

Sierra Middle School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

2025-26 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
Grade Span	7-8
County-District-School (CDS) Code	39685696041925

2025-26 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

2025-26 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 History classes. Qualifying seventh and eighth grade students have the opportunity to take accelerated math classes. The Sierra school plan is aligned with the Lincoln Unified LCAP goals to provide appropriate and equitable academic instruction for all students. As a school we strive to have all programs be academically excellent, developmentally responsive, and socially equitable. The school uses a variety of indicators to determine progress and academic success. Students are assessed yearly using the Smarter Balanced Assessment, assessed three times a year using i-Ready and content teams work together to identify power standards and use common assessments approximately every five weeks. These goals include increasing the percentage of students who are at grade level or higher in English Language Arts and in math. 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 has a specific goal of increasing the number of English Learners to be reclassified as fluent English speakers. Our expectation is to provide a safe environment for students and clear communication with families. If students need additional support, they have the opportunity for Targeted Instruction assistance, staff push in help, before and after school tutoring opportunities, and services connected to IEP's and 504s. This school plan will help guide the Sierra school community by establishing specific academic and emotional goals for our students.

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

Goal 1: All students will be provided engaging, rigorous, standards based quality instruction in English Language Arts..

Goal 2: All students will be provided engaging, rigorous, standards based quality instruction in math.

2025-26 School Description and Mission Statement

Goal 3: All English Learners will be provided engaging, rigorous, standards based quality instruction targeted to their specific needs..

Goal 4: All students will have access to a safe and supportive school culture that promotes a welcoming school environment.

Goal 5: Sierra families will have effective communication with school and be a part of creating a safe and engaging learning environment for students.

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.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	309
Grade 8	282
Total Enrollment	591

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	55.3
Male	44.7
American Indian or Alaska Native	0.3
Asian	7.4
Black or African American	10.7
Filipino	1.4
Hispanic or Latino	57.4
Native Hawaiian or Pacific Islander	0.5
Two or More Races	5.6
White	16.6
English Learners	9.8
Foster Youth	0.2
Homeless	4.4
Socioeconomically Disadvantaged	72.6
Students with Disabilities	11.3

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.

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)	19.7	75.91	340.2	78.99	234405.2	84
Intern Credential Holders Properly Assigned	0.8	3.27	22.6	5.25	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.7	2.73	8	1.88	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.7	14.37	32.1	7.45	11953.1	4.28
Unknown/Incomplete/NA	0.9	3.65	27.6	6.42	15831.9	5.67
Total Teaching Positions	26	100	430.7	100	279044.8	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.

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)	16.7	69.27	315.7	79.39	231142.4	83.24
Intern Credential Holders Properly Assigned	0.8	3.43	23.8	5.99	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.5	6.2	19.3	4.86	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.9	20.26	29	7.31	11746.9	4.23
Unknown/Incomplete/NA	0.2	0.83	9.7	2.45	14303.8	5.15
Total Teaching Positions	24.1	100	397.7	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	17.2	66.62	308.9	76.19	230039.4	100
Intern Credential Holders Properly Assigned	1.4	5.46	17.9	4.42	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.5	5.96	21.3	5.27	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4	15.53	27.8	6.86	12112.8	4.34
Unknown/Incomplete/NA	1.6	6.31	29.4	7.25	13705.8	4.91
Total Teaching Positions	25.8	100	405.4	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.3	0
Misassignments	0.70	1.1	1.5
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.70	1.5	1.5

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	3.70	4.9	4
Total Out-of-Field Teachers	3.70	4.9	4

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	3.5	6.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	5.1

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

2025-26 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	November 2025
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill CA StudySync, 2017 Edition Adoption Year 2017	0%
Mathematics	iReady Classroom Mathematics Adoption Year 2024	0%
Science	CA Inspire McGraw Hill Adoption Year 2022	0%
History-Social Science	Teacher's Curriculum Institute History Alive California Middle School Program, 2017 Edition Adoption Year 2019	0%
Foreign Language		0%
Health	Health Connected, Teen Talk Middle School, 2017 Edition Adoption Year 2017	0%
Visual and Performing Arts		0%

Note: Cells with N/A values do not require data.

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

School Facility Conditions and Planned Improvements

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 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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	48	52	41	44	47	48
Mathematics (grades 3-8 and 11)	27	29	28	30	35	37

2024-25 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	588	569	96.77	3.23	52.11
Female	326	318	97.55	2.45	54.57
Male	262	251	95.80	4.20	49.00
American Indian or Alaska Native	--	--	--	--	--
Asian	45	45	100.00	0.00	60.00
Black or African American	58	56	96.55	3.45	39.29
Filipino	--	--	--	--	--
Hispanic or Latino	336	322	95.83	4.17	47.66
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	37	97.37	2.63	54.05
White	98	96	97.96	2.04	68.75
English Learners	57	50	87.72	12.28	10.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	32	31	96.88	3.12	38.71
Socioeconomically Disadvantaged	426	414	97.18	2.82	46.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	66	62	93.94	6.06	4.84

2024-25 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	588	574	97.62	2.38	29.09
Female	326	319	97.85	2.15	27.59
Male	262	255	97.33	2.67	30.98
American Indian or Alaska Native	--	--	--	--	--
Asian	45	45	100.00	0.00	35.56
Black or African American	58	56	96.55	3.45	16.07
Filipino	--	--	--	--	--
Hispanic or Latino	336	326	97.02	2.98	24.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	37	97.37	2.63	29.73
White	98	97	98.98	1.02	47.42
English Learners	57	57	100.00	0.00	3.51
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	32	31	96.88	3.12	25.81
Socioeconomically Disadvantaged	426	415	97.42	2.58	21.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	66	62	93.94	6.06	1.61

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	20.66	19.64	25.81	27.23	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	285	280	98.25	1.75	19.64
Female	160	159	99.38	0.62	13.84
Male	125	121	96.80	3.20	27.27
American Indian or Alaska Native	0	0	0	0	0
Asian	25	25	100.00	0.00	36.00
Black or African American	26	26	100.00	0.00	11.54
Filipino	--	--	--	--	--
Hispanic or Latino	165	161	97.58	2.42	14.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	13.33
White	49	48	97.96	2.04	31.25
English Learners	25	25	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	21	21	100.00	0.00	23.81
Socioeconomically Disadvantaged	205	203	99.02	0.98	14.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	26	92.86	7.14	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.

2024-25 California Physical Fitness Test Participation Rates

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.

2025-26 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	617	611	105	17.2
Female	338	333	49	14.7
Male	279	278	56	20.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	46	45	8	17.8
Black or African American	69	68	24	35.3
Filipino	--	--	--	--
Hispanic or Latino	348	346	47	13.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	36	35	8	22.9
White	102	101	14	13.9
English Learners	71	70	9	12.9
Foster Youth	--	--	--	--
Homeless	36	36	11	30.6
Socioeconomically Disadvantaged	452	449	90	20.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	78	76	27	35.5

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
16.22	8.25	8.91	6.8	5.81	6.01	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.68	0.67	0.97	0.61	0.79	0.45	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.91	0.97
Female	3.85	0.89
Male	15.05	1.08
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.17	0.00
Black or African American	27.54	7.25
Filipino	0.00	0.00
Hispanic or Latino	6.61	0.29
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	11.11	0.00
White	6.86	0.00
English Learners	8.45	0.00
Foster Youth	0.00	0.00
Homeless	25.00	2.78
Socioeconomically Disadvantaged	10.40	1.33
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	19.23	2.56

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.

2025-26 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 board approved in February of 2025.

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

2023-24 Secondary 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 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	17	29	8	
Mathematics	22	8	19	
Science	19	19	11	1
Social Science	18	26	8	1

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	18	33	8	
Mathematics	23	12	9	5
Science	28	4	14	4
Social Science	26	8	11	6

2024-25 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	291

2024-25 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)	2
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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$94,741
Percent Difference - School Site and District	N/A	N/A	-28.9	-38.7
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-98.8	-47.7

Fiscal Year 2024-25 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 classes. 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 multiple after

Fiscal Year 2024-25 Types of Services Funded

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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$64,261	\$62,145
Mid-Range Teacher Salary	\$91,258	\$97,088
Highest Teacher Salary	\$124,891	\$120,436
Average Principal Salary (Elementary)	\$157,603	\$151,343
Average Principal Salary (Middle)	\$157,603	\$159,514
Average Principal Salary (High)	\$190,877	\$177,261
Superintendent Salary	\$272,732	\$294,805
Percent of Budget for Teacher Salaries	27.55%	29.95%
Percent of Budget for Administrative Salaries	5.46%	5.4%

Professional Development

Lincoln Unified School District provides five 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4