

Brookside School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Brookside School
Street	2962 Brookside Road
City, State, Zip	Stockton, CA 95219
Phone Number	(209) 953-8642
Principal	Jennifer Irwin
Email Address	jirwin@lusd.net
School Website	bss.lusd.net
County-District-School (CDS) Code	39685696111462

2022-23 District Contact Information

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

2022-23 School Overview

Brookside School Mission Statement

Brookside School is committed to providing a high quality learning environment that meets the academic, social, emotional and physical needs of our students. The Brookside School staff, in partnership with home and community, will provide a safe and inspiring atmosphere that contributes to the development of critical thinkers, responsible citizens and lifelong learners. Brookside School believes that all students can learn. Every decision we make is student centered.

In the Fall of 1993, Brookside School, home of the Bobcats, opened its doors to 250 excited Kindergarten thru 7th grade students. It was a small school with innovative teachers in which there were high expectations for all. Brookside now has a school with a population of over 738 kindergarten thru 8th grade students. State standards have increased in rigor and our classrooms are equipped with an abundance of technology.

While there have been many changes, there are many things that are remarkably the same. Brookside continues to have innovative and creative teachers that are dedicated to our students. We have a very active PTSA that does extensive fundraising to provide our students many enriching educational opportunities. Our families and community provide a high level of support for our school and students in many capacities. Brookside School students continue to exceed academic expectations. In the past, the Bobcats have earned 1st place finishes in the the following county and state competitions: Math Olympiad, Math Counts, Math Steeplechase, Science Olympiad, and so much more. Brookside currently competes in Science Olympiad Brookside School has been recognized as a distinguished school.

The goals for 2022-2023 focus on Reading, Writing, Math, English Learners and Student Engagement/Achievement. There is a focus on reading for grade levels K-3 and improving reading comprehension for 4th through 8th grades. This will be monitored with quarterly DIBELS assessments and a review of iReady data three times a year. There is a continued focus on the reading and writing skills of the English learners. Annual ELPAC data, iReady data, and CAASPP information informs our ELD instruction. Improving math performance K-8 is another goal that will be monitored with iReady data (K-8), mid module assessments, exit tickets after each lesson, end of module assessments, and CAASPP data. Student engagement and achievement is being monitored throughout the school year by having frequent check-in meetings with junior high students in regards to academics and continuously encouraging students to become involved in some of the extracurricular activities offered.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	79
Grade 1	68
Grade 2	72
Grade 3	91
Grade 4	87
Grade 5	96
Grade 6	92
Grade 7	75
Grade 8	75
Total Enrollment	735

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.0
Male	52.0
American Indian or Alaska Native	0.4
Asian	21.1
Black or African American	7.3
Filipino	5.4
Hispanic or Latino	30.5
Native Hawaiian or Pacific Islander	0.5
Two or More Races	5.4
White	28.6
English Learners	8.6
Foster Youth	1.0
Homeless	0.4
Migrant	0.0
Socioeconomically Disadvantaged	31.6
Students with Disabilities	6.8

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)	27.90	88.82	350.40	79.19	228366.10	83.12
Intern Credential Holders Properly Assigned	0.20	0.89	19.60	4.44	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	0.89	11.60	2.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.50	8.00	38.20	8.64	12115.80	4.41
Unknown	0.40	1.33	22.50	5.10	18854.30	6.86
Total Teaching Positions	31.40	100.00	442.60	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
Permits and Waivers	0.00	
Misassignments	0.20	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.70	
Local Assignment Options	0.80	
Total Out-of-Field Teachers	2.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.80	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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	September 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson OWL, 2011 Edition Adoption Year 2014 McGraw-Hill Wonders California, 2017 Edition McGraw-Hill WondersWorks California, 2017 Edition Adoption Year 2016 McGraw-Hill CA StudySync, 2017 Edition Adoption Year 2017	Yes	0%
Mathematics	Great Minds Eureka Math, 2015 Edition Adoption Year 2014	Yes	0%
Science	Exploring Science National Geographic/Cengage Adoption Year 2022 CA Inspire McGraw Hill Adoption Year 2022	Yes	0%
History-Social Science	Scott Foresman History/Social Science for California, 2006 Edition Adoption Year 2006 Teacher's Curriculum Institute History Alive California Middle School Program, 2017 Edition Adoption Year 2019	Yes	0%
Foreign Language			
Health	Health Connected, Teen Talk Middle School, 2017 Edition Adoption Year 2017	Yes	
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

The Brookside School campus is 29 years old. There are currently 37 spaces being used as classrooms. The campus is kept clean and safe for student and staff use. Classrooms and common spaces are cleaned and disinfected on a daily basis. Common spaces are disinfected multiple times throughout the day. We have an adequate number of classrooms for teacher/student use for the 738 students that attend the school. We have two well maintained playground areas for student use. The grounds are kept up nicely. Maintenance consistently works hard to make sure the leaves from the trees are cleared regularly and any sprinkler or other issues are addressed immediately. The primary walkway near the restrooms was uplifted due to tree roots. It was repaired in November 2020. We have recently had a second hydration station set up outside of the intermediate grade level bathrooms near the basketball courts. This is accessible to all 1st through 8th grade students. The other hydration station is located in the MUR.

Year and month of the most recent FIT report

December 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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School Facility Conditions and Planned Improvements

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			

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated 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.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	69	N/A	44	N/A	47
Mathematics (grades 3-8 and 11)	N/A	59	N/A	27	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	514	508	98.83	1.17	69.23
Female	240	237	98.75	1.25	68.78
Male	274	271	98.91	1.09	69.63
American Indian or Alaska Native	--	--	--	--	--
Asian	111	111	100.00	0.00	86.49
Black or African American	42	41	97.62	2.38	36.59
Filipino	29	29	100.00	0.00	79.31
Hispanic or Latino	149	147	98.66	1.34	57.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	26	96.30	3.70	73.08
White	151	149	98.68	1.32	75.84
English Learners	29	28	96.55	3.45	21.43
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	158	156	98.73	1.27	45.81
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	36	34	94.44	5.56	35.29

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	514	509	99.03	0.97	58.55
Female	240	238	99.17	0.83	53.78
Male	274	271	98.91	1.09	62.73
American Indian or Alaska Native	--	--	--	--	--
Asian	111	111	100.00	0.00	84.68
Black or African American	42	41	97.62	2.38	17.07
Filipino	29	29	100.00	0.00	72.41
Hispanic or Latino	149	146	97.99	2.01	41.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	27	100.00	0.00	59.26
White	151	150	99.34	0.66	64.00
English Learners	29	28	96.55	3.45	32.14
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	158	155	98.10	1.90	31.61
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	36	35	97.22	2.78	25.71

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	41.61	42.26	22.22	22.23	28.5	29.47

2021-22 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	170	168	98.82	1.18	42.26
Female	79	78	98.73	1.27	37.18
Male	91	90	98.9	1.1	46.67
American Indian or Alaska Native	0	0	0	0	0
Asian	30	30	100	0	60
Black or African American	16	16	100	0	25
Filipino	--	--	--	--	--
Hispanic or Latino	53	52	98.11	1.89	23.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	57	56	98.25	1.75	57.14
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	56	56	100	0	21.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97%	95%	96%	98%	98%
Grade 7	100%	99%	99%	97%	100%

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.

2022-23 Opportunities for Parental Involvement

Brookside School values having a collaborative relationship between our staff, families and the community. There are a number of ways that parents can be involved in their child's education. Having ongoing dialogue about our school is an important factor that contributes to our success. Below is a list of parent committees and volunteer opportunities. Families can call the school office (209) 953-8642 for more information.

ELAC

English Learner Advisory Committee - A school-level committee comprised of parents, staff, and community members designated to advise school officials on English learner programs and services.

SSC

School Site Council - The School Site council develops the School Plan for Student Achievement for programs funded through the consolidated application. This group regularly discusses school policies and procedures.

PTSA

Parent Teacher Student Association - The PTSA is a volunteer association where parents, educators, students and the community have an opportunity to be active in the school. This group is essential in the planning of student activities and family events. The fundraising efforts of the PTSA help to provide enrichment opportunities for our students.

The list below are other ways that parents/families can participate in student learning:

Volunteer in the Classroom: art activities and/or small groups

Volunteer for PTSA events: Harvest Fair, Fundraising, Reflections, and other events

Chaperone a Field Trip

Parking Lot Duty

Art Docent

Coach a group in Science Olympiad

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	761	753	170	22.6
Female	363	360	88	24.4
Male	398	393	82	20.9
American Indian or Alaska Native	3	3	1	33.3
Asian	159	157	18	11.5
Black or African American	60	58	18	31.0
Filipino	42	42	11	26.2
Hispanic or Latino	234	231	75	32.5
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	42	42	9	21.4
White	214	213	38	17.8
English Learners	67	67	16	23.9
Foster Youth	8	8	4	50.0
Homeless	6	6	3	50.0
Socioeconomically Disadvantaged	272	270	99	36.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	60	60	21	35.0

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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.50	4.32	2.45
Expulsions	0.13	0.46	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.05	1.00	6.62	0.20	3.17
Expulsions	0.00	0.00	0.02	0.76	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.05	0.00
Female	0.55	0.00
Male	1.51	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.63	0.00
Black or African American	5.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.28	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.47	0.00
English Learners	2.99	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.57	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.67	0.00

2022-23 School Safety Plan

Emergency Response Procedures were developed in coordination with the California Safe Schools program and are revised and updated each year with the support of LUSD security and LUSD School Resource Officer. These are detailed in the School Safety Plan and support responses needed depending on the type of emergency. The staff is trained on procedures to follow during an emergency. The staff and students participate in regular drills to practice the procedures. The School Safety Plan was last reviewed and updated in February 2022.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	24		3	
2	25		3	
3	24		4	
4	32		3	
5	32		2	
6	32		3	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	24		3	
2	22		4	
3	24		4	
4	30		3	
5	32		3	
6	32		2	

2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		3	
1	23		3	
2	24		3	
3	23		4	
4	29		3	
5	32		3	
6	31		2	1

2021-22 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	735

2021-22 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$3,242	\$110	\$3,132	\$57,867
District	N/A	N/A	\$4,878	\$75,499
Percent Difference - School Site and District	N/A	N/A	-43.6	-26.4
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	-71.2	-35.8

2021-22 Types of Services Funded

Brookside students in need of academic support receive intervention services in a variety of ways:

- A 0.25 FTE reading intervention teacher provides Tier 2 supports to struggling readers in K-3, three times a week.
- A bilingual translator provides Tier 2 supports to EL students on Tuesdays and Thursdays, typically done in a small group format or through push-in support at various grade levels.
- 6th, 7th and 8th grade students receive intervention in math during their period and/or designated homeroom time.
- Tutoring is available to 4th-8th grade students 2-3 times per week after school in the library.
- To address the social emotional learning, students are supported by VCCS (Valley Community Counseling Services).

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$52,253	\$52,478
Mid-Range Teacher Salary	\$74,204	\$80,810
Highest Teacher Salary	\$101,553	\$101,276
Average Principal Salary (Elementary)	\$131,014	\$127,080
Average Principal Salary (Middle)	\$131,014	\$134,264
Average Principal Salary (High)	\$164,352	\$147,200
Superintendent Salary	\$226,719	\$242,351
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Lincoln Unified School District provides one professional development day for staff annually. Early dismissal on Mondays provides teachers with additional time each week to collaborate and articulate with other grade level or department teachers. District Wide Collaboration Days (DWCD) are embedded throughout the school year focusing on topics including math instruction, science curriculum, and supporting English Learners. Teachers work in teams to analyze data, determine essential standards, and plan instruction. Professional learning is provided to support implementation of new curriculum, best practices, and instructional strategies to support the achievement of all students. The District has partnered with SVMl to focus on Math instruction and strategies. In addition, new teachers are provided with three days of professional learning before the start of school each year. Our goal is to continue to have a highly trained professional staff that supports success for all students in the classroom. Lincoln Unified School District is committed to supporting school district staff through quality professional development.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	1