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Sierra Middle
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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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 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, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	Sierra Middle
Street	4950 Central Avenue
City, State, Zip	Riverside, CA 92504-1819
Phone Number	(951) 788-7501
Principal	Steven Ybarra
E-mail Address	sybarra@rusd.k12.ca.us
Web Site	
Grades Served	7-8
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 (Most Recent Year)

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.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 7	428
Grade 8	462
Total Enrollment	890

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	4.5
American Indian or Alaska Native	0.3
Asian	1.8
Filipino	0.6
Hispanic or Latino	76.2
Native Hawaiian or Pacific Islander	0.3
White	14.8
Two or More Races	0.4
Socioeconomically Disadvantaged	86.7
English Learners	17.3
Students with Disabilities	15.6
Foster Youth	0.9

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	40	42	40	1855
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	1

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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	89.6	10.4
All Schools in District	93.6	6.4
High-Poverty Schools in District	93.3	6.7
Low-Poverty Schools in District	95.0	5.0

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 2015-16)

Year and month in which data were collected: 10/2015

The table displays information collected in October 5, 2015 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.

Core Curriculum Area	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 Literature and Language Arts, Course 1; Holt, Rinehart & Winston Supplemental: Holt Handbook, Course 1 ; Holt, Rinehart & Winston Language Arts 8 (Adopted in 2002): Holt Literature and Language Arts, Course 2; Holt, Rinehart & Winston Supplemental: Holt Handbook, Course 2; Holt, Rinehart & Winston Language! (Adopted in 2002) ELD 1, 2, 3 (Adopted in 2009) Scholastic: READ 180/ System 44, Intensive Reading Intervention Program, Adopted September, 2010	Yes	0%
Mathematics	Introduction to Algebra / Introduction to Algebra Concepts (Adopted in 2008) California Mathematics Course 2 – Pre-Algebra; Holt, Rinehart & Winston Pre-Algebra 8 / Pre-Algebra 8 Concepts (Adopted in 2008) California Algebra Readiness – Volumes 1-4; Holt, Rinehart & Winston Algebra 1 / Algebra 1 Concepts / Algebra 1B (Adopted in 2008) California Algebra 1; Holt, Rinehart & WinstonGeometry (Adopted in 2008) California Geometry; Holt, Rinehart & Winston	Yes	0%
Science	Life Science, Grade 7 (Adopted in 2007) Life Science; Holt Reinhart & Winston Physical Science, Grade 8 (Adopted in 2007) Focus on Physical Science; McDougal Littell	Yes	0%
History-Social Science	World History, Grade 7 (Adopted in 2006) World History: Medieval to Modern Times: Holt CA Social Studies; Holt, Reinhart & Winston United States History, Grade 8 (Adopted in 2006) United States History: Independence to 1914: Holt CA Social Studies; Holt, Reinhart & Winston	Yes	0%
Foreign Language	Spanish 1 (Adopted in 2004) Ven Conmigo! Holt Spanish Level 1, Holt Reinhart & Winston Pre-AP Spanish (Adopted 2009) Ven Conmigoi Nuevas Vistas Uno; Holt Reinhart & Winston.	Yes	0%
Visual and Performing Arts	Yes	Yes	0%

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 11/19/15.

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 = 462
Labor Hours = 1,461.56
Assessed Value of Work = $62,111.41

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/19/15				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 11/19/15			
	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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	**District**	**State**
English Language Arts/Literacy	29	43	44
Mathematics	23	33	33

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 Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	**Tested**	**Tested**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
All Students	7	411	401	97.6	45	28	23	4
	8	461	444	96.3	30	39	27	4
Male	7		211	51.3	50	23	21	6
	8		230	49.9	40	33	23	5
Female	7		190	46.2	39	34	24	3
	8		214	46.4	20	45	32	2
Black or African American	7		17	4.1	71	24	6	0
	8		19	4.1	37	53	11	0
American Indian or Alaska Native	7		1	0.2	--	--	--	--
	8		2	0.4	--	--	--	--
Asian	7		9	2.2	--	--	--	--
	8		5	1.1	--	--	--	--
Filipino	7		3	0.7	--	--	--	--
Hispanic or Latino	7		311	75.7	44	29	23	4
	8		353	76.6	33	38	26	3
Native Hawaiian or Pacific Islander	7		2	0.5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	7		49	11.9	41	27	24	8
	8		61	13.2	16	39	39	5
Two or More Races	7		2	0.5	--	--	--	--
	8		2	0.4	--	--	--	--
Socioeconomically Disadvantaged	7		357	86.9	46	29	22	3
	8		388	84.2	33	39	25	3
Students with Disabilities	7		46	11.2	89	9	2	0
	8		53	11.5	74	25	2	0
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	411	401	97.6	54	25	15	5
	8	461	444	96.3	43	32	18	8
Male	7		211	51.3	56	20	17	7
	8		230	49.9	48	29	17	6
Female	7		190	46.2	52	31	14	4
	8		214	46.4	37	35	18	10
Black or African American	7		17	4.1	88	0	12	0
	8		19	4.1	63	32	5	0
American Indian or Alaska Native	7		1	0.2	--	--	--	--
	8		2	0.4	--	--	--	--
Asian	7		9	2.2	--	--	--	--
	8		5	1.1	--	--	--	--
Filipino	7		3	0.7	--	--	--	--
Hispanic or Latino	7		311	75.7	53	27	15	5
	8		353	76.6	45	31	17	6
Native Hawaiian or Pacific Islander	7		2	0.5	--	--	--	--
White	7		49	11.9	49	27	18	6
	8		61	13.2	28	33	26	13

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Two or More Races	**7**		2	0.5	--	--	--	--
	8		2	0.4	--	--	--	--
Socioeconomically Disadvantaged	**7**		357	86.9	55	25	14	6
	8		388	84.2	45	32	17	6
Students with Disabilities	**7**		46	11.2	93	4	0	2
	8		53	11.5	89	8	4	0
Foster Youth	**7**		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	65	63	66	56	60	58	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	58
All Students at the School	66
Male	69
Female	63
Black or African American	41
American Indian or Alaska Native	--
Asian	--
Hispanic or Latino	63
White	84
Two or More Races	--
Socioeconomically Disadvantaged	40
English Learners	24
Students with Disabilities	64
Foster Youth	--

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
7	14.20	21.30	22.00

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 (Most Recent Year)

The parental involvement contact at this school is Steven Ybarra, 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), PTSA, and the Title 1 Consultation Group. 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. 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		
	2012-13	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
Suspensions	11.12	9.11	9.07	4.82	4.50	4.37	5.07	4.36	3.80
Expulsions	0.41	0.42	0.32	0.25	0.18	0.22	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

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	73.3

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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	25	16	13	9	21	20	16	6	20	21	17	6
Mathematics	24	14	13	11	24	11	22	3	19	20	18	6
Science	29	5	6	18	28	6	15	9	27	8	8	16
Social Science	27	8	8	15	27	7	14	10	28	6	8	16

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 2014-15)

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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	7,353	2,548	4,805	75,874
District	N/A	N/A	$4,709	$79,035
Percent Difference: School Site and District	N/A	N/A	-4.1	-22.0
State	N/A	N/A	$5,348	$72,971
Percent Difference: School Site and State	N/A	N/A	-15.5	-15.5

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

Types of Services Funded (Fiscal Year 2014-15)

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

$12,054 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

$216,719 Title I: supplemental services and materials to assist students at risk of not meeting state academic standards

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,695	$43,165
Mid-Range Teacher Salary	$73,295	$68,574
Highest Teacher Salary	$95,855	$89,146
Average Principal Salary (Elementary)	$119,572	$111,129
Average Principal Salary (Middle)	$126,482	$116,569
Average Principal Salary (High)	$137,354	$127,448
Superintendent Salary	$239,574	$234,382
Percent of Budget for Teacher Salaries	41%	38%
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 2013-2014 school year all staff members at Sierra participated in staff development training with the goal of equipping each teacher with skills/strategies needed to increase student achievement. Many staff members participated in additional trainings that were sponsored by the school, district, or through special projects - such as workshops for vertical articulation (math), AVID trainings and release time for grade level standards-based planning. To facilitate each department working as PLC's (Professional Learning Communities) Sierra has built into its schedule an early release day each Wednesday. Following dismissal each Wednesday, all teachers meet to discuss upcoming lessons, review recent assessment data, articulate goals and discuss specific plans for helping at-risk students success via interdepartmental teams. Faculty meetings are also held on Wednesday afternoons and provide for additional staff development for all staff. The common theme is to improve student achievement through improved instruction and professional growth. The primary emphasis of the professional development was implementation of the instructional shifts demanded of the California Common Core State Standards. Other major topics covered during staff development sessions are listed below: 1. Structured Student Interactions 2. Structured note taking (Cornell notes) 3. Using data to inform and guide instruction 4. Increase use of academic vocabulary 5. Utilizing technology to increase student understanding and engagement 6. Building a positive culture on campus through the implementation of strategies learned during "Capturing Kids Hearts" workshops and supporting our theme "Remember the Name". 7. Special Education Awareness 8. Research-based Instructional Strategies that yield optimal student achievement 9. Classroom Walk Through data analysis 10. Standards-Based Planning with Instructional Cycle 11. Engagement Strategies 12. Disaster Preparedness and Training 13. Developing Common Assessments in respective subject departments 14. Sharing assessment data with department members and the entire staff 15. Analyzing data from district assessments to determine next instructional steps 16. AVID Summer Institute and RIMS AVID Site Team Conference. Teacher support during implementation of new strategies is provided via classroom walk throughs, formal and informal conversations, peer observations, department collaboration time, off-site conferences, on-site Technology Coach and district instructional support staff.

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.