

Sierra Middle

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

School Contact Information	
School Name	Sierra Middle
Street	4950 Central Ave
City, State, Zip	Riverside
Phone Number	(951)788-7501
Principal	Dr. Ratmony Yee
E-mail Address	ryee@rusd.k12.ca.us
Web Site	http://www.rusdlink.org/domain/43
CDS Code	33-67215-6059141

District Contact Information	
District Name	Riverside Unified
Phone Number	(951) 788-7135
Superintendent	David C. Hansen, Ed.D.
E-mail Address	dchansen@rusd.k12.ca.us
Web Site	www.rusd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

Sierra Middle School is an International Demonstration Site for Advancement Via Individual Determination (AVID) as well as a 1:1 digital device school. Sierra Middle School's mission is to educate all students with dignity and respect, and we are committed to challenging, nurturing and supporting all students in the academic, social and emotional development.

Sierra Middle School prepares students to become purposeful contributors to a global society through learning experiences that promote student ownership of the path and pace of their education. In 2014-15, Sierra Middle School along with seven other schools in the district, applied and received the Bill and Melinda Gates Foundation grant to implement Personalized Learning. The five criteria of personalized learning provide voice, choice, pace, and path for students as they show competency of state content and practice standards.

There are Five Design Criteria: Learner Profile, Personalized Learning Plan, Flexible Environment, Competency Based Advancement, and Socially Engaged Contributor. A design team from each Cohort 1, which included Sierra Middle School along with 4 other schools, developed an implementation model. The first group of teachers piloted the implementation in the 2014-2015 school year and selected two design criteria for launch in the 2015-2016 school year. All schools will add components over time and scale the model to full site, to include all teachers and students.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 7	419
Grade 8	410
Total Enrollment	829

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	4.1
American Indian or Alaska Native	0.1
Asian	1.4
Filipino	0.6
Hispanic or Latino	79
Native Hawaiian or Pacific Islander	0.8
White	11.9
Two or More Races	0.7
Socioeconomically Disadvantaged	86
English Learners	17.5
Students with Disabilities	14.5
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	42	40	42	1855
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	1	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	91.6	8.4
All Schools in District	94.4	5.6
High-Poverty Schools in District	94.3	5.7
Low-Poverty Schools in District	94.7	5.3

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 12/06/2016

Materials Sufficiency Board Meeting Date: 04/11/2016

The table displays information collected in 12/06/2016 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Language Arts 7 (adopted in 2002) Holt, Rinehart and Winston: Holt Literature and Language Arts, Course 1 Holt, Rinehart and Winston: Supplemental: Holt Handbook, Course 1 Language Arts 8 (adopted in 2002) Holt, Rinehart and Winston: Holt Literature and Language Arts, Course 2 Holt, Rinehart and Winston: Supplemental: Holt Handbook, Course 2 Language! (adopted in 2002) ELD 1, 2, 3 (adopted in 2009) Scholastic: READ 180/ System 44, Intensive Reading Intervention Program (adopted in 2010)	Yes	0%
Mathematics	Introduction to Algebra/Introduction to Algebra Concepts (adopted in 2008) Holt, Rinehart and Winston: California Mathematics Course 2 - Pre-Algebra Holt, Rinehart and Winston: Pre-Algebra 8 / Pre-Algebra 8 Concepts (adopted in 2008) Holt, Rinehart and Winston: California Algebra Readiness - Volumes 1-4 Holt, Rinehart and Winston: Algebra 1 / Algebra 1 Concepts / Algebra 1B (adopted in 2008) Holt, Rinehart and Winston: California Algebra 1 Holt, Rinehart and Winston: Geometry (adopted in 2008) Holt, Rinehart and Winston: California Geometry	Yes	0%
Science	Holt, Rinehart and Winston: Life Science, Grade 7 (adopted in 2007) McDougal Littell: Physical Science, Grade 8 (adopted in 2007)	Yes	0%
History-Social Science	Holt, Rinehart and Winston: World History, Grade 7 Holt, Rinehart and Winston: World History: Medieval to Modern Times: Holt CA Social Studies Holt, Reinhart and Winston:United States History, Grade 8 Holt, Reinhart and Winston:United States History: Independence to 1914: Holt CA Social studies	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Holt, Reinhart and Winston: Spanish I (adopted in 2004) Holt, Reinhart and Winston: Ven Conmigo! Spanish Level 1 Holt, Reinhart and Winston: Pre-AP Spanish (adopted in 2009) Holt, Reinhart and Winston: Ven Conmigo! Nuevas Vistas Uno	Yes	0%
Health	N/A		N/A
Visual and Performing Arts	Offer standard-based visual art, instrumental music, and vocal music as electives.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 1957
 Last modernized: 1963
 Lot Size: 20 Acres
 46 Permanent Classrooms
 Completely Air Conditioned
 Library
 Computer Lab
 Indoor/Outdoor Cafeteria
 School Auditorium

"Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review."

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities. Sierra Middle School completed their school site inspection on 5/10/2017.

Sierra has a plant supervisor and a part-time custodial staff who along with other district personnel maintain the grounds and facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

of Work Orders = 447
 Labor Hours = 1870.98
 Assessed Value of Work = \$94584.01

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 5/10/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			400-403: WO16-265107 - Check thermostat setting very cold in room Kitchen: WO16-263157 - 2 exhaust fans in kitchen alcoves have no power to the service disconnect NIS: WO16-265174 - Requesting an HVAC service due in NIS portable to an IAQ concern
Interior: Interior Surfaces	X			100-106: WO16-241263 - Paint walls and sound board 100-114C: WO16-261957 - Replace broken light bulb cover located in exhaust hood 200-204: WO16-241887 - Repair torn carpet in entrance by carpet reducer 200-204: WO16-251627 - Stretch carpet that is loose in back of Librarian's desk 200-204A: WO16-251628 - Stretch loose carpet by Mr. Aguirre's desk 300-302: WO16-241886 - Repair torn carpet 300-302: WO16-263631 - Paint or change out stained ceiling tiles 300-306: WO16-261907 - Repair wooden cabinet drawer that has come apart 400-406: WO16-263632 - Paint or replace stained ceiling tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			100-100: WO16-265163 - Check ceiling space for rodents. Staff can hear them running back and forth. Athletic Fields: WO16-265097 - Treat water pubble for mosquitos.
Electrical: Electrical	X			100-106: WO16-255210 - MPR lighting has intermittent problems see Mr. Yee 200-204: WO16-262622 - Repair 2 lights bad ballasts 600-600: WO16-264412 - Retrofit gym lights 600-602: WO16-262623 - Repair light bad ballast Adm Office: WO16-259707 - Restroom fans and lights need to be on motion sensors (3 restroom) Parking Lot: Repair 2 parking lot lights. One is in front of room 100 and the other is on marquee side middle light facing Central
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			100-103B: WO16-263592 - Repair leaking sink trap 300: WO16-262812 - Reattach urinal partion to tile wall 400-411: WO16-265208 - Repair toilet water stays running. Site custodian shut off water supply

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 5/10/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			300-302: WO16-250202 - Very bad smell in classroom - students removed 600-605D: WO16-262624 - Recharge Fire Extinguisher
Structural: Structural Damage, Roofs	X			100-102: WO16-261557 - Repair roof leak
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			500-504: WO16-262228 - Cracked window 600-600: WO16-263923 - Double doors closest to locker rooms leading to basketball court binds and is hard to close. Top hinge needs repair 600-604: WO16-259255 - Scrape peeling paint in numerous areas Athletic Fields: WO16-253557 - Repair 3 sprinklers that spray straight up and 1 that is broken on Sierra St Grounds: WO16-258574 - Replace rotted out floor drain cover. Cover is located in shrubbery in between office and library and is aprox 2'x2' GYM: WO16-261880 - Replace or repair dry rot wooden beams outside of gym facing fire lane Quad Area: WO16-260570 - Replace missing brinks on planter Quad Area: WO16-261955 - Paint lines in quad

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 5/10/2017				
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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	29	34	44	48	44	48
Mathematics	23	23	33	35	34	36

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	427	419	98.1	34.0
	8	415	406	97.8	33.8
Male	7	210	205	97.6	27.0
	8	221	215	97.3	31.3
Female	7	217	214	98.6	40.6
	8	194	191	98.5	36.6
Black or African American	7	22	22	100.0	45.5
	8	17	15	88.2	26.7
Hispanic or Latino	7	346	339	98.0	30.8
	8	321	316	98.4	32.4
White	7	41	41	100.0	43.9
	8	52	52	100.0	42.3
Socioeconomically Disadvantaged	7	363	355	97.8	29.9
	8	365	357	97.8	32.9
English Learners	7	82	75	91.5	2.7
	8	64	61	95.3	3.3
Students with Disabilities	7	56	56	100.0	3.6

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	66	65	98.5	4.6

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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	427	426	99.8	22.2
	8	427	426	99.8	22.2
Male	7	210	210	100.0	19.6
	8	210	210	100.0	19.6
Female	7	217	216	99.5	24.6
	8	217	216	99.5	24.6
Black or African American	7	22	22	100.0	36.4
	8	22	22	100.0	36.4
Hispanic or Latino	7	346	345	99.7	19.8
	8	346	345	99.7	19.8
White	7	41	41	100.0	31.7
	8	41	41	100.0	31.7
Socioeconomically Disadvantaged	7	363	362	99.7	18.6
	8	363	362	99.7	18.6
English Learners	7	82	82	100.0	2.5
	8	82	82	100.0	2.5
Students with Disabilities	7	56	56	100.0	3.6
	8	56	56	100.0	3.6

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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	63	66	52	60	58	54	60	56	54

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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	415	402	96.9	51.7
Male	221	211	95.5	56.4
Female	194	191	98.5	46.6
Black or African American	17	14	82.4	50.0
Hispanic or Latino	321	313	97.5	48.6
White	52	52	100.0	67.3
Socioeconomically Disadvantaged	365	354	97.0	50.6
English Learners	64	63	98.4	28.6
Students with Disabilities	66	64	97.0	45.3

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	20	18.6	19.3

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 Parental Involvement State Priority (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 2016-17)

The parental involvement contact at Sierra Middle School is Dr. Ratmony Yee, Principal, and can be contacted at 951-788-7501.

Parents are encouraged to attend all parent meetings, parent workshops, and volunteer in their child's classrooms. All parents are encouraged to take an active role in their child's education by monitoring homework and maintaining communication with the school staff. Parents are invited to participate in various site level groups such as the School Site Council (SSC), English Learner Advisory Council (ELAC), and PTSA. Parents also attend Individualized Education Plan (IEP) meetings, School Success Team (SST) meetings, AVID Site Team meetings, academic awards nights, and Parent-Teacher Conferences. Parents are also encouraged to use the many online and digital resources available for checking student progress, grades, and attendance such as Aeries Parent Portal and Haiku. Parent trainings on the use of these digital resources are held throughout the year.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	9.1	9.1	14.3	4.5	4.4	4.0	4.4	3.8	3.7
Expulsions	0.4	0.3	0.7	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Assistant Superintendent of Operations to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by March 1 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

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 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2007-2008
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	22
Percent of Schools Currently in Program Improvement	N/A	71.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	21	20	16	6	20	21	17	6	19	21	19	3
Mathematics	24	11	22	3	19	20	18	6	24	10	22	4
Science	28	6	15	9	27	8	8	16	26	7	17	7
Social Science	27	7	14	10	28	6	8	16	26	7	17	7

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0.9	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist	1	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,712	\$2,148	\$4,563	\$78,613
District	N/A	N/A	\$5,235	\$81,908
Percent Difference: School Site and District	N/A	N/A	-12.8	-4.0
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-19.6	3.7

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

Types of Services Funded (Fiscal Year 2015-16)

Sierra Middle School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

\$83,529 Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

\$190,198 Title I: supplemental services and materials to assist students at risk of not meeting state academic standards

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,907	\$45,092
Mid-Range Teacher Salary	\$76,557	\$71,627
Highest Teacher Salary	\$100,120	\$93,288
Average Principal Salary (Elementary)	\$119,891	\$115,631
Average Principal Salary (Middle)	\$127,709	\$120,915
Average Principal Salary (High)	\$139,500	\$132,029
Superintendent Salary	\$270,000	\$249,537
Percent of Budget for Teacher Salaries	42%	37%
Percent of Budget for Administrative Salaries	6%	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)

During the 2014-15 school year, staff members at Sierra continued to participate in staff development opportunities provided by school staff, district instructional specialists and through special projects. The foundation of the professional development trainings was our 2014-15 Academic Plan. The 2014-15 Academic Plan emphasized our instructional focus and school-wide commitments. Professional development opportunities, therefore, stressed the following elements of the plan; structured student interactions, student use of academic language, effective use of technology as a component of classroom instruction and continued implementation of the instructional shifts demanded of the new state standards. The shifts emphasized and discussed during monthly staff meetings were balance informational text and literary text, text-based answers, writing from sources, text complexity and academic language. With respect to mathematics, the instructional shifts highlighted were focus, coherence and rigor. Other major topics covered during staff development sessions are as follows: structured note taking (Cornell notes), using data to inform and guide instruction, building a positive culture on campus by focusing on our theme "Remember the Name", special education awareness, research-based instructional strategies that yield optimal student achievement, classroom walk through data analysis, standards-based planning with instructional cycle, engagement strategies, developing common assessments in respective subject departments, analyzing data from district assessments to determine next instructional steps, disaster preparedness and training, as well as, AVID Summer Institute and RIMS AVID Site Team Conference. Staff was also given the opportunity to participate in a professional development book study on *Awaken The Learner*; highlighting the main theme of the book, "Cultivating The Soil. The 2014-15 school year also saw the introduction of Personalized Learning instructional strategies being implemented into the classroom, instructional programs at Sierra. Personalized Learning strategies incorporate greater student agency by promoting student voice, choice, pace and path into lesson design and delivery. Teachers participated in professional development training to learn the strategies and approaches teachers can take in their classroom to personalize a student's instruction to better meet the student's needs. The 2014-15 school year also started with two, district-sponsored professional development to support teachers in their efforts to bolster their instruction and positively impact student achievement.

The 2015-16 school year began with two, district-sponsored professional development days for every teacher in the district. The district is also offering two, content-specific, all-day professional development training during the school year for every teacher. The 2015-16 also brings with it a revised Academic Plan. The 2015-16 Academic Plan focuses on College, Career and World Readiness while also promoting alignment with RUSD's core values; as well as, maintaining our site commitments to effectively implement AVID methodologies, personalized learning, classroom technology integration, and effective lesson design and integration to support the new state standards. Professional development opportunities continue to emphasize elements of our Academic Plan with the majority of training being provided on site; either through staff meeting time or through peer-to-peer collaboration. Staff has learned about essential College, Career and World Readiness attributes are students must possess to be successful in the 21st century; attributes such as, key learning skills and techniques, key cognitive strategies, key content knowledge and key transition knowledge and skills. Staff has also participated in training on RUSD's core values and anchors, and the goals of our LCAP. Staff has participated in training to strengthen their understanding of AVID methodologies (writing, inquiry, collaboration, organization and reading) as well continued support in ways to effectively integrate technology into their lesson design and implementation. Staff also received professional development training on effective instructional strategies to meet the needs of our academic English learners. Other major areas staff will continue to receive professional development training include, but are not limited to focused note taking (Cornell notes), using data to inform and guide instruction, building a positive culture on campus by stressing the key components of the mindset "Cultivating The Soil," special education awareness, research-based instructional strategies that yield optimal student achievement, classroom walk through data analysis, standards-based planning with instructional cycle, engagement strategies, developing common assessments in respective subject departments, analyzing data from district assessments to determine next instructional steps, disaster preparedness and training, as well as, AVID Summer Institute and RIMS AVID Site Team Conference. Personalized Learning takes on an even greater presence at Sierra Middle School for the 2015-16 school year. The number of teacher delivering their instructional program in the personalized learning environment has increased and professional development opportunities continue to be provided to teachers via staff meetings, collaboration, district-sponsored meetings and conferences. Teachers are learning how to implement RUSD's Personalized Learning Design Elements; Learner Profile, Socially-Engaged Contributors and Flexible Environments.

Sierra Middle School will continue to enhance the goals in the Academic Plan and School Plan in the 2016-17. These goals include Technology, Lesson design and delivery, Personalized Learning, Rigor/Depth of Knowledge, and Student Engagement. Through data analysis in the Spring, the staff added Student Well-Being as another focus area. Student achievement data along with staff surveys determined the need for professional development. Teachers will receive professional development during the monthly staff meetings on these topics: Illuminate, Haiku, Social-Emotional and Behavioral Support, SPSA Goals and Strategies, Academic English, Rigor/DOK, Personalized Learning, Special Education/Collaboration with General Education Teachers, and Blended Learning.

Depending on the grade level, subject or school focus, teachers participated in 3 – 10 days of professional development.