# Sierra Middle
## 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 |
| **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 2017-18)**

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 (Learner Profile, Personalized Learning Plan, Flexible Environment, Competency Based Advancement, and Socially Engaged Contributor), provide voice, choice, pace, and path for students as they show competency of state content and practice standards.

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

| Grade Level | Number of Students |
|---|---|
| Grade 7 | 395 |
| Grade 8 | 413 |
| Total Enrollment | 808 |

**Student Enrollment by Group (School Year 2016-17)**

| Student Group | Percent of Total Enrollment |
|---|---|
| **Black or African American** | 4.7 |
| **American Indian or Alaska Native** | 0.6 |
| **Asian** | 1.1 |
| **Filipino** | 0.2 |
| **Hispanic or Latino** | 80.8 |
| **Native Hawaiian or Pacific Islander** | 0.9 |
| **White** | 9.4 |
| **Two or More Races** | 0.6 |
| **Socioeconomically Disadvantaged** | 84 |
| **English Learners** | 17.1 |
| **Students with Disabilities** | 13.2 |
| **Foster Youth** | 0.4 |

# A. Conditions of Learning

## State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**Teacher Credentials**

| Teachers | School | | | District |
|---|---|---|---|---|
| | 2015-16 | 2016-17 | 2017-18 | 2017-18 |
| **With Full Credential** | 40 | 42 | 42 | 1909 |
| **Without Full Credential** | 0 | 0 | 0 | 0 |
| **Teaching Outside Subject Area of Competence (with full credential)** | 0 | 0 | 0 | 0 |

**Teacher Misassignments and Vacant Teacher Positions**

| Indicator | 2015-16 | 2016-17 | 2017-18 |
|---|---|---|---|
| **Misassignments of Teachers of English Learners** | 0 | 0 | 0 |
| **Total Teacher Misassignments *** | 0 | 0 | 0 |
| **Vacant Teacher Positions** | 1 | 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:** 10/16/2017

The table displays information collected in 10/16/17 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)<br>Holt, Rinehart & Winston: Holt Literature and Language Arts, Course 1<br>Holt, Rinehart & Winston: Supplemental: Holt Handbook, Course 1<br>Language Arts 8 (adopted in 2002)<br>Holt, Rinehart & Winston: Holt Literature and Language Arts, Course 2<br>Holt, Rinehart & Winston: Supplemental: Holt Handbook, Course 2<br>Language! (adopted in 2002)<br>ELD 1, 2, 3 (adopted in 2009)<br>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)<br>Holt, Rinehart & Winston: California Mathematics Course 2 – Pre-Algebra<br>Holt, Rinehart & Winston: Pre-Algebra 8 / Pre-Algebra 8 Concepts (adopted in 2008)<br>Holt, Rinehart & Winston: California Algebra Readiness – Volumes 1-4<br>Holt, Rinehart & Winston: Algebra 1 / Algebra 1 Concepts / Algebra 1B (adopted in 2008)<br>Holt, Rinehart & Winston: California Algebra 1<br>Holt, Rinehart & Winston: Geometry (adopted in 2008)<br>Holt, Rinehart & Winston: California Geometry | Yes | 0% |
| **Science** | Holt, Rinehart & Winston: Life Science, Grade 7 (adopted in 2007)<br>McDougal Littell: Physical Science, Grade 8 (adopted in 2007) | Yes | 0% |
| **History-Social Science** | Holt, Rinehart & Winston: World History, Grade 7 (adopted in 2006)<br>Holt, Rinehart & Winston: World History: Medieval to Modern Times: Holt CA Social Studies<br>Holt, Reinhart & Winston: United States History, Grade 8 (adopted in 2006)<br>Holt, Reinhart & Winston: United States History: Independence to 1914: Holt CA Social studies | Yes | 0% |
| **Foreign Language** | Holt, Reinhart & Winston: Spanish 1 (adopted in 2006)<br>Holt, Reinhart & Winston: Ven Conmigo! Holt Spanish Level 1<br>Holt, Reinhart & Winston: Pre-AP Spanish (adopted in 2009)<br>Holt, Reinhart & Winston: Ven Conmigoi Nuevas Vistas Uno | Yes | 0% |

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|---|---|
| **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.

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.

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

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

**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: 12/12/2017 | | | | |
|---|---|---|---|---|
| **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 | | | 113C: Cracked window #17-278073<br>304: Carpet seam<br>Gym: Dry rot exterior #16-261880 |

## School Facility Good Repair Status (Most Recent Year)
**Year and month of the most recent FIT report: 12/12/2017**

| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| | Good | Fair | Poor | |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | X | | | 109: Replace door weather stripping #17-280519<br>603E: Leaking storage tanks #17-270140 |
| **Electrical:** Electrical | X | | | 402: One light out and diffuser falling<br>410: One light out needs work order |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | X | | | 305: Sink not operational |
| **Safety:** Fire Safety, Hazardous Materials | X | | | |
| **Structural:** Structural Damage, Roofs | X | | | 104: Roof leak around AC unit, broken light diffuser<br>Library: Small roof leak |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

**Overall Facility Rating (Most Recent Year)**

| Year and month of the most recent FIT report: 12/12/2017 | | | | |
|---|---|---|---|---|
| | Exemplary | Good | Fair | Poor |
| **Overall Rating** | | 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) | 34 | 32 | 48 | 47 | 48 | 48 |
| Mathematics (grades 3-8 and 11) | 23 | 20 | 35 | 34 | 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 | 816 | 792 | 97.06 | 31.69 |
| Male | 382 | 369 | 96.6 | 26.83 |
| Female | 434 | 423 | 97.47 | 35.93 |
| Black or African American | 40 | 40 | 100 | 22.5 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 654 | 637 | 97.4 | 31.4 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 83 | 78 | 93.98 | 33.33 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 690 | 671 | 97.25 | 29.36 |
| English Learners | 257 | 246 | 95.72 | 14.63 |
| Students with Disabilities | 117 | 110 | 94.02 | 8.18 |
| 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 | 817 | 802 | 98.16 | 20.07 |
| Male | 383 | 375 | 97.91 | 21.07 |
| Female | 434 | 427 | 98.39 | 19.2 |
| Black or African American | 41 | 40 | 97.56 | 17.5 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 655 | 647 | 98.78 | 18.86 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 82 | 78 | 95.12 | 26.92 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 691 | 682 | 98.7 | 17.45 |
| English Learners | 257 | 253 | 98.44 | 7.51 |
| Students with Disabilities | 115 | 107 | 93.04 | 4.67 |
| 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) | 66 | 52 | 58 | 54 | 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 | 14.1 | 17.7 | 19.8 |

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)**

The parental involvement contact at Sierra Middle School is Dr. Ratmony Yee, Principal, and she 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), Parents for Quality Education (PIQE), and Parent-Teacher-Student Association (PTSA). Parents also attend Individualized Education Plan (IEP) meetings, School Success Team (SST) meetings, AVID Site Team meetings, and Parent-Teacher Conferences. Parents are also encouraged to use the many online and digital resources available to check student progress, grades, and attendance such as Aeries Parent Portal and Power School. 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 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 | 9.1 | 14.3 | 13.7 | 4.4 | 4.0 | 3.6 | 3.8 | 3.7 | 3.6 |
| Expulsions | 0.3 | 0.7 | 1.0 | 0.2 | 0.2 | 0.2 | 0.1 | 0.1 | 0.1 |

**School Safety Plan (School Year 2017-18)**

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 2017-18)**

| 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 | 68.8 |

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** | 20 | 21 | 17 | 6 | 19 | 22 | 18 | 3 | 18 | 28 | 18 | 3 |
| **Mathematics** | 19 | 20 | 18 | 6 | 24 | 10 | 22 | 4 | 23 | 11 | 17 | 6 |
| **Science** | 27 | 8 | 8 | 16 | 26 | 8 | 16 | 7 | 27 | 5 | 17 | 7 |
| **Social Science** | 28 | 6 | 8 | 16 | 26 | 7 | 17 | 7 | 27 | 6 | 16 | 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 2016-17)**

| 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** | 2 | 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** | 8743 | 2774 | 5969 | 77906 |
| **District** | N/A | N/A | $5,857 | $87,199 |
| **Percent Difference: School Site and District** | N/A | N/A | -22.1 | -9.8 |
| **State** | N/A | N/A | $6,574 | $79,228 |
| **Percent Difference: School Site and State** | N/A | N/A | -30.6 | -0.8 |

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

**Types of Services Funded (Fiscal Year 2016-17)**

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

$76,950 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 2015-16)**

| Category | District Amount | State Average for Districts In Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $56,035 | $47,808 |
| **Mid-Range Teacher Salary** | $82,647 | $73,555 |
| **Highest Teacher Salary** | $100,547 | $95,850 |
| **Average Principal Salary (Elementary)** | $125,192 | $120,448 |
| **Average Principal Salary (Middle)** | $132,039 | $125,592 |
| **Average Principal Salary (High)** | $144,725 | $138,175 |
| **Superintendent Salary** | $282,285 | $264,457 |
| **Percent of Budget for Teacher Salaries** | 40% | 35% |
| **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)**

The 2015-16 school year began with two, district-sponsored professional development days for every teacher in the district. The district also offered 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 our 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 LCAP goals, strategies, and metrics. 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.

Sierra Middle School teachers, along with input and collaboration from parents and students have selected three custom school goals to focus on for the 2017-2018 school year based on state and local data. These goals are:

1. Sierra Middle School will show growth for English Learners and low SES students through the implementation of evidence-based writing strategies across all content areas as measured by a 10% increase in the district writing assessments.

2. Sierra Middle School will provide a personalized learning environment to increase student engagement as measured by a 10% decrease of students on the D/F list.

3. Sierra Middle School will increase student, parent, and community involvement as measured by an increase of 10% in attendance of school activities/events.

Professional development are focused on these custom school goals and aligned with RUSD's Guide for Instructional Direction. They include: data-driven instruction, common assessment, writing and reading across the content area, mastery-based learning, structured student collaboration, and AVID methodologies to include focused note-taking and philosophical chair. Professional development is delivered through staff meetings, in and out of district training attendance, and conferences. Teachers are supported through in-class coaching feedback, teacher principal meetings, and team/department meetings.

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