Elinor Lincoln Hickey Jr./Sr. High School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Elinor Lincoln Hickey Jr./Sr. High School
Street	2040 Ethan Way
City, State, Zip	Sacramento, CA 95825
Phone Number	(916) 228-2074
Principal	Lisa Alcalá
Email Address	lalcala@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

2024-25 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

2024-25 School Description and Mission Statement

Elinor Lincoln HIckey Jr./Sr. High School, our mission is to support students in achieving their full potential academically, behaviorally, and socially. While academic success is our primary focus, we recognize that addressing the underlying challenges students face is essential to fostering learning. By prioritizing social-emotional well-being, we enable students to build academic competencies, earn credits, gain job skills, develop self-efficacy, graduate high school, and transition into postsecondary education or career pathways.

To support these goals, we work with each student to develop a personalized success plan that sets realistic, achievable goals. Our data-driven instructional approach is tailored to accelerate learning based on individual strengths. Our small campus

setting fosters close, trusting relationships between staff and students, creating a supportive environment where each student can thrive. Additionally, we offer opportunities for mentoring, extracurricular activities, assemblies, field trips, vocational exploration, career readiness, and academic tutoring to enrich the student experience.

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). Our curriculum aligns with California State Standards and integrates career technical education to provide meaningful, practical learning experiences.

We provide a respectful, and inclusive environment that meets the needs of students who benefit from a non-traditional school setting. Students typically attend for two semesters before transitioning back to their home district or earning their high school diploma. At Elinor Lincoln HIckey Jr./Sr. High School, we prepare students to excel academically and personally, equipping them for success in the future.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	7
Grade 7	66
Grade 8	79
Grade 9	23
Grade 10	8
Grade 11	11
Grade 12	74
Total Enrollment	268

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	36.6
Male	63.4
American Indian or Alaska Native	1.1
Asian	5.2
Black or African American	22
Filipino	0.7
Hispanic or Latino	29.9
Native Hawaiian or Pacific Islander	1.1
Two or More Races	9.3
White	29.1
English Learners	14.6
Foster Youth	4.1
Homeless	16.4
Socioeconomically Disadvantaged	68.7
Students with Disabilities	9

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.80	58.85	107.70	71.67	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	9.50	6.34	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	6.10	4.10	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	41.15	13.60	9.10	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	13.10	8.77	18854.30	6.86
Total Teaching Positions	4.80	100.00	150.30	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.80	49.46	91.60	63.50	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.00	6.23	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	12.70	8.86	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	7.00	44.22	18.80	13.08	11953.10	4.28
Unknown/Incomplete/NA	1.00	6.32	11.90	8.30	15831.90	5.67
Total Teaching Positions	15.80	100.00	144.30	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.30	50.00	69.50	52.14	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	4.50	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	6.82	28.60	21.45	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	6.30	43.18	20.00	15.02	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	9.10	6.88	14303.80	5.15
Total Teaching Positions	14.60	100.00	133.30	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
	0.00	0.00	1
Misassignments		0.00	0
		0.00	0
Total Teachers Without Credentials and Misassignments		0.00	1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	2.00	7.00	6.3
Total Out-of-Field Teachers	2.00	7.00	6.3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	4.3	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The quality, currency, and availability of the 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 and instructional material in all of the core areas.

Year and month in which the data were collected	June 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted 06/2016: • SpringBoard (CollegeBoard), • Inside/Edge (National Geographic Learning/Cengage Learning), • Read 180 (Houghton Mifflin Harcourt Intervention)	Yes	0
Mathematics	Adopted 06/2015: • California Math (McGraw Hill), • Integrated High School Math 1, 2, 3 (Pearson)	Yes	0
Science	SCOE began an NGSS Science materials adoption in the 2019-20 school year. Due to COVID 19 we were unable to complete the adoption and implementation as planned. The adoption committee completed the adoption in June 2022. Full implementation is anticipated to be complete in the 2023-2024 school year. Adopted 08/2008: • Physical Science (AGS), • Earth Science (AGS), • Life Science (Glencoe)	Yes	0

* Life Science (AGS)
* Biology: Cycles of Life (Pearson Publishing/AGS)
* Physical Science (Pearson Publishing/AGS)
* Pacemaker Biology (Pearson Publishing/AGS)
* Concepts and Challenges in Life, Earth and Physical Sciences (Pearson/AGS)

| 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)
• United States Government: Our Democracy (McGraw Hill-Networks)
• Understanding Economics (McGraw Hill-Networks) | Yes | 0 |

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 2024

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	12	10	24	27	46	47
Mathematics (grades 3-8 and 11)	4	6	16	20	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	180	142	78.89	21.11	9.86
Female	69	53	76.81	23.19	16.98
Male	111	89	80.18	19.82	5.62
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	34	23	67.65	32.35	4.35
Filipino	--	--	--	--	--
Hispanic or Latino	59	47	79.66	20.34	2.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	13	72.22	27.78	7.69
White	54	45	83.33	16.67	20.00
English Learners	17	16	94.12	5.88	0.00
Foster Youth	--	--	--	--	--
Homeless	17	9	52.94	47.06	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	112	84	75.00	25.00	5.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	6	54.55	45.45	--

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	180	145	80.56	19.44	5.59
Female	69	56	81.16	18.84	3.64
Male	111	89	80.18	19.82	6.82
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	34	23	67.65	32.35	4.35
Filipino	--	--	--	--	--
Hispanic or Latino	59	48	81.36	18.64	2.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	15	83.33	16.67	0.00
White	54	45	83.33	16.67	11.63
English Learners	17	16	94.12	5.88	0.00
Foster Youth	--	--	--	--	--
Homeless	17	9	52.94	47.06	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	112	86	76.79	23.21	1.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	7	63.64	36.36	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	6.10	14.94	5.51	12.57	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	154	87	56.49	43.51	14.94
Female	69	35	50.72	49.28	11.43
Male	85	52	61.18	38.82	17.31
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	24	9	37.50	62.50	--
Filipino	--	--	--	--	--
Hispanic or Latino	51	28	54.90	45.10	10.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	10	47.62	52.38	--
White	40	30	75.00	25.00	23.33
English Learners	24	12	50.00	50.00	8.33
Foster Youth	--	--	--	--	--
Homeless	23	6	26.09	73.91	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	102	50	49.02	50.98	10.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	10	50.00	50.00	--

2023-24 Career Technical Education Programs

Students at Elinor Lincoln Hickey Jr./Sr. High School engage in an onsite Construction or Culinary CTE courses to assist them in preparing for college and career upon transition from high school. All students are encouraged to participated in at least one of these CTE opportunities. Students also particpate in a fall and spring 3-day Career exploration event held at the school site and may apply to particpate in a 4 week summer program as well. Career Technical teachers and staff work in collaboration with the academic teachers to infuse core curriculum into their vocational instruction. Students with disabilities are enrolled in the SCOE Workability program to assist them in obtaining employment.

2023-24 Career Technical Education (CTE) Participation

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

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2022-23 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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Research shows that strong parental/guardian involvement leads to student success at school. Parents interested in partnering with the school are encouraged to contact Elinor Lincoln Hickey Jr./Sr. High School for additional information regarding becoming a member of the School Site Council or participating in other school and district advisory meetings. For more information on parental involvement, contact Principal Lisa Alcalá or Vice Pricipal Jenn Kunkle at (916) 228-2074.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	24.1	38.2	29.2	23.2	28.8	27.1	7.8	8.2	8.9
Graduation Rate	46.6	28.9	12.4	37.2	30.5	34.8	87.0	86.2	86.4

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

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	89	11	12.4
Female	40	5	12.5
Male	49	6	12.2
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	18	5	27.8
Filipino	--	--	--
Hispanic or Latino	33	4	12.1
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	12	1	8.3
White	15	0	0.0
English Learners	18	2	11.1
Foster Youth	--	--	--
Homeless	28	5	17.9
Socioeconomically Disadvantaged	82	11	13.4
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	16	1	6.3

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	440	398	202	50.8
Female	182	161	83	51.6
Male	258	237	119	50.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	22	20	8	40.0
Black or African American	108	94	57	60.6
Filipino	--	--	--	--
Hispanic or Latino	139	128	63	49.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	43	40	26	65.0
White	108	98	43	43.9
English Learners	59	53	16	30.2
Foster Youth	18	15	9	60.0
Homeless	78	70	49	70.0
Socioeconomically Disadvantaged	331	299	167	55.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	50	48	31	64.6

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

C. Engagement	State Priority: School Climate
	The SARC provides the following information relevant to the State priority: School Climate (Priority 6): • Pupil suspension rates; • Pupil expulsion rates; and • Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

					Suspensions				
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
7.6	10.51	10.91	8.81	9.97	4.93	3.17	3.6	3.28

This table displays expulsions data.

					Expulsions				
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.03	0.12	0.02	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.91	0.00
Female	6.59	0.00
Male	13.95	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	13.64	0.00
Black or African American	18.52	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.63	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	13.95	0.00
White	5.56	0.00
English Learners	5.08	0.00
Foster Youth	0.00	0.00
Homeless	8.97	0.00
Socioeconomically Disadvantaged	11.48	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.00	0.00

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

2024-25 School Safety Plan

Last updated: February 28, 2024
Emergency preparedness manuals were developed with staff input and are accessible in each classroom and office. The manuals contain information on emergency procedures, hostage situations, natural disasters, acts of violence, and health and

2024-25 School Safety Plan

safety issues. The school's staff and students participate in the required evacuation practices.

The school also has the support and services of an on-site School Resource Officer through the auspices of the Sacramento County Sheriff's Department. Safety practices and procedures are reviewed and updated regularly.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

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				
Mathematics				
Science				
Social Science				

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				

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

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

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

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13,425	$4,077	$9,348	$88,260
District	N/A	N/A	$8,043	
Percent Difference - School Site and District	N/A	N/A	15.0	
State	N/A	N/A	$10,771	
Percent Difference - School Site and State	N/A	N/A	-14.1	

Fiscal Year 2023-24 Types of Services Funded

The Special Education Department at SCOE offers special education services to students who attend Elinor Lincoln Hickey Jr./Sr. High School. These students' needs have been identified in an Individualized Education Program (IEP) developed by a school district or a county office education program team. Students attending Elinor Lincoln Hickey Jr./Sr. High School receive

Fiscal Year 2023-24 Types of Services Funded

special education services through the Resource Specialist Program, which is staffed by a credentialed special education teachers and special education technicians.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
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		

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	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's education staff possesses expertise in helping students from various backgrounds reach their potential. To continuously enhance our practice, our team participates in a variety of site and district-wide professional development experiences each year. Topics include classroom restorative practices/discussion, differentiated instruction, civic engagement, PLC, review, analysis of data, and curriculum-specific training in English-Language Arts, mathematics, and social studies. Our goal is to provide students with a challenging learning environment respectful of their interests, short and long-term goals, and needs related to graduation and post-secondary preparation. Our team's continuous learning is integral to meeting this goal.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	

FACILITY INSPECTION TOOL (FIT)
SCHOOL FACILITY CONDITIONS EVALUATION
(REV 04/22)

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION	COUNTY
Sacramento County Office of Education	Sacramento

SCHOOL SITE	SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE: 5
Elinor Lincoln Hickey Jr./Sr. High		NUMBER OF RESTROOMS ON SITE: 4

INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)
Sal Lorta	Coordinator	

TOTAL ESTIMATED BUILDING SQUARE FOOTAGE:	DATE AND TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION
TOTAL ESTIMATED SITE SQUARE FOOTAGE / ACREAGE:	8/21/2024 08:00 AM	sunny
TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET):		SITE ENROLLMENT: 32

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS / FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND /SCHOOL GROUNDS	WINDOWS/ DOORS/ FENCES
↓	Number of ✓'s	10	10	10	10	10	10	10	2	10	10	10	10	10	10	10
	Number of D's	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	Number of X's	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of NA's	0	0	0	0	0	0	0	8	0	0	0	0	0	0	0
Percent of System in Good Repair Number of 'P's divided by (Total Areas - 'NA's)		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			100.00%	100.00%		100.00%	100.00%		100.00%		100.00%		100.00%	
Rank (Check One) Good=90%-100% Fair=75%-89.99% Poor=0%-74.99%		☒ GOOD ☐ FAIR ☐ POOR			☒ GOOD ☐ FAIR ☐ POOR	☒ GOOD ☐ FAIR ☐ POOR		☒ GOOD ☐ FAIR ☐ POOR	☒ GOOD ☐ FAIR ☐ POOR		☒ GOOD ☐ FAIR ☐ POOR		☒ GOOD ☐ FAIR ☐ POOR		☒ GOOD ☐ FAIR ☐ POOR	

* Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category."

OVERALL RATING:	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE →	100.00%	SCHOOL RATING * →	Exemplary

** For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	Exemplary
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	Good
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	Fair
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	Poor

INSPECTOR'S COMMENTS AND RATING EXPLANATION:

DISTRICT'S RESPONSES TO REPORT (attach additional pages if necessary):

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL
SCHOOL FACILITY CONDITIONS EVALUATION
(REV 04/22)

STATE ALLOCATION BOARD
OFFICE OF PUBLIC SCHOOL CONSTRUCTION
Page 1 of 2

PART II: EVALUATION DETAIL   Date of Inspection: 8/21/2024   School Name: Elinor Lincoln Hickey Jr./Sr. High

BUILDING/AREA NAME	ESTIMATED SQUARE FOOTAGE	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOMS	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND /SCHOOL GROUNDS	15 WINDOWS/ DOORS/ FENCES
C-2	880	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	✓	✓
AREA 1		COMMENTS:														
C-3	880	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	✓	✓
AREA 2		COMMENTS:														
C-4	880	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	✓	✓
AREA 3		COMMENTS:														
C-5	880	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	✓	✓
AREA 4		COMMENTS:														
C-6	880	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	✓	✓
AREA 5		COMMENTS:														
Cafeteria	2,400	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	✓	✓
AREA 6		COMMENTS:														
Office	1,764	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
AREA 7		COMMENTS:														

Marks: ✓ = Good Repair; D = Deficiency; X = Extreme Deficiency; N/A = Not Applicable

FACILITY INSPECTION TOOL
SCHOOL FACILITY CONDITIONS EVALUATION
(REV 04/22)

PART II: EVALUATION DETAIL   Date of Inspection: 8/21/2024   School Name: Elinor Lincoln Hickey Jr./Sr. High

BUILDING/AREA NAME	ESTIMATED SQUARE FOOTAGE	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOMS	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND /SCHOOL GROUNDS	15 WINDOWS/ DOORS/ FENCES
restrooms next to the cafeteria AREA 8	400	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:																
senior extension room AREA 9	890	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	✓	✓
COMMENTS:																
Wood shop AREA 10	2,300	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	✓	✓
COMMENTS:																

Marks: ✓ = Good Repair; D = Deficiency; X = Extreme Deficiency; N/A = Not Applicable