

Sierra Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard)

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

Internet Access

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

2023-24 School Contact Information

School Name	Sierra Middle School
Street	4950 Central Ave
City, State, Zip	Riverside
Phone Number	(951)788-7501
Principal	Renell Robinson
Email Address	rrobinson@riversideunified.org
School Website	sierra.riversideunified.org
County-District-School (CDS) Code	33-67215-6059141

2023-24 District Contact Information

District Name	Riverside Unified School District
Phone Number	(951) 788-7135
Superintendent	Ms. Renee Hill
Email Address	rhill@riversideunified.org
District Website	http://riversideunified.org/

2023-24 School Description and Mission Statement

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 develops relationships by providing engaging and equitable learning experiences that prepare all students to be High School, College, and Career Ready.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	409
Grade 8	430
Total Enrollment	830

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	438
Male	401
American Indian or Alaska Native	23
Asian	1.6%
Black or African American	57
Filipino	6
Hispanic or Latino	84.8%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	0.4%
White	343
English Learners	176
Foster Youth	0.1%
Homeless	32
Socioeconomically Disadvantaged	699
Students with Disabilities	108

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	33.90	85.43	1509.80	87.78	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.30	0.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.10	2.92	38.00	2.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	1.46	17.00	0.99	12115.80	4.41
Unknown	4.00	10.17	151.80	8.83	18854.30	6.86
Total Teaching Positions	39.70	100.00	1720.00	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.60	82.25	1505.40	87.33	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	2.78	8.80	0.51	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.70	4.97	44.30	2.57	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.30	3.69	38.00	2.21	11953.10	4.28
Unknown	2.20	6.25	127.00	7.37	15831.90	5.67
Total Teaching Positions	36.00	100.00	1723.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.10	1.70
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.10	1.70

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.50	1.30
Total Out-of-Field Teachers	0.50	1.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.1	6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.9	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The table displays information collected in September and approved by the Riverside Unified School District Board of Education on 10/05/23 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 currently 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.

Comprehensive curriculum (ELA, Math, Science, History-Social Science)

Year and month in which the data were collected

10/05/23

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync McGraw Hill Education Grade 7 (Adopted 2016) StudySync McGraw Hill Education Grade 8 (Adopted 2016)	Yes	0%
Mathematics	Open Up Resoures Illustrative Math Grade 7 (Adopted 2018) Open Up Resoures Illustrative Math Grade 8 (Adopted 2018) College Preparatory Mathematics Integrated Math I Grade 8 (Accelerated 8) (Adopted 2018)	Yes	0%
Science	Amplify Education Amplify Science Grade 7 (Adopted 2019) Amplify Education Amplify Science Grade 8 (Adopted 2019) Amplify Education Amplify Ciencias Grade 8 DLI (Adopted 2019)	Yes	0%
History-Social Science	Savvas: Medieval and Early Modern Times. myWorld Interactive, Grade 7 (Adopted 2022) Savvas: miMundo Interactivo: Edad Media y Edad Moderna Temprana, Grado 7 (Adopted 2022) Savvas:American History to 1914 myWorld Interactive, Grade 8 (Adopted 2022)	Yes	0%
Foreign Language	Carnegie Learning -Que Chevere - Level 1- Spanish 1 (Adopted 2021) Carnegie Learning - En Voz Alta - Natives Spanish Speakers 1 and 2 (Adopted 2021) Vista Higher Learning Temas (Pre/AP & AP Spanish Language) Grade 7& 8 DLI (Adopted 2021)	Yes	0%

Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

Year Constructed: 1957
 Last modernized: 2019
 Lot Size: 20 Acres
 46 Permanent Classrooms
 Completely Air Conditioned
 Library
 Computer Lab
 Indoor/Outdoor Cafeteria
 School Auditorium

Riverside Unified School District maintains both short and long-term 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 15 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).

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

Year and month of the most recent FIT report

10/16/2023 - 12/19/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			SI200-205 (Administration): 2: (D) There is inadequate air supply to the area Notes : AC not cold .Feels stuffy
Interior: Interior Surfaces	X			SI200-204A (Administration): 4: (D) Carpet is torn Notes : carpet old and dingy SI400-411 (Restroom): 4: (D) Ceiling tiles have holes or stains Notes: water damaged to ceiling tiles SI400-412 (Restroom): 4: (D) Ceiling tiles have holes or stains Notes : water damaged to ceiling tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			SI100-118 (Utility):

School Facility Conditions and Planned Improvements

			<p>5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup</p> <p>Notes: area is dirty and has clutter SI200-204 (Library): 5: (D) Floors and carpets appear to NOT have been swept or cleaned within the last week</p> <p>Notes : carpet squares at front door are loose and moving SI300-302 (Classroom): 5: (D) Floors and carpets appear to NOT have been swept or cleaned within the last week</p> <p>Notes: carpet old and dingy 7: (D) Light fixture not working (possible ballast)</p> <p>Notes : fixture not working properly SI400-404 (Classroom): 5: (D) Floors and carpets appear to NOT have been swept or cleaned within the last week</p> <p>Notes : carpet very old</p>
<p>Electrical</p>		<p>X</p>	<p>SI100-100 (Classroom): 7: (D) Light fixture not working (possible ballast)</p> <p>Notes: two lights out SI100-101 (Classroom): 7: (D) Light fixture not working (possible ballast)</p> <p>Notes: one light out SI100-102 (Classroom): 7: (D) Light fixture not working (possible ballast)</p> <p>Notes: two lights out SI100-109A (Utility): 7: (D) Light fixture not working (possible ballast)</p> <p>Notes: one light out SI100-109B (Utility): 7: (D) Light fixture not working (possible ballast)</p> <p>Notes : one light out and one light flickering SI100-110 (Classroom): 7: (D) Light fixture not working (possible ballast)</p> <p>Notes : one light out SI100-116 (Restroom): 7: (D) Lighting is flickering</p> <p>Notes : one lamp out SI200-200 (Classroom): 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>Notes : missing cover for low voltage T.S. department SI200-201 (Classroom): 7: (D) Lighting is flickering</p>

School Facility Conditions and Planned Improvements

Notes : one lamp out

(D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access

Notes : two ethernet covers missing T. S. department
SI200-202 (Classroom):

7: (D) Lighting is flickering

Notes : two lamps out

SI200-203 (Classroom):

7: (D) Lighting is flickering

Notes : two lamps out

SI200-206 (Administration):

7: (D) Light fixture not working (possible ballast)

Notes : one light out

SI300-302 (Classroom):

5: (D) Floors and carpets appear to NOT have been swept or cleaned within the last week

Notes: carpet old and dingy

7: (D) Light fixture not working (possible ballast)

Notes : fixture not working properly

SI300-303 (Classroom):

7: (D) Light fixture not working (possible ballast)

Notes: one light out

SI300-306 (Classroom):

7: (D) Light fixture not working (possible ballast)

Notes : two fixtures out

SI300-314 (Restroom):

7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access

Notes : missing covers on abandon wire mold. T.S. department

SI400-402 (Classroom):

7: (D) Light fixture not working (possible ballast)

Notes : two lights out

(D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access

Notes : missing ethernet covers .T S. department

SI400-403 (Classroom):

7: (D) Lighting is flickering

Notes : four lights out

SI500-501 (Classroom):

7: (D) Light fixture not working (possible ballast)

School Facility Conditions and Planned Improvements

			<p>Notes : one light out SI600-605B (Restroom): 7: (D) Light fixture not working (possible ballast)</p> <p>Notes : one light out SINIS-113 (Corridor): 7: (D) Light fixture not working (possible ballast)</p> <p>Notes : one light out SINIS-113B (Utility): 7: (D) Light fixture not working (possible ballast)</p> <p>Notes : two lights out SINIS-113C (Administration): 7: (D) Light fixture not working (possible ballast)</p> <p>Notes : one light out SINIS-113E (Administration): 7: (D) Lighting is flickering</p> <p>Notes : one lamp out</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		<p>SI100-113CA (Restroom): 8: (D) Restrooms are NOT fully operational SI100-114DA (Restroom): 8: (D) Restrooms are NOT fully operational (D) Stall door latch broken or missing SI500-500A (Restroom): 8: (D) Restrooms are NOT fully operational</p>
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		<p>SI400-405 (Classroom): 12: (D) Damage due to vandalism</p> <p>Notes : back door casing is damaged need of repair</p>
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	34	34	46	44	47	46
Mathematics (grades 3-8 and 11)	19	20	30	31	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	806	784	97.27	2.73	33.59
Female	409	396	96.82	3.18	36.20
Male	397	388	97.73	2.27	30.93
American Indian or Alaska Native	--	--	--	--	--
Asian	13	12	92.31	7.69	66.67
Black or African American	26	25	96.15	3.85	32.00
Filipino	--	--	--	--	--
Hispanic or Latino	692	676	97.69	2.31	31.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	53	49	92.45	7.55	44.90
English Learners	158	149	94.30	5.70	2.01
Foster Youth	--	--	--	--	--
Homeless	50	48	96.00	4.00	18.75
Military	--	--	--	--	--
Socioeconomically Disadvantaged	693	679	97.98	2.02	30.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	100	95	95.00	5.00	11.58

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	806	778	96.53	3.47	20.18
Female	409	389	95.11	4.89	18.51
Male	397	389	97.98	2.02	21.85
American Indian or Alaska Native	--	--	--	--	--
Asian	13	12	92.31	7.69	58.33
Black or African American	26	25	96.15	3.85	12.00
Filipino	--	--	--	--	--
Hispanic or Latino	692	671	96.97	3.03	17.44
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	53	49	92.45	7.55	38.78
English Learners	158	154	97.47	2.53	1.30
Foster Youth	--	--	--	--	--
Homeless	50	49	98.00	2.00	8.16
Military	--	--	--	--	--
Socioeconomically Disadvantaged	693	673	97.11	2.89	17.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	100	93	93.00	7.00	6.45

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	14.29	20.80	26.85	27.64	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	373	367	98.39	1.61	20.27
Female	181	178	98.34	1.66	21.59
Male	192	189	98.44	1.56	19.05
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	10	90.91	9.09	--
Filipino	--	--	--	--	--
Hispanic or Latino	323	318	98.45	1.55	18.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	22	22	100.00	0.00	23.81
English Learners	75	74	98.67	1.33	1.35
Foster Youth	0	0	0	0	0
Homeless	22	22	100.00	0.00	13.64
Military	--	--	--	--	--
Socioeconomically Disadvantaged	312	306	98.08	1.92	18.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	41	93.18	6.82	7.32

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	95.40%	96.10%	91.50%	91.10%	94.00%

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

Parental Involvement contact at Sierra Middle School is Mr. Renell Robinson, Principal, and he can be contacted at 951-788-7501.

Parents are encouraged to attend all parent meetings and parent workshops. 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 Parent-Teacher-Student Association (PTSA). Parents also attend Individualized Education Plan (IEP) meetings, School Success Team (SST) meetings, Back to School Night Events, and Parent-Teacher Conferences. Parents are also encouraged to use the many online and digital resources available to check students' progress, grades, and attendance, such as Aeries Parent Portal. Parent trainings on the use of these digital resources are held throughout the year.

Sierra will continue to:

Welcome all families into the school community. Families are active participants in the life of the school. They feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Engaged families and community members in accomplishing the school's vision of equitable schooling and continuous improvement that includes the academic, linguistic, cultural, social-emotional, mental and physical health, and/or other supports needed to succeed in school. In addition, build trust and work collaboratively with families and the community to promote a sense of shared responsibility and accountability for achieving the goal of every student. Participate and join community events and/or conferences to build school and community partnerships. Keep the school website up to date. Work with staff to develop a range of communication strategies to inform families about student assessments and achievement, teacher professional learning activities, school climate, and progress toward achieving school goals. Explain to staff and other stakeholders the importance of ongoing community understanding and support by mobilizing and sustaining resources directed toward achieving school goals.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	890	866	240	27.7
Female	453	441	127	28.8
Male	437	425	113	26.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	4	3	75.0
Asian	14	14	2	14.3
Black or African American	37	34	9	26.5
Filipino	7	7	0	0.0
Hispanic or Latino	753	733	207	28.2
Native Hawaiian or Pacific Islander	4	4	3	75.0
Two or More Races	4	4	1	25.0
White	62	61	13	21.3
English Learners	194	189	53	28.0
Foster Youth	4	4	1	25.0
Homeless	55	55	30	54.5
Socioeconomically Disadvantaged	767	751	215	28.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	115	111	46	41.4

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.55	13.79	16.63	0.18	4.11	4.60	0.20	3.17	3.60
Expulsions	0.00	0.70	0.45	0.00	0.20	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	16.63	0.45
Female	14.57	0.44
Male	18.76	0.46
Non-Binary		
American Indian or Alaska Native	0	0
Asian	14.29	0
Black or African American	24.32	0
Filipino	0	0
Hispanic or Latino	16.73	0.4
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	12.9	1.61
English Learners	21.13	0
Foster Youth	0	0
Homeless	20	0
Socioeconomically Disadvantaged	17.86	0.52
Students Receiving Migrant Education Services	0	0
Students with Disabilities	20.87	0

2023-24 School Safety Plan

The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department 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 January 31 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, lockdown, and active shooter/intruder 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; visitors on campus; 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, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school has a campus supervisor and has an assigned School Resource Officer (SRO).

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	158		
Mathematics	6	150		
Science	6	145		
Social Science	5	149		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	13	11	11
Mathematics	24	12	11	9
Science	25	9	15	7
Social Science	24	11	16	5

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	27	15	5
Mathematics	18	28	10	7
Science	18	26	15	4
Social Science	17	27	15	5

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	332

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9,950.73	2,744.31	7,206.42	97,690.49
District	N/A	N/A	6,918.86	\$98,845
Percent Difference - School Site and District	N/A	N/A	4.1	0.9
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-10.2	13.5

Fiscal Year 2022-23 Types of Services Funded

Riverside Unified School District utilizes funds from Average Daily Attendance (ADA), the Local Control Funding Formula (LCFF) as well as State and Federal grants to provide services for students in alignment with the RUSD Local Control Accountability Plan, School Plans for Student Achievement, and the School Board's Ongoing Work Plan. Among these include support for English Learners, Foster and Homeless Youth, and Low-Income students. This also includes classroom instruction, after-school care and education, development and implementation of Multi-Tiered Systems of Support (MTSS), Career and Technical Education (CTE), Visual and Performing Arts (VAPA), Social-Emotional Wellness for students and staff, and ongoing district operations.

In addition to LCFF funding, the school participates in a schoolwide Title I program that provides supplemental services and instructional materials to support students with learning the state's challenging academic standards.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$62,701	\$55,550
Mid-Range Teacher Salary	\$92,477	\$80,703
Highest Teacher Salary	\$120,945	\$109,418
Average Principal Salary (Elementary)	\$141,865	\$137,703
Average Principal Salary (Middle)	\$149,298	\$143,760
Average Principal Salary (High)	\$161,115	\$159,021
Superintendent Salary	\$332,800	\$319,443
Percent of Budget for Teacher Salaries	34.24%	30.35%
Percent of Budget for Administrative Salaries	5.44%	4.87%

Professional Development

Professional development is 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.

During the 2019-20 school year, Sierra Middle School continued to the work that began last year. Teachers had the opportunity to have 3 days of planning. The planning days were structured to focus on the cycle of inquiry. We also highlighted the effectiveness of Professional Learning Communities (PLCs) by providing additional training. Through instructional rounds, teachers had the opportunity to be trained in Claims, Evidence, and Reasoning training. We continued to provide professional development opportunities to teachers via staff meetings, collaboration, district-sponsored meetings, and conferences. Sierra continued to analyze what we do well in order to make informed decisions pertaining to additional professional development.

During the 2020-21 school year, Sierra Middle School continued to highlight the effectiveness of Best First Instruction. There was professional development that is district lead. Teachers completed their five teaching modules to become effective virtual teachers.

During the 2021-22 school year, Sierra Middle School will continue the work within MTSS. Equity is accomplished when access is based on need, and every student is provided with what they individually require to learn and succeed in fulfilling their academic and social development.

Claim, Evidence, and Reasoning professional development training has taken been truly relevant at Sierra Middle School for the 2022-23 school year. The number of teachers delivering their instructional program through the lens of Claim, Evidence, and Reasoning has increased, and professional development opportunities were provided to teachers via staff meetings, collaboration, district-sponsored meetings, and conferences. Staff received training on how to incorporate writing strategies as it relates to SBAC into their lessons through monthly staff meetings and conferences. Through the PBIS Spirit Week, both staff and students learned about the elements of PBIS, such as Eagle Skills, SOAR, and AVID methodologies such as critical thinking and focused note-taking.

During the 2023-24 school year, Sierra Middle School will look at the best use of collaboration. We will also continue to include instructional rounds. Teachers had the opportunity to be trained in Claims, Evidence, and Reasoning training. Teachers at every grade level could visit classrooms to learn from other teachers. Teachers during the calendar year were also sent to AVID training, Implicit Bias training, PBIS training. During the summer we will send another group in Professional Learning Communities (PLCs) .

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	20	20