

Sierra Vista Junior High School

19425 West Stillmore Street • Canyon Country, CA 91351 • (661) 252-3113 • Grades 7-8

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2013-14 School Accountability Report Card Published During the 2014-15 School Year

School Description

At Sierra Vista Junior High School, we are proud of our tradition of excellence. As a professional staff, we stand committed to ensuring that all students will achieve academically and personally in a safe and supportive environments. Our staff strive to make this vision a reality every day as we support our students to ensure they feel valued and respected, both academically and emotionally. Our staff is dedicated to continually working to improve in an ongoing effort to better serve our community and school.

We understand these formative middle school years are vital to shaping the 1,250 students we serve daily in grades 7-8. Our commitment to ensuring that all our students will learn has been demonstrated by our annual student academic performance growth and was validated in 2013 with our California Distinguished School recognition. Our staff is dedicated to providing all students will an innovative academic program that embeds the Common Core standards. Our students have access to a strong core curriculum, exploratory options which permit students to experience a variety learning opportunities, and our nationally recognized physical education department that is a model program throughout the state. We are committed to working to meet the individual learning needs of every student on our campus. We work to ensure they are prepared with the essential skills necessary for their transition to high school and beyond. We are confident our students will continue to be successful and prepared for their futures as we focus on embedding communication, creativity, collaboration and increase critical thinking into all our classrooms through a relevant cross curricular curriculum that embeds literacy and math skills and ensures active engaging lessons based on high quality teaching strategies.

Sierra Vista welcomes the involvement of parents and the community. We believe that as a collaborative team made up of dedicated staff, teachers, parents and students we can work as partners to create the best educational environment for all! We encourage parents to get involved in our Parent Advisory Council, Site Council, District Council, English Language Advisory Committee, Parent Volunteer Committee, various booster clubs, and our vital fundraising efforts. We appreciate all stakeholder support in assisting our students in the learning process and junior high experience. We have a Parent Resource Center that is open during the day to assist parents maintain a solid line of communication with the school. In the evenings we hold Parent Resource Nights in multiple subjects allowing parents and students to work together with our teachers on concepts taught in the Junior High classroom.

Carolyn Hoffman, Principal



William S. Hart Union High School District

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District Governing Board

Robert P. Hall

Robert Jensen, Jr.

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Steven M. Sturgeon

Claire Lee, Student Board member

District Administration

Vicki Engbrecht
Superintendent

Michael Vierra
Assistant Superintendent, Human
Resources

Mike Kuhlman
Assistant Superintendent,
Educational Services

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (661) 252-3113.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 7	626
Gr. 8	607
Total	1,233

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.3
American Indian or Alaska Native	0.2
Asian	2.4
Filipino	3.6
Hispanic or Latino	51.4
Native Hawaiian/Pacific Islander	0.2
White	35.0
Two or More Races	2.8
Socioeconomically Disadvantaged	42.7
English Learners	14.3
Students with Disabilities	13.2

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			
Sierra Vista Junior High School	12-13	13-14	14-15
Fully Credentialed	47	50	52
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	0	0	0
William S. Hart Union High School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	787
Without Full Credential	◆	◆	8
Teaching Outside Subject Area of Competence	◆	◆	

Teacher Misassignments and Vacant Teacher Positions at this School			
Sierra Vista Junior High School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	0

* "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

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	97.27	2.73
Districtwide		
All Schools	91.26	8.74
High-Poverty Schools	82.70	17.30
Low-Poverty Schools	98.37	1.63

* 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 2014-15)

Textbooks and Instructional Materials

Year and month in which data were collected: January 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Grade 7 - Timeless Voices, Timeless Themes (Bronze) - Prentice Hall Adopted 2002</p> <p>Grade 8 - Timeless Voices, Timeless Themes (Silver) - Prentice Hall Adopted 2002</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Math 7 - Glencoe Math Course 2 - Glencoe McGraw-Hill Adopted 2014</p> <p>Math 7 - Glencoe Math Accelerated - Glencoe McGraw-Hill Adopted 2014</p> <p>Math 8 - Glencoe Math Course 3 - Glencoe McGraw-Hill Adopted 2014</p> <p>Algebra - SpringBoard Adopted 2014</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Grade 7 - Focus on Life Science - Prentice Hall Adopted 2006</p> <p>Grade 8 - Focus on Physical Science - Prentice Hall Adopted 2006</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Grade 7 - Medieval and Early Modern Times - Prentice Hall Adopted 2006</p> <p>Grade 8 - America: History of our Nation - Prentice Hall Adopted 2006</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Sierra Vista was built in 1963-64 and in 2010-2011, five new science labs, along with a foods lab were completed. Due to funding restraints, modernization projects have slowed down since 2011. During the summer of 2014, the 1200 building classrooms were repainted, along with the gym. In fall of 2014, roof repair work was approved for the Fitness Center and the William S. Hart Union School Board approved funding for construction on a new two story building project that is scheduled to begin in the spring/summer of 2015. This new building houses 19 classrooms and will pave the way for the removal of all portable buildings on our campus. Future modernization plans include upgrades of our MPR, Food Service Area, Locker Rooms and Fitness Center. Discussions have also taken place regarding upgrades to our outdoor walkways and sidewalks to assist with ADA requirements. Discussions have taken place to install landscaping at the entrance of the school which was never completed during the 2011 modernization project. Thanks to our custodial staff that works hard to assure that students and staff have a clean and functioning school and the grounds are kept pristine. Rest rooms and classrooms are clean and well maintained.

Each and every campus within the Wm. S Hart High School District is inspected by an on-site facility person on a daily basis.

All deficiencies are reported electronically directly to District Maintenance and are corrected in an expeditious manner.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/30/14

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]	[]	Several flush valves were noted as leaking. Two hand driers not functioning. Work orders have been processed.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	75	75	74	70	71	76	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	56	62	59	63	65	65	54	56	55
Math	63	70	67	49	48	47	49	50	50
HSS	63	69	63	59	58	59	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	7	8	8
Similar Schools	3	8	7

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	19.1	19.3	50.5

* 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.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	76
All Student at the School	74
Male	74
Female	74
Black or African American	74
American Indian or Alaska Native	
Asian	93
Filipino	94
Hispanic or Latino	64
Native Hawaiian/Pacific Islander	
White	85
Two or More Races	86
Socioeconomically Disadvantaged	64
English Learners	40
Students with Disabilities	42
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-11	32	-13
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	4	45	-14
Native Hawaiian/Pacific Islander			
White	-18	20	1
Two or More Races			
Socioeconomically Disadvantaged	-2	63	-12
English Learners	-23	38	-7
Students with Disabilities	-45	92	

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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

We encourage parent involvement. We believe that as a collaborative team made up of dedicated staff, teachers, parents and students we can work as partners to create the best educational environment for all! We encourage parents to get involved in our Parent Advisory Council, Site Council, District Council, English Language Advisory Committee, Parent Volunteer Committee, various booster clubs, and our vital fundraising efforts. Via our Parent Volunteer Committee, parent leaders enlist and coordinate a very active group of parent volunteers for a variety of activities, such as helping out in the classrooms, registration, at teacher luncheons, on field trips, with fundraising efforts, and other various activities throughout the year. The Parent Advisory Council plays an active role in the community and at our school site through fund-raising, school leadership, and special activities. We also have an English Language Advisory Committee that focuses primarily on parent education and heightened awareness of programs and activities at the school for our students and parents that use English as a second language. Our School Site Council (SSC) oversees expenditure of School Improvement Program funds and approves our yearly School Site Plan. We have also instituted a Family Resource Center that offers classes and reading workshops for the entire family. The Family Resource Room is open during the day to help parents locate resources to assist them in the education of their student. Parents seeking involvement opportunities at Sierra Vista should contact Sierra Vista's Office Manager or sign up via our parent volunteer links on our website.

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.

School Safety Plan

Sierra Vista's School safety plan is reviewed annually to secure a safe and healthy learning environment. The plan includes child abuse reporting procedures, dangerous student notification, bullying and cyber-bullying, dress code, school site discipline, evacuation procedures, risk management assessment, and crisis management and intervention. The plan is shared with staff before and after scheduled drills to ensure its efficiency. The plan was reviewed and revised in 2014, and modified to enhance procedures for the release of students in the event of a disaster.

Campus supervisors and school personnel monitor the closed campus before, during and after school to maintain a visible presence on campus. Visitors must register in the Main School Office before entering campus. Our Safe School Ambassador program, Text-A-Tip program, Message to the Principal via our website, and focus on creating positive relationships with students on campus continues to be an asset in keeping Sierra Vista a safe environment.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	10.3	11.9	4.3
Expulsions Rate	0.3	0.0	0.4
District	11-12	12-13	13-14
Suspensions Rate	5.9	5.7	2.2
Expulsions Rate	0.3	0.1	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3.0
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	430

* 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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	25.7	27	27	14	16	18	26	13	11	14	19	22
Math	27.5	29	28	9	8	9	26	9	18	13	23	18
Science	29	29	30	6	9	6	17	8	10	19	23	25
SS	30.4	29	30	3	9	7	19	7	10	14	24	24

* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$42,641	\$42,957
Mid-Range Teacher Salary	\$66,275	\$69,613
Highest Teacher Salary	\$84,102	\$89,407
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$122,936	\$120,526
Average Principal Salary (HS)	\$136,362	\$129,506
Superintendent Salary	\$229,806	\$207,044
Percent of District Budget		
Teacher Salaries	37	37
Administrative Salaries	5	5

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,700	\$1,735	\$5,965	\$59,182
District	♦	♦	5,900	\$69,425
State	♦	♦	\$4,690	\$72,276
Percent Difference: School Site/District			1.1	-14.8
Percent Difference: School Site/ State			27.2	-18.1

Types of Services Funded at Sierra Vista Junior High School

Staffing Costs, Textbooks, Materials, Supplies, and Facility/Operating Expenses.

Professional Development provided for Teachers at Sierra Vista Junior High School

Professional Development for the 13-14 and 14-15 school years focuses on the implementation of the Common Core State Standards. To support teachers in the transition to the core, the concentration is on building foundational understanding of the standards, developing resources, and expanding collaborations between all stakeholders. ELA and math content teams are developing pacing guides and designing rigorous curricular units for the 2014-2015 school year and beyond. Professional Development Coaches are engaged in a deep examination of the Common Core Anchor Standards for Literacy in preparation for supporting all teachers as they teach literacy across the curriculum. These Common Core Anchor standards delineate reading, writing, listening and speaking skills students utilize across curriculum at all grade levels. All teachers participate in site and district level professional development around these key literacy standards as well as strengthen and support core instruction of literacy practices. Teachers are also provided with the mobile technology and support they need to enhance instruction and increase the use of technology in the classroom.