

Sierra Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Sierra Middle School
Street	6768 Alexandria Place

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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 for each student. 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. Sierra offers Dual Language classes to students in Spanish.

Sierra uses a variety of indicators to determine progress and academic success. Students are assessed in each academic subject using assessments aligned with curriculum pacing guides. Teachers spend early release days collaborating and looking at results of these assessments. Students are 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.

Sierra 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:

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.

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:

2023-24 School Description and Mission Statement

Goal 1: The percentage of Sierra 7th and 8th grade students able to read at grade level will increase 5% 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 7% 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 English Learner 7th and 8th grade students able to read at grade level will increase 5% 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 School Culture on the Youth Truth Survey will increase by 10%. 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 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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	318
Grade 8	254
Total Enrollment	572

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8%
Male	51.2%
American Indian or Alaska Native	0.2%
Asian	8%
Black or African American	10.1%
Filipino	1.6%
Hispanic or Latino	56.6%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	6.1%
White	17%
English Learners	11.4%
Homeless	4%
Socioeconomically Disadvantaged	73.8%
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

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)	19.70	75.91	340.20	78.99	234405.20	84.00
Intern Credential Holders Properly Assigned	0.80	3.27	22.60	5.25	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.70	2.73	8.00	1.88	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.70	14.37	32.10	7.45	11953.10	4.28
Unknown	0.90	3.65	27.60	6.42	15831.90	5.67
Total Teaching Positions	26.00	100.00	430.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.30	0.70
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.30	0.70

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	3.10	3.70
Total Out-of-Field Teachers	3.10	3.70

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	0.7	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	16	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 2023
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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%

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

December 2023

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

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/
Doors/Gates/Fences

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy	52	48	44	45	47	46

(grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)	27	27	27	28	33	34

2022-23 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	558	549	98.39	1.61	48.45
Female	270	266	98.52	1.48	59.85
Male	288	283	98.26	1.74	37.81
American Indian or Alaska Native	--	--	--	--	--
Asian	43	43	100.00	0.00	62.79
Black or African American	56	56	100.00	0.00	41.07
Filipino	--	--	--	--	--
Hispanic or Latino	318	312	98.11	1.89	40.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	33	100.00	0.00	57.58
White	96	93	96.88	3.12	65.59
English Learners	59	55	93.22	6.78	9.09
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	39	38	97.44	2.56	30.56
Socioeconomically Disadvantaged	224	220	98.21	1.79	39.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	53	96.36	3.64	7.69

2022-23 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	557	546	98.03	1.97	27.16
Female	269	264	98.14	1.86	26.52
Male	288	282	97.92	2.08	27.76
American Indian or Alaska Native	--	--	--	--	--
Asian	43	42	97.67	2.33	34.15
Black or African American	55	55	100.00	0.00	7.27
Filipino	--	--	--	--	--
Hispanic or Latino	318	312	98.11	1.89	25.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	33	100.00	0.00	18.18
White	96	92	95.83	4.17	41.30
English Learners	59	57	96.61	3.39	3.51
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	39	38	97.44	2.56	10.53
Socioeconomically Disadvantaged	223	218	97.76	2.24	22.48
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	52	94.55	5.45	5.77

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
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Science (grades 5, 8 and high school)	22.18	20.65	22.23	24.92	29.47	30.29
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2022-23 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	250	247	98.80	1.20	20.65
Female	126	124	98.41	1.59	22.58
Male	124	123	99.19	0.81	18.70
American Indian or Alaska Native	--	--	--	--	--
Asian	27	27	100.00	0.00	29.63
Black or African American	25	24	96.00	4.00	4.17
Filipino	--	--	--	--	--
Hispanic or Latino	129	128	99.22	0.78	12.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	25.00
White	51	50	98.04	1.96	44.00
English Learners	29	29	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	18	17	94.44	5.56	5.88
Socioeconomically Disadvantaged	95	93	97.89	2.11	12.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	23	92.00	8.00	4.35

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, 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:	Component 3:	Component 4:	Component 5: Flexibility
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		Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	
Grade 5	96%	93%	95%	89%	92%

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.

2023-24 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, 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. Our site is always interested in parent feedback and involvement, please feel free to contact Scott Tatum at 953-8748 for more information.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	592	585	178	30.4
Female	286	282	86	30.5
Male	306	303	92	30.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	48	46	13	28.3
Black or African American	60	60	19	31.7
Filipino	9	9	1	11.1
Hispanic or Latino	335	331	110	33.2
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	36	36	10	27.8
White	100	99	24	24.2
English Learners	67	67	19	28.4
Foster Youth	1	0	0	0.0
Homeless	25	25	11	44.0
Socioeconomically Disadvantaged	442	435	147	33.8
Students Receiving Migrant Education Services	0	0	0	0.0

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	1.58	12.61	16.22	1.00	6.62	6.80	0.20	3.17	3.60
Expulsions	0.00	1.01	0.68	0.02	0.76	0.61	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	16.22	0.68
Female	8.39	0
Male	23.53	1.31
Non-Binary		
American Indian or Alaska Native	0	0
Asian	16.67	0
Black or African American	26.67	3.33
Filipino	0	0
Hispanic or Latino	14.33	0.6
Native Hawaiian or Pacific Islander	0	0
Two or More Races	25	0
White	15	0
English Learners	10.45	0
Foster Youth	0	0
Homeless	28	0
Socioeconomically Disadvantaged	18.1	0.9
Students Receiving Migrant Education Services	0	0
Students with Disabilities	18.75	1.56

2023-24 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 2023.

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	25	10	0
Mathematics	24	12	11	1
Science	29	2	15	3
Social Science	25	10	10	5

2022-23 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	572

2022-23 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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$81,043
Percent Difference - School Site and District	N/A	N/A	-28.9	-25.8
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	-57.6	-35.2

Fiscal Year 2022-23 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$54,902	\$54,190
Mid-Range Teacher Salary	\$77,966	\$85,111
Highest Teacher Salary	\$106,702	\$104,999
Average Principal Salary (Elementary)	\$137,656	\$132,492
Average Principal Salary (Middle)	\$137,656	\$140,987
Average Principal Salary (High)	\$172,684	\$153,884
Superintendent Salary	\$238,213	\$255,503
Percent of Budget for Teacher Salaries	33.22%	32.09%
Percent of Budget for Administrative Salaries	5.93%	5.25%

Professional Development

Lincoln Unified School District provides three 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	4