

Sierra Middle School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Sierra Middle School
Street	6768 Alexandria Pl
City, State, Zip	Stockton, CA, 95207-3407
Phone Number	(209) 953-8749
Principal	Scott Tatum
E-mail Address	statum@lusd.net
Web Site	http://sm.lusd.net/
CDS Code	39685696041925

District Contact Information	
District Name	Lincoln Unified School District
Phone Number	209-953-8700
Superintendent	Thomas Uslan
E-mail Address	tuslan@lusd.net
Web Site	www.lusd.net

School Description and Mission Statement (School Year 2017-18)

Sierra Middle School:

Where Greatness Happens

Sierra Middle School Mission Statement

Our mission is to provide a quality education through shared responsibility in a safe supportive environment for all students to meet the challenges of a global society.

We work hard to make the site a primary source for timely information for all users, and main gateway for improved communication between parents, teachers, students and other members of our community.

Sierra Middle School Vision

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

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.

Spartan Code

A Spartan pushes their mind and body to their limits.

A Spartan masters their emotions.

A Spartan learns continuously.

A Spartan gives generously.

A Spartan leads.

Description of School

Sierra Middle School is the only traditional middle school in the Lincoln Unified School District. We are a school of approximately 660 seventh and eighth grade students. Sierra currently offers students seven periods of instruction per day. Classes consist of mathematics, language arts, science, social studies, physical education and two electives. Electives include but are not limited to band, chorus, orchestra, leadership, yearbook, woodworking, drama, theater, art, journalism, STEM, foods, drafting, computer programming, 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 and because of our proximity to Lincoln High School, qualifying students take high school courses in mathematics. Both seventh and eighth grade students have the opportunity to be in the Honors Wind Ensemble. Sierra Middle School accepts students from all school sites throughout the school district.

Sierra Middle School uses the following core principles—as outlined by the National Forum to Accelerate Middle-Grades Reform—to orchestrate decisions and to guide the vision of the school. As a school we strive to have all programs be academically excellent, developmentally responsive, and socially equitable. The California Department of Education publication “Taking Center Stage-Act 2” and the Edsource study “Middle Grades Success” serves as guidelines for Sierra Middle School improvement.

Sierra Middle School is in the beginning stages of implementing a Multi-Tier System of Supports and the Response to Intervention Framework to ensure quality instruction and determine students' achievement. The Multi-Tier System of Supports will be a more comprehensive framework for Sierra to use to establish academic and social / emotional interventions for our students. The school uses a variety of indicators to determine progress and academic success. Students are assessed in each academic subject using assessments that are aligned with curriculum pacing guides. Teachers spend early release days collaborating and looking at results of these assessments. Students will also be assessed in English Language Arts and math using the Smarter Balanced assessments and the Measure of Academic Progress. Results from all assessments are used to determine targeted instruction strategies and goals.

Sierra Middle School utilizes a Title 1/EL teacher. The purpose of the Title 1/EL teacher is to coordinate and lead the interventions provided to Title 1 and ELL students and to oversee the Summit Support Center.

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

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 7	340
Grade 8	325
Total Enrollment	665

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	11.3
American Indian or Alaska Native	0.3
Asian	9.3
Filipino	3.5
Hispanic or Latino	40.9
Native Hawaiian or Pacific Islander	0.6
White	31.3
Two or More Races	2.9
Socioeconomically Disadvantaged	56.5
English Learners	12.2
Students with Disabilities	7.4
Foster Youth	0.2

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.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	27	23	27	406
Without Full Credential	3	5	2	59
Teaching Outside Subject Area of Competence (with full credential)	3	3	5	25

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	1	1	1
Total Teacher Misassignments *	0	1	1
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: October 2017

Following a public hearing on October 11, 2017, 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 a textbooks or instructional materials, or both, to use in class or to take home.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McDougal Littell Language of Literature California, 2002 Edition Adoption Year 2004	No	0%
Mathematics	Great Minds Eureka Math, 2015 Edition Adoption Year 2014	Yes	0%
Science	Glencoe/McGraw-Hill Focus on Science, 2007 Edition Adoption Year 2007 Discovery Education Tech Book Adoption Year 2015	Yes	0%
History-Social Science	Teacher's Curriculum Institute History Alive California Middle School Program, 2004 Edition Adoption Year 2006 Discovery Education Tech Book Adoption Year 2015	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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. There is one full-time day, lead custodian. There are two night custodians. The grounds are repaired and maintained by a three-person grounds crew that is shared with two neighboring schools.

Students are kept safe before, during, and after school with the assistance of campus supervisors.

Over the past year we have added security fencing and eight cameras located around the campus.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: 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 Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2017				
Overall Rating	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, which 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); and
- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	54	58	47	47	48	48
Mathematics (grades 3-8 and 11)	36	35	32	32	36	37

Note: 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	655	640	97.71	58.28
Male	339	328	96.76	50.3
Female	316	312	98.73	66.67
Black or African American	73	70	95.89	31.43
American Indian or Alaska Native	--	--	--	--
Asian	60	59	98.33	76.27
Filipino	20	17	85	82.35
Hispanic or Latino	266	260	97.74	53.08
Native Hawaiian or Pacific Islander	--	--	--	--
White	207	206	99.52	66.5
Two or More Races	20	20	100	70
Socioeconomically Disadvantaged	381	368	96.59	45.11
English Learners	109	100	91.74	41
Students with Disabilities	51	50	98.04	16
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	655	641	97.86	35.41
Male	339	328	96.76	36.89
Female	316	313	99.05	33.87
Black or African American	73	70	95.89	14.29
American Indian or Alaska Native	--	--	--	--
Asian	60	60	100	63.33
Filipino	20	18	90	33.33
Hispanic or Latino	266	260	97.74	25.77
Native Hawaiian or Pacific Islander	--	--	--	--
White	207	206	99.52	47.09
Two or More Races	20	19	95	36.84
Socioeconomically Disadvantaged	381	369	96.85	23.04
English Learners	109	105	96.33	20
Students with Disabilities	53	50	94.34	4
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	71	68	57	52	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	15.4	13.9	52.1

Note: 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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Many of our parents are involved in the Sierra Middle School PTSA. Under the leadership of our PTSA president we have explored ways of providing opportunities for parents of all students to participate in school activities. There are currently over 270 PTA members.

Parent advisory groups include School Site Council, School Advisory Committee, English Language Advisory Committee, and coffee with the principal. These groups help to lead in the direction of the school.

Sierra PTSA has also helped sponsor professional speaker Keith Hawkins, who meets with parents about the issues of raising children in today's society. PTA will also sponsor a Talent Show.

Sierra will host a series of Parent Nights that will focus on student success at Sierra. These informational meetings will focus on writing, math, STEM, technology, and school climate.

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	11.7	11.9	9.4	7.0	7.0	7.3	3.8	3.7	3.6
Expulsions	1.7	0.9	1.8	0.6	0.6	0.8	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Our school safety plan was last revised and reviewed in August 2017. It will be reviewed and revised in January 2018. The plan includes safety procedures in case of emergency and is reviewed with staff at least three times per year. Fire drills occur monthly and lockdown procedures are practiced at least twice per year.

We benefit from the services of a part-time school resource officer and full-time district security officers. We are committed to raising the bar for student behavior. We discuss with our students the specific conduct expectations in our student handbook and also in our “state of the school” assemblies.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2009-2010
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	100

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23	14	14	4	22	16	15	2	22	12	19	3
Mathematics	26	6	15	6	25	8	10	8	12	1		
Science	30	1	10	10	29	2	9	11	28	3	10	11
Social Science	29	5	8	9	29	2	12	8	27	6	11	8

Note: Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	660
Counselor (Social/Behavioral or Career Development)	.0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.2	N/A
Social Worker	.2	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist		N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4,163	\$517	\$3,646	\$58,242
District	N/A	N/A	\$4,878	\$69,019
Percent Difference: School Site and District	N/A	N/A	-25.3	-2.8
State	N/A	N/A	\$6,574	\$74,476
Percent Difference: School Site and State	N/A	N/A	-33.2	-12.2

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

Types of Services Funded (Fiscal Year 2016-17)

Sierra Middle School has a full time Title One teacher. We have a full time paraprofessional working with the Title One teacher. Sierra has a full time counselor. We have an English Language Development teacher, two primary language assistants and an interpreter.

Categorical funds also purchase the supplemental materials and curriculum necessary to run the Summit Academic Support Center, Read 180, targeted instruction classes, extended day classes, and the extended year program.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,559	\$46,511
Mid-Range Teacher Salary	\$67,580	\$73,293
Highest Teacher Salary	\$89,796	\$92,082
Average Principal Salary (Elementary)	\$116,185	\$113,263
Average Principal Salary (Middle)	\$116,185	\$120,172
Average Principal Salary (High)	\$143,253	\$131,203
Superintendent Salary	\$202,416	\$213,732
Percent of Budget for Teacher Salaries	36%	36%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Lincoln Unified School District provides two professional development days for staff annually as a part of the contract, with follow up days and coaching during the year. Lincoln Unified School District is committed to supporting school district staff through quality professional development. Our goal is to continue to have a highly trained professional staff that supports the success of all students in the classroom.

Early student dismissal on Mondays also provides teachers additional time each week to collaborate and articulate with other grade level teachers.