Elinor Lincoln Hickey Jr./Sr. 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	Elinor Lincoln Hickey Jr./Sr. High School
Street	2040 Ethan Way
City, State, Zip	Sacramento, CA 95825
Phone Number	(916) 228-2531
Principal	Barbara Modlin
Email Address	bmodlin@scoe.net
School Website	https://www.scoe.net/divisions/student_programs/community_schools/
Grade Span	7-12
County-District-School (CDS) Code	34-10348-0106237

2025-26 District Contact Information

District Name	Sacramento County Office of Education (SCOE)
Phone Number	(916) 228-2500
Superintendent	David W. Gordon
Email Address	Dgordon@scoe.net
District Website	www.scoe.net

2025-26 School Description and Mission Statement

At Elinor Lincoln Hickey Jr./Sr. High School, our mission is to support students in reaching their academic, behavioral, and social potential. While academic achievement is a core focus, we also recognize that addressing barriers to learning is necessary to support student progress. By prioritizing social-emotional well-being, we help students build academic skills, earn credits, gain job skills, develop self-efficacy, graduate high school, and transition to postsecondary education or career pathways.

To support these goals, each student develops a student success plan with staff that includes realistic and measurable goals. Instruction is guided by data and adjusted to based on individual strengths and needs. As part of our countywide Literacy

2025-26 School Description and Mission Statement

Initiative, students participate in targeted reading and writing supports, Achieve 3000 diagnostic assessments, and literacy interventions designed to improve foundational skills and content-area literacy. In the 2025-26 school year we have added a 2 Literacy Specialist who will support our sites. In addition, the school implements strategies aligned to the Black Student Landscape Analysis, including culturally responsive practices, relationship-based supports, and targeted academic and mentoring opportunities to improve engagement and outcomes for Black students.

Our small campus setting supports strong, consistent relationships between staff and students and promotes a structured, supportive learning environment. Students also have access to mentoring, assemblies, field trips, vocational exploration, career readiness activities, academic tutoring, and a mental health and wellness team to support both engagement and achievement.

Elinor Lincoln Hickey Jr./Sr. High School serves students in grades 7–12 from school districts across Sacramento County. Referrals are made through school districts, the Probation Department, or School Attendance Review Boards (SARBs). The curriculum is aligned with California State Standards and integrates career technical education to provide relevant and practical learning experiences.

We provide a respectful and inclusive environment that supports students who benefit from a non-traditional school setting. Students typically attend for up to two semesters before transitioning back to their home district or earning a high school diploma. Elinor Lincoln Hickey Jr./Sr. High School prepares students to succeed academically and develop the skills needed for continued education, employment, and community participation.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	1
Grade 8	6
Grade 9	6
Grade 10	11
Grade 11	5
Grade 12	107
Total Enrollment	136

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.1
Male	55.9
American Indian or Alaska Native	1.5
Asian	1.5
Black or African American	17.6
Hispanic or Latino	44.9
Native Hawaiian or Pacific Islander	3.7
Two or More Races	11.8
White	19.1
English Learners	16.9
Foster Youth	2.2
Homeless	29.4
Socioeconomically Disadvantaged	82.4
Students with Disabilities	16.9

A. Conditions of Learning	State Priority: Basic
	The SARC provides the following information relevant to the State priority: Basic (Priority 1): • Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching; • Pupils have access to standards-aligned instructional materials; and • School facilities are maintained in good repair.

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)	7.8	49.46	91.6	63.5	234405.2	84
Intern Credential Holders Properly Assigned	0	0	9	6.23	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	12.7	8.86	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	7	44.22	18.8	13.08	11953.1	4.28
Unknown/Incomplete/NA	1	6.32	11.9	8.3	15831.9	5.67
Total Teaching Positions	15.8	100	144.3	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)	7.3	50	69.5	52.14	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	6	4.5	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	6.82	28.6	21.45	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	6.3	43.18	20	15.02	11746.9	4.23
Unknown/Incomplete/NA	0	0	9.1	6.88	14303.8	5.15
Total Teaching Positions	14.6	100	133.3	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)	7.4	48.09	71	42.24	230039.4	100
Intern Credential Holders Properly Assigned	1	6.49	7.5	4.49	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	6.49	53.1	31.59	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.9	38.87	19.9	11.88	12112.8	4.34
Unknown/Incomplete/NA	0	0	16.4	9.78	13705.8	4.91
Total Teaching Positions	15.4	100	168.2	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	1
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	1

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	7.00	6.3	5.9
Total Out-of-Field Teachers	7.00	6.3	5.9

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)	0	0	11.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.3	0	9.7

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

The quality, currency, and availability of the CA State Standards-aligned textbooks and other instructional materials used at the school are sufficient in each of the core curriculum areas:

- Reading/Language Arts
- Mathematics
- Science
- History-Social Science
- Health
- Visual and Performing Arts

Each student is provided the appropriate textbook, a ChromeBook, and instructional material in all of the core areas.

Year and month in which the data were collected	January 2026

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	Adopted 06/2016: • SpringBoard (CollegeBoard)	0
Mathematics	Adopted 06/2015: • California Math (McGraw Hill), • Integrated High School Math 1, 2, 3 (Pearson)	0
Science	Adopted 2023 Stemscopes CA NGSS	0
History-Social Science	Adopted May 2018 • Discovering Our Past: A History of the United States, Early Years (McGraw Hill-Networks) • Discovering Our Past: A History of the World, Early Ages (McGraw Hill-Networks) • Discovering Our Past: A History of the United States (McGraw Hill-Networks) • United States History and Geography (McGraw Hill-Networks) • United States History and Geography, Modern Times (McGraw Hill-Networks)	0

	• United States Government: Our Democracy (McGraw Hill-Networks) • Understanding Economics (McGraw Hill-Networks)	
Foreign Language		0
Health	Edgenuity	0
Visual and Performing Arts	Edgenuity	0
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements

Elinor Lincoln Hickey Jr./Sr. High School consists of seven student classroom areas, a multi-purpose room and an administration building. A safe and clean environment is provided for students and staff by full-time SCOE maintenance and custodial personnel assigned to the site. All necessary repairs are addressed and completed promptly using a work order System. Cleaning schedules ensure proper cleaning of the site on a daily, weekly, and quarterly basis. Ongoing inspections ensure the site meets or exceeds good repair standards.

Year and month of the most recent FIT report	August 2025

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)	10	0	27	29	47	48
Mathematics (grades 3-8 and 11)	6	0	20	22	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	29	20	68.97	31.03	0.00
Female	14	10	71.43	28.57	--
Male	15	10	66.67	33.33	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	13	10	76.92	23.08	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	17	65.38	34.62	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	28	16	57.14	42.86	0.00
Female	13	7	53.85	46.15	--
Male	15	9	60.00	40.00	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	13	8	61.54	38.46	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	25	13	52.00	48.00	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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)	14.94	3.45	12.57	4.88	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	61	29	47.54	52.46	3.45
Female	35	15	42.86	57.14	0.00
Male	26	14	53.85	46.15	7.14
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	17	8	47.06	52.94	--
Filipino	0	0	0	0	0
Hispanic or Latino	25	11	44.00	56.00	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	5	45.45	54.55	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	17	7	41.18	58.82	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	23	45.10	54.90	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

Elinor Lincoln Hickey Jr./Sr. High School offers Career Technical Education (CTE) programs aligned with the California CTE Model Curriculum Standards pursuant to Education Code Section 51226. Students may participate in the following pathways: Construction (Building and Construction Trades sector), Horticulture (Agriculture and Natural Resources sector), and Culinary Arts (Hospitality, Tourism, and Recreation sector). These programs integrate academic instruction with hands-on, career-focused learning.

CTE program sequences are conducted directly by the Sacramento County Office of Education (SCOE) and are taught by credentialed CTE instructors. Academic and CTE teachers collaborate to align vocational instruction with core academic standards. Students with disabilities may also participate in the SCOE WorkAbility program to support job readiness and employment as part of transition planning.

CTE programs are supported by a district-level CTE Advisory Committee that includes representatives from local industry, workforce development, and postsecondary partners. The committee provides guidance on program alignment with labor market needs and industry standards. The primary district representative is the SCOE CTE Director.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	20
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

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	132
Graduates Who Completed All Courses Required for UC/CSU Admission	0

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

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

Elinor Lincoln Hickey Jr./Sr. High School values families as key partners in student success and encourages meaningful parent and guardian involvement in school programs and decision-making, consistent with Title I family engagement requirements. Research shows that strong family involvement supports improved attendance and academic outcomes. Parents and guardians are encouraged to participate in the School Site Council (SSC), and the Community School Steering Committee (CSSC), where they may provide input on school goals, programs, and the use of Title I and supplemental funds.

2025-26 Opportunities for Parental Involvement

The school also offers family engagement events, weekly teacher check-ins, and ongoing communication to support collaboration between home and school. In partnership with community-based organizations and nonprofit agencies, the school connects families to additional supports such as counseling, mentoring, college and career guidance, and referrals to community resources.

Parents and guardians interested in partnering with the school are encouraged to contact Elinor Lincoln Hickey Jr./Sr. High School for information about participation opportunities. For more information, families may contact Principal Barbara Modlin or Vice Principal Jenn Kunkle at (916) 228-2531.

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	38.2	29.2	29.2	28.8	27.1	24.5	8.2	8.9	8
Graduation Rate	28.9	12.4	21.5	30.5	34.8	36.8	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	65	14	21.5
Female	34	10	29.4
Male	31	4	12.9
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	15	1	6.7
Filipino	0	0	0.00
Hispanic or Latino	25	6	24.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	13	5	38.5
English Learners	14	4	28.6
Foster Youth	--	--	--
Homeless	25	7	28.0
Socioeconomically Disadvantaged	62	13	21.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	13	1	7.7

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	272	228	119	52.2
Female	125	104	54	51.9
Male	147	124	65	52.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	--	--	--
Black or African American	66	52	31	59.6
Filipino	--	--	--	--
Hispanic or Latino	108	94	50	53.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	29	21	11	52.4
White	46	42	22	52.4
English Learners	42	37	15	40.5
Foster Youth	12	--	--	--
Homeless	63	61	34	55.7
Socioeconomically Disadvantaged	230	195	103	52.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	47	40	20	50.0

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
10.51	10.91	2.57	9.97	4.93	5.45	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	0	0	0.12	0.02	0.25	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	2.57	0.00
Female	3.20	0.00
Male	2.04	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	4.55	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.85	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.35	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	3.17	0.00
Socioeconomically Disadvantaged	3.04	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.13	0.00

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

2025-26 School Safety Plan

The school maintains emergency preparedness manuals that were developed with staff input and are available in all classrooms and offices. These manuals outline procedures related to emergency response, including evacuations, safety incidents, natural disasters, and other health and safety situations. Staff and students participate in required emergency drills in accordance with applicable regulations.

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	0	0	0	0
Mathematics	0	0	0	0
Science	0	0	0	0
Social Science	0	0	0	0

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				
Mathematics				
Science				
Social Science				

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				
Mathematics				
Science				
Social Science				

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	0

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)	1.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.35
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	4

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	$16,084	$4,292	$11,792	$84,499
District	N/A	N/A	$8,043	
Percent Difference - School Site and District	N/A	N/A	37.8	
State	N/A	N/A	$11,146	
Percent Difference - School Site and State	N/A	N/A	5.6	

Fiscal Year 2024-25 Types of Services Funded

Students with disabilities at Elinor Lincoln Hickey Jr./Sr. High School receive services in accordance with the Individuals with Disabilities Education Act (IDEA) and are educated in the least restrictive environment (LRE) appropriate to their needs. Students with Individualized Education Programs (IEPs) receive specialized instruction and related services as outlined in their plans, including support from Resource Specialist Program (RSP) staff and other service providers, as appropriate.

Fiscal Year 2024-25 Types of Services Funded

IEPs are reviewed and updated as required by law, with parents or guardians participating as members of the IEP team. Student progress toward goals is monitored and used to guide instructional and service decisions. Transition services are provided when required to support preparation for postsecondary education, employment, and independent living, as appropriate.

Students with Section 504 Plans receive accommodations and supports to ensure equal access to instructional programs and school activities. Plans are reviewed and updated as needed, with input from school staff, the student, and the parent or guardian. Families are informed of their rights and participate in decisions related to their child's educational program.

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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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	0

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	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

The Sacramento County Office of Education provides ongoing professional learning to support instructional practices that improve literacy outcomes and promote equitable access to learning for all students. School staff participate in site-based and districtwide professional development aligned to findings and recommendations from the Black Student Landscape Analysis, with an emphasis on culturally responsive instruction, inclusive classroom practices, and student engagement.

Professional development topics include literacy instruction across content areas, data review and analysis, professional learning community (PLC) collaboration, restorative classroom practices, differentiated instruction, and curriculum-aligned training in English language arts, mathematics, and social studies. These efforts are designed to strengthen instructional consistency, support academic growth, and address identified achievement gaps.

Ongoing staff learning supports the school's goal of providing a rigorous and supportive learning environment that reflects students' interests, experiences, and academic needs, while preparing them for graduation and postsecondary pathways.

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	5	7	7