Sierra Ridge Middle School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or 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).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Sierra Ridge Middle School
Street	2700 Amber Trail
City, State, Zip	Pollock Pines
Phone Number	5306442031
Principal	Shannon Morgan
Email Address	smorgan@ppesd.org
Website	https://srms-ppesd-ca.schoolloop.com/
County-District-School (CDS) Code	09619606107437

Entity	Contact Information
District Name	Pollock Pines Elementary School District
Phone Number	530.644.5416
Superintendent	Pat Atkins
Email Address	patkins@ppesd.org
Website	ppesd.org

School Description and Mission Statement (School Year 2019-20)

Nestled at the base of the Sierra Nevada Mountains, Sierra Ridge Middle School is a California Distinguished School located in Pollock Pines . Our district is situated centrally between Sacramento and Lake Tahoe on the US Highway 50 corridor. This middle school currently hosts approximately 320 students in grades 5 through 8.

Sierra Ridge's Mission Statement:
Sierra Ridge promotes a thriving academic community where everyone is appreciated for their individual strengths. Powerful experiences inspire passion for life long learning.

Programs and extracurricular opportunities at Sierra Ridge Middle School include:
- Band (Beginning, Intermediate, Advanced, Jazz); Choir
- Interact Club (a service club supported by Rotary)
- Guitar Club
- Washington D.C. Club (Open to 8th graders)
- Point Reyes/San Francisco (6th grade trip); Multiple 5th grade Field Trips
- Athletic Sports Teams
- Spelling Bee
- Student Council / Spirit Days
- School Dances (7th-8th grades)
- Yearbook

In regards to academics, the Common Core State Standards serve as the foundation for instruction. In order to best support student learning, we incorporate strategies from Explicit Direct Instruction (EDI) to deliver effective primary instruction. Beyond providing quality teaching in the classroom, Sierra Ridge is committed to maintaining a positive school culture focused on safety, personal responsibility and respect. Sierra Ridge implements a Positive Behavior Interventions and Supports (PBIS) system to reinforce our behavioral expectations as well as Love and Logic Strategies.

If you have any questions regarding the information presented in this report, please contact Shannon Morgan, Principal, at 644-2031. FAX: 644-0198.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 5	68
Grade 6	78
Grade 7	81
Grade 8	89
Total Enrollment	316

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	2.2
Asian	1.3
Filipino	0.9
Hispanic or Latino	15.8
Native Hawaiian or Pacific Islander	0.3
White	75.9
Two or More Races	2.5
Socioeconomically Disadvantaged	48.1
English Learners	1.6
Students with Disabilities	20.9
Foster Youth	0.3
Homeless	1.3

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	15	15	15	33
Without Full Credential	1	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2018

The staff at Sierra Ridge is intimately involved in the selection of our textbooks.

All textbooks are state adopted and aligned with the State Standards. The ratio of textbooks to students is 1.2 to 1 in all academic subjects that allow a classroom set to be kept at school and issued books to be kept at home.

Sierra Ridge has one 36 station computer labs, is using Chromebooks in several classrooms and has a meshed wireless network that allows students to access the internet for research. Additionally, each classroom is equipped with an interactive instructional system that includes a projector, speakers and a Mimio interactive system.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	"Benchmark Advance" published by Benchmark Education, copyrighted 2016, adopted June 13, 2017 (Grades K-5); "StudySync," published by McGraw-Hill, copyrighted 2017, adopted June 13, 2017(Grades 6-8)	Yes	0
Mathematics	Grade 5 - Houghton Mifflin Math Expressions (2015); Grade 6-8 -Houghton Mifflin, Larson BIG IDEAS Regular Pathway, (2014)	Yes	0
Science	Prentice Hall (2008), grades 6-8; Scott Foresman (2008), grade 5.	Yes	0
History-Social Science	Glencoe/McGraw-Hill (2006), grade 8; Prentice Hall (2006), grades 6-7; Harcourt (2006), grade 5.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Sierra Ridge students, staff, and the Pollock Pines community take pride in our school. All teachers have their own room. The multipurpose room supports the PE classes, two snack periods, and two lunch periods each day. Outdoor blacktop areas provide basketball, volleyball, and other hard surface activities. A turf field provides additional PE activities and lunch time play. Boys and girls restrooms are located on the upper and lower classroom levels. Restroom facilities for staff are located near the front office. Classrooms, restrooms, multipurpose room, and office areas are cleaned and maintained on a daily basis. The campus is free of graffiti. An active recycling program is ongoing to help reduce trash and instill conservation behaviors in our students.

The school is well maintained and safe. Policies are in place regarding campus safety, fire drill exercises, earthquake preparedness instruction, and campus supervision. Our School Safety Plan is updated annually. A discipline plan is implemented yearly. Review of safety practices and procedures is ongoing. All efforts to ensure building safety, cleanliness, and adequacy have been successful.

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

Year and month of the most recent FIT report: January 8, 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	46	49	43	48	50	50
Mathematics (grades 3-8 and 11)	38	40	32	39	38	39

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.

Note: 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	316	309	97.78	2.22	48.54
Male	166	163	98.19	1.81	42.33
Female	150	146	97.33	2.67	55.48
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	50	49	98.00	2.00	38.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	238	232	97.48	2.52	51.72

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	165	162	98.18	1.82	38.27
English Learners	12	12	100.00	0.00	16.67
Students with Disabilities	62	60	96.77	3.23	8.33
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	316	309	97.78	2.22	39.81
Male	166	163	98.19	1.81	42.94
Female	150	146	97.33	2.67	36.30
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	50	49	98.00	2.00	38.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	238	232	97.48	2.52	39.66
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	165	162	98.18	1.82	32.10
English Learners	12	12	100.00	0.00	16.67
Students with Disabilities	62	60	96.77	3.23	13.33
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	18.3	33.8	22.5
7	17.7	17.7	50.6

Note: 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.

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 school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents have many opportunities for involvement at Sierra Ridge Middle School. Opportunities range from volunteering in classes and grade level trips to shared governance councils like Sierra Ridge's School Site Council and Sport Boosters Club. Sierra Ridge is fortunate to have parents participating in the life of the school.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	8.3	6.2	5.6	5.3	4.2	4.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Sierra Ridge Middle School staff members make every effort to provide a safe, orderly, and disciplined campus atmosphere. Sierra Ridge developed and utilizes a Positive Behavioral Interventions and Supports (PBIS) system to maintain behavioral expectations. These ideals are explicitly taught, modeled and reinforced by all staff on a continual basis. Staff have also implemented Love and Logic strategies for the past two years. The school to home connection and consistent communication is essential to sustaining a safe and orderly campus. Appreciation, positive recognition,and self-esteem building practices are engrained in the school culture. Positive behavior and student contributions to the school are recognized at assemblies during the school year. Student Council leaders and students participating in Sierra Ridge's Interact Club provide opportunities for our young teens to contribute to the school and community.

The school's Emergency Operations Plan is reviewed every year during staff development days before school begins. The most recent review took place in September, 2019. Staff is updated on the plan and made aware of the important details in the plan. Sierra Ridge Middle School practices a "Lock Down Drill", "Fire Drill" and " Bus Evacuation" during the first week of the school year with all staff and students. Monthly evacuation emergency drills are conducted to keep students and staff attuned to safety procedures. The Plan is regularly reviewed and revisions are considered after every major emergency.

Beyond evacuation procedures, our staff continually receives training aimed at the health and safety of the Sierra Ridge Community. Annually, many staff members are trained to administer CPR and first-aid. In addition to this training, our coaching personnel complete classes on identifying and treating concussions. A school nurse works three days per week assisting office personnel, staff, students, and parents with health concerns. This nurse also provides an annual in-service to review and teach specific health and safety protocols. In addition, Sierra Ridge has a health assistant for the two days that the nurse is off campus. A team of employees is Crisis Prevention Institute (CPI) trained to safely manage disruptive and assaultive behaviors. Yard supervision is provided by teachers, paraprofessionals, and the principal before and after school and at all passing periods, breaks, and lunch.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	36		1	3	24	3	2	2	21	4	2	2
Mathematics	27	1	3	1	15	8	3		22	4	5	
Science	31		3	2	28	1	2	3	28		5	1
Social Science	38			4	34		2	3	28	1	3	2

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,421	$3,299	$7,368	$68,003
District	N/A	N/A	$7,122	$68,705
Percent Difference - School Site and District	N/A	N/A	3.4	-1.0
State	N/A	N/A	$7,506.64	$64,941.00
Percent Difference - School Site and State	N/A	N/A	-1.9	4.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Special programs offered include the Resource Specialist Program, Speech/Language Program, nurse and the school psychologist.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$	$45,252
Mid-Range Teacher Salary	$	$65,210
Highest Teacher Salary	$	$84,472
Average Principal Salary (Elementary)	$	$107,614
Average Principal Salary (Middle)	$	$112,242
Average Principal Salary (High)	$	$
Superintendent Salary	$	$124,686
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	8%	7%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

The 2016-2017 school year calendar included two full day staff development days. These days were dedicated to providing professional to all staff in Positive Behavior and Intervention Strategies (PBIS). During the 2017-2018 and the 2018-2019 the district provided two professional development days. These days were focused on Love and Logic training for all staff members. In addition, Sierra Ridge has "Early Release" days every Wednesday of the week that allow for further professional development, such as ACES training, and teacher collaboration. Topics included in professional development were Common Core (West Ed), classroom instructional strategies, curriculum and assessment development, and building developmental assets.