

Sierra Middle 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	Sierra Middle School
Street	6768 Alexandria Pl
City, State, Zip	Stockton, CA, 95207-3407
Phone Number	(209) 953-8749
Principal	Scott Tatum
Email Address	statum@lusd.net
School Website	sm.lusd.net
County-District-School (CDS) Code	39685696041925

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

Sierra Middle School is the only traditional middle school in the Lincoln Unified School District. Sierra Middle School is a school of approximately 600 seventh and eighth grade students. Sierra currently offers students seven periods of instruction per day. Classes consist of mathematics, language arts, science, social studies, physical education and two electives. Electives include but are not limited to band, chorus, orchestra, leadership, yearbook, woodworking, drama, theater, art, drafting, foods, film studies, weight training, and mixed media. Students have the opportunity as eighth graders to enroll in Honors Science and Honors Social Science classes. Qualifying seventh and eighth grade students have the opportunity to take accelerated math classes.

The school uses a variety of indicators to determine progress and academic success. Students are assessed in each academic subject using assessments that are aligned with curriculum pacing guides. Teachers spend early release days collaborating and looking at results of these assessments. Students will also be assessed in English Language Arts and math using the Smarter Balanced assessments and I Ready assessment. Results from all assessments are used to determine student strategies and goals. Sierra Middle School utilizes a Title 1 teacher to coordinate and lead the interventions provided to Title 1 and EL students and to oversee the Summit Support Center.

Our school has a comprehensive special education program led by highly trained and effective special education teachers. The special education program serves many students in special day classes, resource class and LSH classes. Special education teachers implement a varied approach to instruction using both push-in approach in the mainstream classrooms and a pullout model when needed.

Sierra Middle School Mission Statement

Our mission is to provide a quality education through shared responsibility in a safe supportive environment for all students to meet the challenges of a global society. We work hard to make the site a primary source for timely information for all users, and main gateway for improved communication between parents, teachers, students and other members of our community.

Sierra Middle School Vision

At Sierra Middle School we strive to be academically excellent, developmentally responsive, and socially equitable.

2022-23 School Overview

Sierra Middle School Goal

Our goal and responsibility is to help each student develop an enthusiasm for learning, a respect for self and others, and the skills to become a creative independent thinker and problem solver.

Based on the School Plan for Student Achievement, the Sierra site goals are as follows:

Goal 1: The percentage of Sierra 7th and 8th grade students able to read at grade level will increase from the previous year.

The actions and services in goal 1 are focused on providing students with quality instruction and rigorous ELA curriculum.

Goal 2: The percentage of Sierra 7th and 8th grade students able to perform math at grade level will increase from the previous year.. The actions and services in goal 2 are focused on providing students with quality instruction and rigorous math curriculum.

Goal 3: The percentage of Sierra EL 7th and 8th grade students able to read at grade level will increase from the previous year.. The actions and services in goal 3 are focused on providing students with appropriate instruction and support to maximize learning.

Goal 4: The percentage of students reporting positive responses in Culture on the Youth Truth Survey will increase by 5%. The actions and services listed in goal 4 are focused on engaging students with rigorous and relative class content, while building quality relationships and social / emotional activities for Sierra students.

Goal 5: The parent / guardian response rate for the 2023 Youth Truth Survey will increase by 5%. The actions and services listed in goal 5 are focused on consistent and clear communication with our school community.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	5
Grade 7	255
Grade 8	295
Total Enrollment	555

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6
Male	49.4
American Indian or Alaska Native	0.2
Asian	10.8
Black or African American	10.8
Filipino	1.8
Hispanic or Latino	51.0
Native Hawaiian or Pacific Islander	1.3
Two or More Races	4.9
White	19.3
English Learners	11.4
Foster Youth	0.2
Homeless	1.8
Migrant	0.0
Socioeconomically Disadvantaged	56.2
Students with Disabilities	9.4

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)	17.40	66.92	350.40	79.19	228366.10	83.12
Intern Credential Holders Properly Assigned	3.60	14.08	19.60	4.44	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.30	1.27	11.60	2.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.10	12.15	38.20	8.64	12115.80	4.41
Unknown	1.40	5.50	22.50	5.10	18854.30	6.86
Total Teaching Positions	26.00	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	0.30	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.30	

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	0.00	
Local Assignment Options	3.10	
Total Out-of-Field Teachers	3.10	

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)	0.70	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	16.00	

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: 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 2021
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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	McGraw-Hill CA StudySync, 2017 Edition Adoption Year 2017	No	0%
Mathematics	Great Minds Eureka Math, 2015 Edition Adoption Year 2014	Yes	0%
Science	CA Inspire McGraw Hill Adoption Year 2022	Yes	0%
History-Social Science	Teacher's Curriculum Institute History Alive California Middle School Program, 2017 Edition Adoption Year 2019	Yes	0%
Foreign Language			0%
Health	Health Connected, Teen Talk Middle School, 2017 Edition Adoption Year 2017	Yes	0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Sierra Middle School was built in 1957; however, the facility is in good condition. There are 25 classrooms and two gymnasiums. The school is surrounded by large playing fields for athletics. The school has a central office and library complex. All classrooms are cleaned every night. Both day and night custodians maintain a clean campus. The grounds are repaired and maintained by a three-person grounds crew that is shared with the neighboring district high school. Students are kept safe before, during, and after school with the assistance of our safety officer and campus supervisors. The campus is secure and all visitors enter through the main office.

Year and month of the most recent FIT report

November 2021

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		Stained ceiling tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

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	52	N/A	44	N/A	47
Mathematics (grades 3-8 and 11)	N/A	27	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	519	502	96.72	3.28	51.60
Female	265	255	96.23	3.77	58.43
Male	254	247	97.24	2.76	44.49
American Indian or Alaska Native	--	--	--	--	--
Asian	53	53	100.00	0.00	60.38
Black or African American	52	52	100.00	0.00	40.38
Filipino	--	--	--	--	--
Hispanic or Latino	274	264	96.35	3.65	46.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	23	95.83	4.17	34.78
White	99	93	93.94	6.06	67.74
English Learners	62	60	96.77	3.23	10.17
Foster Youth	0	0	0.00	0.00	0.00
Homeless	12	12	100.00	0.00	18.18
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	292	283	96.92	3.08	42.35
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	48	43	89.58	10.42	20.93

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	519	495	95.38	4.62	26.52
Female	265	251	94.72	5.28	27.20
Male	254	244	96.06	3.94	25.82
American Indian or Alaska Native	--	--	--	--	--
Asian	53	53	100.00	0.00	32.08
Black or African American	52	48	92.31	7.69	18.75
Filipino	--	--	--	--	--
Hispanic or Latino	274	261	95.26	4.74	21.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	24	100.00	0.00	20.83
White	99	92	92.93	7.07	39.13
English Learners	62	59	95.16	4.84	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	12	12	100.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	292	278	95.21	4.79	19.78
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	48	42	87.50	12.50	4.76

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)	26.04	22.18	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	275	266	96.73	3.27	22.18
Female	136	128	94.12	5.88	24.22
Male	139	138	99.28	0.72	20.29
American Indian or Alaska Native	0	0	0	0	0
Asian	23	23	100	0	21.74
Black or African American	30	30	100	0	6.67
Filipino	--	--	--	--	--
Hispanic or Latino	154	149	96.75	3.25	20.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	48	44	91.67	8.33	36.36
English Learners	32	32	100	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	157	154	98.09	1.91	15.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	21	95.45	4.55	4.76

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 7	98%	99%	100%	98%	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

Many of our parents are involved in the Sierra Middle School PTSA. Under the leadership of our PTSA, we have explored ways of providing opportunities for parents of all students to participate in school activities.

Traditional parent advisory groups include School Site Council, School Advisory Committee, English Language Advisory Committee, and Coffee with the Principal. Sierra PTSA has also helped sponsor professional speakers who meet with parents about the issues of raising children in today's society. Traditionally, Sierra hosts a series of Parent Nights that focus on student success at Sierra. These informational meetings focus on writing, math, STEM, technology, and school climate. Our site is always interested in parent feedback and involvement, please feel free to contact Scott Tatum at 953-8748 for more information.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	595	569	198	34.8
Female	297	284	95	33.5
Male	298	285	103	36.1
American Indian or Alaska Native	2	1	0	0.0
Asian	63	60	25	41.7
Black or African American	66	61	23	37.7
Filipino	11	10	2	20.0
Hispanic or Latino	302	294	114	38.8
Native Hawaiian or Pacific Islander	8	8	1	12.5
Two or More Races	29	27	6	22.2
White	114	108	27	25.0
English Learners	70	66	29	43.9
Foster Youth	3	2	1	50.0
Homeless	15	15	6	40.0
Socioeconomically Disadvantaged	363	344	148	43.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	62	60	31	51.7

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	9.06	4.32	2.45
Expulsions	0.59	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	1.58	12.61	1.00	6.62	0.20	3.17
Expulsions	0.00	1.01	0.02	0.76	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.61	1.01
Female	8.08	0.67
Male	17.11	1.34
American Indian or Alaska Native	0.00	0.00
Asian	6.35	0.00
Black or African American	16.67	1.52
Filipino	27.27	0.00
Hispanic or Latino	13.91	0.99
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	10.34	0.00
White	9.65	1.75
English Learners	8.57	1.43
Foster Youth	0.00	0.00
Homeless	13.33	0.00
Socioeconomically Disadvantaged	15.43	1.10
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	17.74	1.61

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.

2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	17	18	2
Mathematics	27	4	18	2
Science	32		11	9
Social Science	30	2	8	11

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	16	17	3
Mathematics	26	7	16	1
Science	31	1	11	8
Social Science	31	1	8	11

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	19	26	7	1
Mathematics	24	7	15	
Science	27	2	18	
Social Science	26	2	18	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	555

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)	
Other	1.0

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	\$4,163	\$517	\$3,646	\$58,242
District	N/A	N/A	\$4,878	\$75,499
Percent Difference - School Site and District	N/A	N/A	-28.9	-25.8
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	-57.6	-35.2

2021-22 Types of Services Funded

Sierra Middle School provides numerous services for our students. Students have access to special education services in the resource specialist program or special day class. Students have access to counseling services. Sierra students may receive intervention help through our Title I program as well as additional support for our English Learners. Sierra offers four after school interventions for students: Homework Club, Math Infusion, and The Summit. The Summit and the school library are also open before school every morning at 7:15. Students can select from over twenty elective courses. Sierra has an extensive music program offering band, choir, and orchestra to students. Students also have the ability to join over fifteen clubs or create their own club.

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 two professional development days for staff annually as part of the contract, with site based follow up scheduled during the year. Early dismissal on Mondays also provides teachers with additional time each week to collaborate and articulate with other grade level or department teachers. 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. 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	2