	53.29
Black or African American	153	151	98.69	1.31	18.54
Filipino	47	46	97.87	2.13	41.30
Hispanic or Latino	691	684	98.99	1.01	27.23
Native Hawaiian or Pacific Islander	18	18	100.00	0.00	33.33
Two or More Races	62	62	100.00	0.00	41.94
White	217	211	97.24	2.76	46.92
English Learners	105	104	99.05	0.95	0.97
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	104	104	100.00	0.00	27.88
Socioeconomically Disadvantaged	912	904	99.12	0.88	26.99
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	130	124	95.38	4.62	2.44

2024-25 Career Technical Education Programs

LHS offers ten Career Technical Education (CTE) pathways within the following industry sectors:

- Education, Child Development & Family Services
- Hospitality, Tourism, and Recreation
- Fashion and Interior Design
- Building Trades and Construction
- Engineering & Architecture
- Information and Communication Technology

All CTE courses are aligned with state and national industry standards and provide students with meaningful exposure to career concepts, technical skills, and workplace expectations. Students can enroll in a range of offerings—from single-period introductory courses to advanced two-period capstone classes that may include field placements or internships with local businesses. In addition to exploring career interests, many students earn college credits, industry certifications, and valuable hands-on experience that prepares them for post-secondary education or the workforce. Each industry sector is supported by local business and community representatives who serve on the LHS CTE Advisory Committee. The CTE department is overseen by administrator Kelly Sandstrom.

Lincoln Unified also participates in the ARCH Student Apprentices Program, which allows LHS CTE students to apply their skills

2024-25 Career Technical Education Programs

in paid apprenticeship positions within the district. Current opportunities include placements in Information Technology (IT) and Childcare, giving students real-world experience while supporting district operations.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	884
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	30.7
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	99.46
Graduates Who Completed All Courses Required for UC/CSU Admission	44.8

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 9	92.4	92.7	94.1	93.4	93.9

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 is committed to fostering strong partnerships with parents and guardians by providing a wide range of opportunities to learn about our school, its programs, and the developmental needs of teenagers. Families are invited to participate in events such as Back to School Night, Open House, and the Curriculum Fair, where they can meet teachers, explore course offerings, and gain a deeper understanding of classroom expectations. College and career focused events which includes the College & Career Night, Financial Aid Workshops, College Application events, CTE Information Night, and Windows on Your Future. These opportunities equip families with essential information about post-secondary pathways, scholarships, and workforce preparation. In addition, our monthly Parent Connect Workshops offer ongoing support, resources, and training on topics such as digital citizenship, mental health, academic planning, and navigating high school systems like Aeries and Google Classroom.

Parents are also encouraged to become actively involved in school decision-making, leadership, and student support. Opportunities include serving on the School Site Council, participating in English Learner Advisory Council (ELAC) meetings, and joining our Athletic or Music Booster organizations. Families can also contribute by volunteering at school events, helping with student clubs or activities, or chaperoning major events such as Winter Formal and Prom. Additionally, parents play an essential role in Student Support Team (SST) meetings, 504 meetings, and IEP meetings, where collaboration between families and the school helps ensure each student receives the support they need to thrive. Through all of these opportunities, LHS strives to build a strong, inclusive community where families feel informed, empowered, and connected to their children's educational journey.

Parents interested in becoming more involved at Lincoln High School are encouraged to contact Principal Kat Bender at (209) 953-8920 or via email at kbender@lUSD.net. Opportunities for parent engagement can also be found on the school website (lincolnhigh.org) and in the weekly school newsletter, the Trojan Times. All communication is delivered to parents and guardians through the ParentSquare platform, which includes a comprehensive calendar of school events and important updates.

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	5.1	1.8	1.3	5.8	1.7	1.8	8.2	8.9	8
Graduation Rate	93.2	95.4	97.3	92.1	95.6	96.9	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	671	653	97.3
Female	343	338	98.5
Male	327	314	96.0
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	76	75	98.7
Black or African American	72	70	97.2
Filipino	20	20	100.0
Hispanic or Latino	352	345	98.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	25	25	100.0
White	109	102	93.6
English Learners	75	70	93.3
Foster Youth	--	--	--
Homeless	40	37	92.5
Socioeconomically Disadvantaged	525	510	97.1
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	71	63	88.7

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	2958	2911	735	25.2
Female	1463	1439	386	26.8
Male	1488	1465	348	23.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	292	290	65	22.4
Black or African American	352	344	111	32.3
Filipino	89	88	15	17.0
Hispanic or Latino	1591	1567	395	25.2
Native Hawaiian or Pacific Islander	26	26	5	19.2
Two or More Races	139	134	35	26.1
White	447	440	104	23.6
English Learners	285	279	78	28.0
Foster Youth	16	14	8	57.1
Homeless	204	202	73	36.1
Socioeconomically Disadvantaged	2150	2113	615	29.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	341	336	129	38.4

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
8.33	7.11	5.1	6.8	5.81	6.01	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
0.87	1.32	0.47	0.61	0.79	0.45	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	5.10	0.47
Female	3.01	0.41
Male	7.19	0.54
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.40	0.00
Black or African American	9.09	1.42
Filipino	4.49	0.00
Hispanic or Latino	5.22	0.50
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.04	0.00
White	3.80	0.22
English Learners	5.61	0.35
Foster Youth	25.00	0.00
Homeless	7.84	1.47
Socioeconomically Disadvantaged	5.72	0.51
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.68	1.76

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

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

The Safety Plan contains all emergency response action plans that includes Lockdown, Evacuation, Earthquake procedures and more. The plan also contains maps, triage information, general school information and associated board policies. The updated safety plan will be approved by the Safety Committee and School Site Council at the end of January, 2026. It was last board approved February, 2025.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	66	54	26
Mathematics	26	22	50	27
Science	19	68	55	0
Social Science	25	34	39	35

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	71	55	26
Mathematics	25	23	79	1
Science	19	58	57	1
Social Science	25	33	42	30

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	21	62	54	16
Mathematics	21	57	61	1
Science	19	67	41	2
Social Science	21	56	50	15

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	324.83

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)	8.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 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	\$4,807	\$484	\$4,323	\$60,921
District	N/A	N/A	\$4,878	\$94,741
Percent Difference - School Site and District	N/A	N/A	-12.1	-34.4
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-85.4	-43.4

Fiscal Year 2024-25 Types of Services Funded

LHS receives funding through the Lincoln Unified School District as outlined in the Local Control and Accountability Plan (LCAP), which prioritizes programs and supplemental services that support student success. These funds are used to provide site-based services such as academic tutoring, social-emotional learning programs, additional counseling support, college and career education initiatives, extended year opportunities, and athletics.

In addition to LCAP allocations, Lincoln High School benefits from various grant-funded programs. Significant grant funding supports Career Technical Education (CTE) pathways, allowing the school to expand industry-aligned courses, upgrade equipment and technology, provide work-based learning opportunities, and strengthen partnerships with local businesses and post-secondary institutions. LHS also receives Safe and Drug-Free Schools funding, which supports prevention programs, mental health initiatives, and the Peer Counseling program which gives students the tools to promote wellness, conflict resolution, and a safe, supportive school environment.

Departments receive annual allocations to support instructional needs specific to their content areas. These funds may be used to purchase supplementary materials, classroom equipment, and curriculum-aligned resources that enhance teaching and learning. Departments can also use funds to engage in professional development aligned with schoolwide goals and LEAP initiatives. Through this intentional and diversified approach to funding, LHS ensures that resources directly support high-quality instruction, equitable opportunities, and meaningful learning experiences for all 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	\$64,261	\$62,145
Mid-Range Teacher Salary	\$91,258	\$97,088
Highest Teacher Salary	\$124,891	\$120,436
Average Principal Salary (Elementary)	\$157,603	\$151,343
Average Principal Salary (Middle)	\$157,603	\$159,514
Average Principal Salary (High)	\$190,877	\$177,261
Superintendent Salary	\$272,732	\$294,805
Percent of Budget for Teacher Salaries	27.55%	29.95%
Percent of Budget for Administrative Salaries	5.46%	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	19.1
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	9
Fine and Performing Arts	2
Foreign Language	2
Mathematics	5
Science	12
Social Science	6
Total AP Courses Offered Where there are student course enrollments of at least one student.	59

Professional Development

Professional development at Lincoln High School is intentionally designed to strengthen instructional practices, align curriculum, and support the success of all students. Before the start of each school year, all staff participate in three days of professional learning, establishing a shared foundation in district initiatives, instructional expectations, and school wide goals. Through the district's LEAP initiative, both the Math and English departments have engaged in targeted professional development focused on identifying key standards, developing benchmark assessments, and ensuring alignment across course-alike teams. The Math Department also participated in an intensive Algebra Institute centered on high-impact

Professional Development

instructional strategies and improving foundational math outcomes. Additionally, staff received professional learning on collaborative teaching models and best practices for supporting students with disabilities, ensuring that general education and special education teachers are equipped to meet the diverse needs of learners.

Lincoln Unified School District provides annual professional development days for all staff as part of the collective bargaining agreement, with site-based follow-up and implementation support scheduled throughout the year. Weekly Tuesday morning meetings offer additional structured time—two to three times per month for teachers to collaborate by grade level or department. During this time, teachers analyze student data, identify essential standards, review assessment results, and collaboratively plan instruction. Professional learning is also provided to support the rollout of new curriculum, the use of evidence-based instructional strategies, and ongoing improvements aligned with school wide goals.

New teachers receive an additional three days of intensive professional learning before the start of each school year, ensuring they are introduced to district expectations, curriculum resources, instructional frameworks, and key initiatives such as LEAP, MTSS, and equity-based practices. Across all programs, the goal remains the same: to maintain a highly skilled, reflective, and student-centered professional staff. Lincoln Unified School District is deeply committed to supporting educators through high-quality, ongoing professional development that enhances teaching and learning for every student.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4