



# Sierra Vista Junior High School

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

Mark Crawford, Principal  
mtcrawford@hartdistrict.org

## 2012-13 School Accountability Report Card Published During the 2013-14 School Year

### **William S. Hart Union High School District**

21380 Centre Pointe Parkway  
Santa Clarita, CA 91350  
(661) 259-0033  
www.hartdistrict.org

#### **District Governing Board**

Robert P. Hall

Robert Jensen, Jr.

Gloria E. Mercado-Fortine

Joseph Messina

Steven M. Sturgeon

William Oh, Student Board  
Member

#### **District Administration**

Robert R. Challinor  
**Superintendent**

### **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. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/). For additional information about this school, please contact the school administration at (661) 252-3113.

### **School Description**

At Sierra Vista Junior High School, we are proud of our tradition of excellence, which includes selection as a California Distinguished School. Our Physical Education Department has been awarded the Golden Bell award as one of the top programs in the state of California.

We embrace the middle school concept for seventh and eighth grade students and stand committed to preparing our students for leadership and responsible participation in a changing world. We nurture our students to help them grow intellectually, socially, physically, and emotionally. We provide the tools, atmosphere, and motivation to encourage high academic achievement. We also teach students respect and tolerance and help them develop the skills and knowledge to promote and maintain a healthy lifestyle. Above all, we provide a supportive, caring environment for our unique group of students.

Sierra Vista welcomes the involvement of parents and the community through programs such as our Parent Advisory Council, Volunteer Parent Organization, and various business partnerships. 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, as well as Family Fitness Nights in our fitness center allowing parents and students to work together with our teachers on concepts taught in the Junior High classroom. We want all stakeholders involved in our efforts to educate our students.

Mark Crawford, Principal

## Opportunities for Parental Involvement

Parents are very supportive of our educational programs. 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, 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. Our Action Team for Partnership (ATP) develops programs that will assist parents in improving student achievement. 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. In the 2011-12 school year we plan to continue our new Family Fitness Nights where parents join their students to workout and utilize our award winning fitness center. Parents seeking involvement opportunities at Sierra Vista should contact the principal.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 7	603
Gr. 8	559
<b>Total</b>	<b>1,162</b>

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.2
American Indian or Alaska Native	0.3
Asian	2.4
Filipino	3.1
Hispanic or Latino	50.1
Native Hawaiian/Pacific Islander	0.2
White	36.0
Two or More Races	3.8
Socioeconomically Disadvantaged	39.8
English Learners	25.7
Students with Disabilities	12.4

### School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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### School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Average Class Size and Class Size Distribution												
Average Class Size	Number of Classrooms*											
	1-20			21-32			33+					
Year	11	12	13	11	12	13	11	12	13	11	12	13
English	28.3	25.7	25	13	14	16	21	26	13	19	14	19
Math	29.9	27.5	29	7	9	8	25	26	9	19	13	23
Science	33.4	29	29	5	6	9	20	17	8	22	19	23
SS	31.7	30.4	29	2	3	9	17	19	7	16	14	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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	16.56	10.3	11.9
Expulsions Rate	0.32	0.3	0
Districtwide	10-11	11-12	12-13
Suspensions Rate	9.57	5.9	5.8
Expulsions Rate	0.3	0.3	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

Year and month in which data were collected: 08/16/2013

Sierra Vista was built in 1963-64 and is now undergoing a complete modernization project scheduled through the 2013-2014 school year. Five new science labs, along with a foods lab, were completed during the 2010-2011 school year. During construction the school continues to function well in large part thanks to our custodial staff that works hard to assure that students and staff have a clean and functioning school. Rest rooms and classrooms are clean and well maintained. District maintenance has replaced several doors and air conditioners and has upgraded our lock and security system. This year we have installed ground mounted solar panels in an effort to become a greener campus.

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. As of 1/14/13 there are 38 work orders in progress.

### School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

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

Teacher Credentials			
Schoolwide	10-11	11-12	12-13
Fully Credentialed	47	48	47
Without Full Credential	4	0	1
Teaching Outside Subject Area	0	0	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	11-12	12-13	13-14
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	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.

## Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

## Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/)

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
<b>This School</b>	98.3	1.7
Districtwide		
<b>All Schools</b>	88.1	11.9
<b>High-Poverty Schools</b>	90.1	9.9
<b>Low-Poverty Schools</b>	88.0	12.1

\* 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 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3.0
Social/Behavioral or Career Development Counselor	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	

\* 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.

## Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,201	\$710	\$4,491	
District	♦	♦	\$5,591	\$69,738
State	♦	♦	\$5,537	\$71,584
Percent Difference: School Site/District			-19.7	
Percent Difference: School Site/ State			-18.9	

\* Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

\* Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: [www.ed-data.org](http://www.ed-data.org).

Teacher and Administrative Salaries (Fiscal Year 2011-12)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,641	\$42,865
Mid-Range Teacher Salary	\$66,275	\$69,484
Highest Teacher Salary	\$86,241	\$89,290
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$122,936	\$119,946
Average Principal Salary (HS)	\$136,362	\$128,378
Superintendent Salary	\$229,806	\$202,664
Percent of District Budget		
Teacher Salaries	37.9%	36.8%
Administrative Salaries	5.0%	4.9%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)**

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 01/04/2013

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b> The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: 0%	Timeless Voices, Timeless Themes (Bronze Level), 2002 Timeless Voices, Timeless Themes (Silver Level), 2002
<b>Mathematics</b> The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: 0%	Math Course 2, McDougal Littell, 2002 Algebra I, McDougal Littell, 2002 Geometry, Prentice Hall, 2004
<b>Science</b> The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: 0%	Focus on Life Science, Prentice Hall, 2006 Focus on Physical Science, Prentice Hall, 2006
<b>History-Social Science</b> The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: 0%	Medieval and Early Modern Times, Prentice Hall, 2006 America: History of our Nation: Independence Through 1914, Prentice Hall, 2006

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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at [star.cde.ca.gov](http://star.cde.ca.gov).

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	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
Science	71	75	75	68	70	71	57	60	59
H-SS	63	69	63	59	58	59	48	49	49

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	65	47	71	59
All Student at the School	59	67	75	63
Male	54	64	76	61
Female	64	70	75	65
Black or African American	50	59	52	44
American Indian or Alaska Native				
Asian	83	91	100	100
Filipino	86	97	95	86
Hispanic or Latino	49	56	62	51
Native Hawaiian/Pacific Islander				
White	70	78	90	75
Two or More Races	64	80	77	70
Socioeconomically Disadvantaged	45	55	65	49
English Learners	17	32	35	17
Students with Disabilities	20	23	50	14
Students Receiving Migrant Education Services				

#### California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	17.1	25.3	40.6

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at [dq.cde.ca.gov/dataquest/](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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/).

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	

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	7	7	8
Similar Schools	5	3	8

### Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		66.7

### API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group	School	District	State	
All Students at the School	Students	1,064	17,898	4,655,989
	API-G	845	841	790
Black or African American	Students	44	687	296,463
	API-G	778	788	708
American Indian or Alaska Native	Students	3	37	30,394
	API-G		842	743
Asian	Students	26	1,252	406,527
	API-G	970	934	906
Filipino	Students	33	808	121,054
	API-G	952	897	867
Hispanic or Latino	Students	526	6,152	2,438,951
	API-G	793	783	744
Native Hawaiian/Pacific Islander	Students	2	28	25,351
	API-G		851	774
White	Students	386	8,209	1,200,127
	API-G	901	865	853
Two or More Races	Students	44	725	125,025
	API-G	869	886	824
Socioeconomically Disadvantaged	Students	466	4,587	2,774,640
	API-G	786	762	743
English Learners	Students	218	2,303	1,482,316
	API-G	720	703	721
Students with Disabilities	Students	91	2,066	527,476
	API-G	617	623	615

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes