

Sierra Middle School

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 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

2021-22 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

2021-22 School Overview

Sierra Middle School is the only traditional middle school in the Lincoln Unified School District. We are 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 the Measure of Academic Progress. 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.

2021-22 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 students meeting or exceeding standards on the 2022 CAASPP assessments in ELA will increase by 5%.

Goal 2: The percentage of Sierra students meeting or exceeding standards on the 2022 CAASPP assessments in math will increase by 5%.

Goal 3: The percentage of Sierra English Learners, Socioeconomically Disadvantaged, and Students with Disabilities meeting or exceeding standards on the 2022 CAASPP assessments in math and ELA will increase 5%.

Goal 4: The percent of students reporting positive responses in Engagement and Belonging & Peer Collaboration on the Youth Truth Survey will increase by 5%.

Goal 5: The parent / guardian response rate for the 2022 Youth Truth Survey will increase by 5%.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	304
Grade 8	317
Total Enrollment	621

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1
Male	49.9
American Indian or Alaska Native	0.2
Asian	11.3
Black or African American	11.4
Filipino	2.4
Hispanic or Latino	51
Native Hawaiian or Pacific Islander	1.4
Two or More Races	3.4
White	18.8
English Learners	9.8
Foster Youth	0.3
Homeless	0.3
Socioeconomically Disadvantaged	65.2
Students with Disabilities	9.5

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
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	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Following a public hearing on September 15, 2021, 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

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	Glencoe/McGraw-Hill Focus on Science, 2007 Edition Adoption Year 2007 Discovery Education Tech Book Adoption Year 2015	Yes	0%
History-Social Science	Teacher's Curriculum Institute History Alive California Middle School Program, 2017 Edition Adoption Year 2019 Discovery Education Tech Book Adoption Year 2015	Yes	0%
Health	Health Connected, Teen Talk Middle School, 2017 Edition Adoption Year 2017	Yes	0%

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			
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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	615	579	94.15	5.85	47.83
Female	310	293	94.52	5.48	54.95
Male	305	286	93.77	6.23	40.49
American Indian or Alaska Native	--	--	--	--	--
Asian	70	69	98.57	1.43	59.42
Black or African American	71	68	95.77	4.23	29.41
Filipino	14	13	92.86	7.14	61.54
Hispanic or Latino	313	292	93.29	6.71	43.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	21	100	0	52.38
White	116	108	93.1	6.9	61.11
English Learners	60	57	95	5	7.02
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	401	379	94.51	5.49	39.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	53	96.36	3.64	9.43

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	615	559	90.89	9.11	24.68
Female	310	287	92.58	7.42	25.78
Male	305	272	89.18	10.82	23.51
American Indian or Alaska Native	--	--	--	--	--
Asian	70	69	98.57	1.43	42.03
Black or African American	71	61	85.92	14.08	6.56
Filipino	14	13	92.86	7.14	30.77
Hispanic or Latino	313	282	90.10	9.90	20.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	21	100.00	0.00	23.81
White	116	105	90.52	9.48	34.29
English Learners	60	54	90.00	10.00	1.85
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	401	366	91.27	8.73	18.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	49	89.09	10.91	6.25

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	26.04	N/A	22.22	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	313	293	93.61	6.39	26.04
Female	157	148	94.27	5.73	26.03
Male	156	145	92.95	7.05	26.06
American Indian or Alaska Native	--	--	--	--	--
Asian	43	42	97.67	2.33	45.24
Black or African American	37	35	94.59	5.41	6.25
Filipino	--	--	--	--	--
Hispanic or Latino	149	141	94.63	5.37	21.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	63	56	88.89	11.11	33.93
English Learners	24	23	95.83	4.17	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	197	185	93.91	6.09	19.34
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	31	100.00	0.00	0.00

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	633	627	35	5.6
Female	317	315	18	5.7
Male	316	312	17	5.4
American Indian or Alaska Native	1	1	0	0.0
Asian	71	70	3	4.3
Black or African American	73	72	9	12.5
Filipino	15	15	0	0.0
Hispanic or Latino	322	321	19	5.9
Native Hawaiian or Pacific Islander	10	9	0	0.0
Two or More Races	21	21	1	4.8
White	120	118	3	2.5
English Learners	69	68	6	8.8
Foster Youth	4	3	0	0.0
Homeless	7	6	1	16.7
Socioeconomically Disadvantaged	419	413	28	6.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	65	64	9	14.1

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	8.28	1.58	5.27	1.00	3.47	0.20
Expulsions	1.04	0.00	0.62	0.02	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 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

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.58	0.00
Female	0.63	0.00
Male	2.53	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.41	0.00
Black or African American	4.11	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.24	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.67	0.00
English Learners	4.35	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.91	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.54	0.00

2021-22 School Safety Plan

Our school safety plan was last revised and reviewed in January 2021. The safety plan was approved on 2/24/2021. The plan is developed by our safety committee which is comprised of members of our School Site Council. The plan is shared with our stakeholders and safety procedures are reviewed with students. It will be reviewed and revised in January 2022. The plan includes safety procedures in case of emergency and is reviewed with staff at least three times per year. Fire drills occur monthly and lockdown procedures are practiced at least twice per year. We benefit from the services of a full-time district school resource officer and full-time district site security officer. We are committed to raising the bar for student behavior. We discuss with our students the specific expectations in our student handbook and also in our “state of the school” assemblies.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	24	13	16	1
Mathematics	28	4	15	4
Science	31		14	7
Social Science	31	1	8	12

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

2020-21 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	621

2020-21 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
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 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	\$76,100
Percent Difference - School Site and District	N/A	N/A	-28.9	-26.6
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-79.4	-32.7

2020-21 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, The Summit, and Improve Your Tomorrow. 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$51,029
Mid-Range Teacher Salary	\$74,204	\$78,583
Highest Teacher Salary	\$101,553	\$99,506
Average Principal Salary (Elementary)	\$132,249	\$124,576
Average Principal Salary (Middle)	\$132,249	\$131,395
Average Principal Salary (High)	\$165,806	\$144,697
Superintendent Salary	\$221,052	\$240,194
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	7%	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	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Lincoln Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4596	4292	93.39	6.61	40.19
Female	2309	2156	93.37	6.63	45.38
Male	2285	2135	93.44	6.56	34.97
American Indian or Alaska Native	13	12	92.31	7.69	25.00
Asian	461	447	96.96	3.04	53.95
Black or African American	548	500	91.24	8.76	23.94
Filipino	117	114	97.44	2.56	63.16
Hispanic or Latino	2348	2203	93.82	6.18	35.01
Native Hawaiian or Pacific Islander	41	35	85.37	14.63	40.00
Two or More Races	234	220	94.02	5.98	38.36
White	834	761	91.25	8.75	55.00
English Learners	569	545	95.78	4.22	9.85
Foster Youth	32	27	84.38	15.62	11.11
Homeless	140	120	85.71	14.29	18.64
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2922	2739	93.74	6.26	31.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	599	551	91.99	8.01	8.23

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4593	4211	91.68	8.32	25.41
Female	2308	2125	92.07	7.93	24.57
Male	2283	2085	91.33	8.67	26.27
American Indian or Alaska Native	13	12	92.31	7.69	0.00
Asian	461	445	96.53	3.47	48.52
Black or African American	548	483	88.14	11.86	10.46
Filipino	117	111	94.87	5.13	42.34
Hispanic or Latino	2346	2156	91.90	8.10	18.52
Native Hawaiian or Pacific Islander	41	34	82.93	17.07	29.41
Two or More Races	234	218	93.16	6.84	22.12
White	833	752	90.28		39.63
English Learners	569	533	93.67	6.33	5.33
Foster Youth	32	25	78.13	21.87	8.00
Homeless	138	116	84.06	15.94	8.62
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2919	2683	91.92	8.08	16.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	599	528	88.15	11.85	5.92