

Brookside School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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

DataQuest



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

California School Dashboard



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

Internet Access

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

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

2024-25 School Contact Information

School Name	Brookside School
Street	2962 Brookside Road
City, State, Zip	Stockton, CA 95219
Phone Number	(209) 953-8642
Principal	Jennifer Irwin
Email Address	jirwin@lUSD.net
School Website	bss.lUSD.net
Grade Span	K-8
County-District-School (CDS) Code	39685696111462

2024-25 District Contact Information

District Name	Lincoln Unified School District
Phone Number	(209) 953-8712
Superintendent	Kelly Dextraze
Email Address	kdextraze@lUSD.net
District Website	www.lUSD.net

2024-25 School Description and Mission Statement

In the Fall of 1993, Brookside School, home of the Bobcats, opened its doors to 250 excited Kindergarten thru 7th grade students. It was a small school with innovative teachers in which there were high expectations for all. Brookside now has a school with a population of over 784 TK thru 8th grade students. State standards have increased in rigor and our classrooms are equipped with an abundance of technology.

While there have been many changes, there are many things that are remarkably the same. Brookside continues to have innovative and creative teachers that are dedicated to our students. We have a very active PTSA that does extensive

2024-25 School Description and Mission Statement

fundraising to provide our students many enriching educational opportunities. Our families and community provide a high level of support for our school and students in many capacities. Brookside School students continue to exceed academic expectations. In the past, the Bobcats have earned 1st place finishes in the the following county and state competitions: Math Olympiad, Math Counts, Math Steeplechase, Science Olympiad, and so much more. Brookside currently competes in Science Olympiad A and B Divisions and placed 2nd in the 23-24 Science Olympiad. In the past, Brookside School has been recognized as a distinguished school.

The goals for 2024-2025 focus on K-8 Reading, Math, English Learners and Student Engagement/Achievement. There is a focus on reading for grade levels K-3 and improving reading comprehension for 4th through 8th grades. This will be monitored with quarterly Amplify/DIBELS assessments and a review of iReady data three times a year. There is a continued focus on the reading, writing, and math skills of the English learners. Annual ELPAC data, iReady data, and CAASPP information informs our ELD instruction. Improving math performance K-8 is another goal that will be monitored with fidelity to the new Math curriculum, iReady data (K-8), unit assessments, and CAASPP data. Student engagement and achievement is being monitored throughout the school year by having frequent check-in meetings with our 5th-8th grade students in regard to academics and continuously encouraging students to become involved in some of the intramural activities offered during lunch.

Brookside School Mission Statement

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

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	94
Grade 1	72
Grade 2	72
Grade 3	71
Grade 4	96
Grade 5	92
Grade 6	92
Grade 7	86
Grade 8	86
Total Enrollment	761

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6
Male	53.4
American Indian or Alaska Native	0.4
Asian	19.7
Black or African American	7.6
Filipino	5.7
Hispanic or Latino	34.6
Native Hawaiian or Pacific Islander	0.5
Two or More Races	7.1
White	23.5
English Learners	10.2
Foster Youth	0.5
Homeless	3.3
Socioeconomically Disadvantaged	49.4
Students with Disabilities	8.9

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.90	88.82	350.40	79.19	228366.10	83.12
Intern Credential Holders Properly Assigned	0.20	0.89	19.60	4.44	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	0.89	11.60	2.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.50	8.00	38.20	8.64	12115.80	4.41
Unknown/Incomplete/NA	0.40	1.33	22.50	5.10	18854.30	6.86
Total Teaching Positions	31.40	100.00	442.60	100.00	274759.10	100.00

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)	27.80	89.77	340.20	78.99	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.23	22.60	5.25	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.30	1.06	8.00	1.88	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.80	5.90	32.10	7.45	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	27.60	6.42	15831.90	5.67
Total Teaching Positions	31.00	100.00	430.70	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.80	90.03	315.70	79.39	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	3.36	23.80	5.99	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	19.30	4.86	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.90	6.58	29.00	7.31	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	9.70	2.45	14303.80	5.15
Total Teaching Positions	29.80	100.00	397.70	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.20	0.30	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.20	0.30	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.70	0.10	0.5
Local Assignment Options	0.80	1.60	1.3
Total Out-of-Field Teachers	2.50	1.80	1.9

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.80	6.3	2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.50	1.5	3.2

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

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

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

Dec 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders Adoption year: 2023 McGraw-Hill Wonders California, 2017 Edition McGraw-Hill WondersWorks California, 2017 Edition Adoption Year 2016 McGraw-Hill CA StudySync, 2017 Edition Adoption Year 2017	Yes	0%
Mathematics	HMH Into Math Adoption Year 2024 iReady Classroom Mathematics Adoption Year 2024	Yes	0%
Science	Exploring Science National Geographic/Cengage Adoption Year 2022 CA Inspire McGraw Hill Adoption Year 2022	Yes	0%
History-Social Science	Scott Foresman History/Social Science for California, 2006 Edition Adoption Year 2006 Teacher's Curriculum Institute History Alive California Middle School Program, 2017 Edition Adoption Year 2019	Yes	0%

Health	Health Connected, Teen Talk Middle School, 2017 Edition Adoption Year 2017	Yes	
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Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report December 2024

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	67	64	45	41	46	47
Mathematics (grades 3-8 and 11)	57	55	28	28	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	527	518	98.29	1.71	64.09
Female	237	233	98.31	1.69	66.95
Male	290	285	98.28	1.72	61.75
American Indian or Alaska Native	--	--	--	--	--
Asian	115	115	100.00	0.00	79.13
Black or African American	39	39	100.00	0.00	43.59
Filipino	34	34	100.00	0.00	76.47
Hispanic or Latino	161	156	96.89	3.11	52.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	36	94.74	5.26	61.11
White	136	134	98.53	1.47	67.91
English Learners	26	25	96.15	3.85	16.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	32	29	90.63	9.37	51.72
Socioeconomically Disadvantaged	266	261	98.12	1.88	51.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	49	94.23	5.77	20.41

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	528	517	97.92	2.08	55.32
Female	237	234	98.73	1.27	50.85
Male	291	283	97.25	2.75	59.01
American Indian or Alaska Native	--	--	--	--	--
Asian	115	114	99.13	0.87	76.32
Black or African American	39	38	97.44	2.56	21.05
Filipino	34	34	100.00	0.00	64.71
Hispanic or Latino	162	157	96.91	3.09	38.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	37	97.37	2.63	56.76
White	136	133	97.79	2.21	63.91
English Learners	26	25	96.15	3.85	20.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	32	29	90.63	9.37	44.83
Socioeconomically Disadvantaged	266	259	97.37	2.63	38.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	50	94.34	5.66	24.00

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	42.17	41.86	24.92	25.81	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	178	172	96.63	3.37	41.86
Female	80	77	96.25	3.75	42.86
Male	98	95	96.94	3.06	41.05
American Indian or Alaska Native	--	--	--	--	--
Asian	39	39	100.00	0.00	76.92
Black or African American	13	13	100.00	0.00	15.38
Filipino	15	15	100.00	0.00	53.33
Hispanic or Latino	54	52	96.30	3.70	19.23
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	45.45
White	44	40	90.91	9.09	40.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	11	10	90.91	9.09	--
Socioeconomically Disadvantaged	92	90	97.83	2.17	30.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	19	90.48	9.52	10.53

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

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

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

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

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

ELAC

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

SSC

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

PTSA

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

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

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

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

Chaperone a Field Trip

Parking Lot Duty

Art Docent

Coach a group in Science Olympiad

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	795	788	102	12.9
Female	372	370	51	13.8
Male	423	418	51	12.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	153	153	11	7.2
Black or African American	66	64	14	21.9
Filipino	43	43	2	4.7
Hispanic or Latino	278	274	49	17.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	57	57	11	19.3
White	184	183	13	7.1
English Learners	84	82	18	22.0
Foster Youth	--	--	--	--
Homeless	27	27	9	33.3
Socioeconomically Disadvantaged	402	399	74	18.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	89	87	19	21.8

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	1.05	1.31	0.88	6.62	6.80	5.81	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.76	0.61	0.79	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.88	0.00
Female	0.54	0.00
Male	1.18	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	1.52	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.72	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.75	0.00
White	1.63	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	7.41	0.00
Socioeconomically Disadvantaged	1.49	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.62	0.00

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

2024-25 School Safety Plan

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 the responses that are needed depending on the type of emergency. During staff meetings throughout the year, the staff is trained on procedures to follow during an emergency. The staff also participates in table top discussions where the School Resource Officer gives various scenarios that can happen at school and the staff discuss the best ways to respond to such scenarios. The staff and students participate in regular drills to practice the procedures that will ensure their safety. The School Safety Plan was last reviewed and updated in February 2024.

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

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

2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	26		3	
2	24		3	
3	21		4	
4	30		3	
5	30		3	
6	32		2	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	24		3	
2	24		3	
3	32		2	1
4	32		3	
5	31		3	
6	27	1	3	

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	761

2023-24 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$3,242	\$110	\$3,132	\$57,867
District	N/A	N/A	\$4,878	\$86,208
Percent Difference - School Site and District	N/A	N/A	-43.6	-39.3
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-109.9	-48.3

Fiscal Year 2023-24 Types of Services Funded

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

- A bilingual translator provides Tier 2 supports to EL students on Monday-Friday from 8:30-11am. This is typically done in a small group session or through push-in support at various grade levels where English Learners are present.

Fiscal Year 2023-24 Types of Services Funded

- 6th, 7th and 8th grade students receive intervention in math during their period and/or designated homeroom time. Students are also able to come in during their lunch time for additional support in 7th and 8th grade.
 - Homework help/tutoring is available to 3rd-4th grade students 2-3 times per week after school in the MUR.
- * Qualifying students in the Extended Day program have the opportunity to receive tutoring from a teacher 2-3 times a week after school.
- To address the social emotional learning, students are supported by VCCS (Valley Community Counseling Services).
- * Brookside has one full-time counselor and one part-time counselor that address the needs of our students and also do SEL lessons in the classrooms.

Fiscal Year 2022-23 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,745	\$58,855
Mid-Range Teacher Salary	\$83,424	\$92,519
Highest Teacher Salary	\$114,171	\$114,665
Average Principal Salary (Elementary)	\$147,293	\$142,791
Average Principal Salary (Middle)	\$147,293	\$151,078
Average Principal Salary (High)	\$184,773	\$167,094
Superintendent Salary	\$254,890	\$281,086
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

Lincoln Unified School District provides three professional development day for staff annually. Early dismissal on Mondays provides teachers with additional time each week to collaborate and articulate with other grade level or department teachers. District Wide Collaboration Days (DWCD) are embedded throughout the school year focusing on topics including iReady data talks, SEL teaching strategies, and exploring our implementation of LEAP by looking at the vertical alignment of our ELA standards. Teachers work in teams to analyze data, determine essential standards, and plan instruction. Professional learning is provided to support implementation of new curriculum, best practices, and instructional strategies to support the achievement of all students. The District has partnered with Orenda to focus on providing all Lincoln students with a quality education with our end goal being to increase the number of students meeting their A-G graduation requirements at the time of graduation. 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	4