Sierra Vista Junior High School

19425 West Stillmore Street • Canyon Country, CA 91351 • (661) 252-3113 • Grades 7-8
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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

William S. Hart Union High School District

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School Description

At Sierra Vista Junior High School, we are proud of our fifty-three-year tradition of serving students in the Santa Clarita Valley. As a staff, we are committed to providing our students with an engaging, relevant, rigorous curriculum that promotes critical thinking and problem-solving based on their individual learning needs. We focus on preparing our students to be successful in high school . We encourage and motivate them to achieve academically and personally within a safe and supportive environment. We strive to ensure students feel valued, cared, for and supported.

We understand these formative middle school years are vital to shaping the 1,100 students we serve daily in grades 7-8. Our commitment to ensuring that all our students will learn has been demonstrated by our increase in proficiency rates on the California Assessment of Student Performance and Progress statewide exam 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 and 21st learning skills. Our students have access to a strong core curriculum, exploratory Elective course options to allow our students to experience various career and personal interest courses. We were recognized as a California Gold Ribbon school in 2017 for our innovative Elective offerings. 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 are focused on building solid relationships with our students, parents, community, and staff. We believe that as a collaborative team made up of dedicated stakeholders, we can work as partners to create the best educational environment for all! We encourage parents to get involved in our Parent Advisory Council, School Site Council, English Language Advisory Committee, Parent Volunteer Committee, and our vital fundraising efforts. We appreciate all stakeholder support in assisting our students in the learning process and junior high experience. 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.

Our Mission Statement

At Sierra Vista, we are encouraged to be caring, supportive citizens who think critically and work collaboratively. We will explore through creativity and inquiry as we energetically persevere and thrive with technology to deliver an understanding community where we celebrate our extraordinary differences.

Our School Motto

Together We Succeed

Carolyn Hoffman, Principal

About the SARC

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	531
Grade 8	519
Total Enrollment	1,050

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.4
American Indian or Alaska Native	0.1
Asian	2.9
Filipino	3.9
Hispanic or Latino	56.2
Native Hawaiian or Pacific Islander	0.0
White	28.5
Socioeconomically Disadvantaged	47.0
English Learners	9.2
Students with Disabilities	17.6
Foster Youth	0.9

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			
Sierra Vista Junior High School	16-17	17-18	18-19
With Full Credential	49	49.4	
Without Full Credential	1	0	
Teaching Outside Subject Area of Competence	0	0	
William S. Hart Union High School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Sierra Vista Junior High School	16-17	17-18	18-19
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	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 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Grade 7 - Collections - Houghton Mifflin Adopted 2016 Grade 8 - Collections - Houghton Mifflin Adopted 2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Math 7 - Carnegie Math Course 2 - Carnegie Learning Adopted 2018 Math 7 Accelerated - Glencoe Math Accelerated - Glencoe McGraw-Hill Adopted 2014 Math 8 - Carnegie Math Course 3 - Carnegie Learning Adopted 2018 Algebra - Hart Interactive Adopted 2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Grade 7 - NGSS Core Curriculum Adopted 2017 Grade 8 - NGSS Core Curriculum Adopted 2017 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Grade 7 - Medieval and Early Modern Times - Prentice Hall Adopted 2006 Grade 8 - America: History of our Nation - Prentice Hall Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Visual and Performing Arts	Culinary-Food, Nutrition and Wellness-McGraw Hill Higher Education Adopted 2016 **Percent of students lacking their own assigned textbook:** 0%
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A **Percent of students lacking their own assigned textbook:** 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Sierra Vista opened in the fall of 1965 and has been well maintained to this date. 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; however, special attention has been paid to over aesthetics of the campus to ensure it remains in good condition pending upcoming modernization plans. With support of district maintenance, Sierra Vista, during the summer of 2014, the 1200 building classrooms were repainted, along with the gym. In fall of 2014, roof repair work was completed on the Fitness Center. SV's custodial staff works hard to assure that students and staff have a clean and functioning school and the grounds are kept pristine. Restrooms and classrooms are clean and well maintained. In 2015-2016 additional fencing was added along Pleasantdale to assist with baseball practices held on our campus by our feeder high school. Sierra Vista's fire alarm system was overhauled campus-wide and tied into a remote monitoring system. With the celebration of our 50th year, all exterior doors were painted throughout campus, trees and shrubs were planted in the front of our school and special attention was placed on repainting sections of the MPR. Additional shade structures were added to provide shelter for students. Beginning in April of 2018, we began modernization efforts which will afford our campus with 22new classrooms which will replace the portable buildings along the back of campus. This addition will move our fire lane to increase public safety along Camp Plenty by adding a four-way stop at the gate near our fire lane. Staff parking will be added in the back corner of Camp Plenty and Pleasantdale and this lot will be gated to ensure increased safety for vehicles on campus. Additional landscaping will be added to enhance the campus including the planting of additional trees and drought tolerant shrubs. More outdoor seating will be built to help provide areas for students and staff to enjoy the campus landscaping. Modernization efforts continue through the fall of 2018, with an expected completion date of January 30, 2019. Further modernization plans in summer of 2019 include abetment and removal of asbestos Laindon tiles and replacement of new MPR flooring. Further plans include modernization of the school's food kitchen to ensure all specs are to code.

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 11/1/2018, there are currently 42 work requests in process.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/16/18		
System Inspected	**Repair Status**	**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	Locker room restrooms need to be maintained
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

2017-18 CAASPP Results for All Students					
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**				
	School		**District**		**State**
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
ELA	60.0	59.0	68.0	69.0	48.0	50.0
Math	54.0	46.0	48.0	50.0	37.0	38.0

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 Science for All Students					
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**				
	School		**District**		**State**
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
7	14.6	25.5	34.7

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	1038	1032	99.42	59.11
Male	551	550	99.82	51.27
Female	487	482	98.97	68.05
Black or African American	46	46	100.00	50.00
American Indian or Alaska Native	--	--	--	--
Asian	29	29	100.00	86.21
Filipino	40	40	100.00	85.00
Hispanic or Latino	589	587	99.66	54.17
White	291	287	98.63	65.51
Two or More Races	42	42	100.00	52.38
Socioeconomically Disadvantaged	457	454	99.34	48.24
English Learners	209	209	100.00	35.41
Students with Disabilities	185	184	99.46	16.85
Foster Youth	--	--	--	--

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.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	1,038	1,032	99.42	46.36
Male	551	550	99.82	46.36
Female	487	482	98.97	46.36
Black or African American	46	46	100	34.78
American Indian or Alaska Native	--	--	--	--
Asian	29	29	100	82.76
Filipino	40	40	100	72.5
Hispanic or Latino	589	587	99.66	38.5
White	291	287	98.63	55.59
Two or More Races	42	42	100	57.14
Socioeconomically Disadvantaged	457	454	99.34	34.88
English Learners	209	209	100	21.63
Students with Disabilities	185	184	99.46	11.96
Foster Youth	--	--	--	--

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.

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 2018-19)
We encourage parent involvement at Sierra Vista Junior High School. 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/Family Resource Meetings, School Site Council, English Language Advisory Committee, Parent Volunteer Committee, and our vital fundraising efforts. 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 have a Family Resource Center that offers workshops designed to help support student learning. Our School Site Council meetings to review student data, review school goals, and provides input regarding the allocation of Title I funding to further support all students. 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. 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.   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 State priority: School Climate (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 and revised annually to secure a safe and healthy learning environment for all students and staff. The plan includes child abuse reporting procedures, dangerous student notification, bullying and cyber-bullying, dress code, school site discipline, evacuation procedures, risk management assessment, crisis management and intervention, as well as, campus lockdown drill procedures. The plan is shared annually at the start of the school year with staff. Before and after drills the plan is reviewed to ensure its efficiency.

Campus supervisors and school personnel monitor our closed campus before, during and after school to maintain a visible presence on campus. We have staff manning our three points of entry and exit each day. 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, use of Blackboard Connect, monthly family newsletters, and REMIND app to continue to continue to be an asset in keeping Sierra Vista a safe environment. Sierra Vista maintains a website, Instagram, Twitter and Facebook focused on maintaining positive relationships with students on campus.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	2.5	2.2	2.9
Expulsions Rate	0.1	0.0	0.2
District	2015-16	2016-17	2017-18
Suspensions Rate	1.3	1.5	1.6
Expulsions Rate	0.1	0.0	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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)	2.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	.5
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	
Average Number of Students per Staff Member	
Academic Counselor	356

* 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 (Secondary)											
	Average Class Size			Number of Classrooms*							
				1-22			23-32			33+		
Subject	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	26.0	24.0	24.0	14	16	20	17	24	23	18	9	7
Mathematics	33.0	26.0	24.0		1	16	2	5	21	2	1	9
Science	26.0	27.0	27.0	12	10	10	14	16	20	14	15	10
Social Science	26.0	25.0	27.0	13	13	9	17	11	19	16	19	11

* 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.

Professional Development provided for Teachers

The Director of Professional Development at the Administrative Center oversees the professional development structure for the William S. Hart School District consisting of a school site Administrator, a school site Instructional Coach, and a school site Professional Development Team. Professional Development for the 2016-17, 2017-18 and 2018-19 school years focuses on the implementation of the Common Core State Standards, the California ELA/ELD Framework, and the California History-Social Sciences Framework. Beyond simply understanding of the standards, English, Math, Science, and Social Studies content teams are developing resources, refining curriculum guides, and designing rigorous units supported by Teachers on Special Assignment and Curriculum Specialists. Instructional Coaches support all teachers as they teach literacy across the curriculum, differentiate instruction, develop best practices for student engagement, and implement strategies for increasing student achievement. Annually, teachers participate in Lesson Study as a means of systematically examining successful teaching strategies to increase student learning, and improve effective methods of instruction. Teachers also focus on ways to apply the Common Core Anchor Standards which identify reading, writing, listening and speaking skills that students utilize across all content areas in all grade levels, and how to increase critical thinking through depth of knowledge. All teachers participate in site and district level professional development centered around strengthening and supporting core instruction of subject-specific content and common literacy practices. After school workshops are available for teachers to attend on a myriad of additional contemporary topics related to student engagement, positive school culture, instructional and assessment strategies, wellness, and curriculum mapping. School site PD teams are responsible for providing personalized professional development - meeting the needs of teachers individually and collectively, supporting the school site goals and plans. PD teams also provide professional learning opportunities to teachers on PD days and minimum days, during site-based collaboration time, and at staff meetings according to their annual PD plan. All teachers are also provided with mobile technology to support and enhance instruction and increase the effective use of technology in the classroom.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,400	$50,747
Mid-Range Teacher Salary	$73,675	$86,127
Highest Teacher Salary	$95,863	$106,915
Average Principal Salary (ES)	$0	
Average Principal Salary (MS)	$129,725	$136,636
Average Principal Salary (HS)	$143,879	$150,286
Superintendent Salary	$244,088	$238,058
Percent of District Budget		
Teacher Salaries	35.0	34.0
Administrative Salaries	5.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$10,927	$2,731	$8,196	$80,804
District	◆	◆	8020	$78,949
State	◆	◆	$7,125	$85,815
Percent Difference: School Site/District			2.2	2.3
Percent Difference: School Site/ State			14.0	-6.0

* Cells with ◆ 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

Staffing Costs, Textbooks, Materials, Supplies, and Facility/Operating Expenses are funded out of the district's general budget as described in the Local Control Accountability Plan (LCAP). Additional programs and services to support students are funded through State supplemental funds for parallel support intervention classes, after-school intervention time, increased parent engagement, bilingual instructional assistance, translating for family participation, and professional development for staff in intentional teaching practices to increase student learning. Federal categorical funds are used to provide additional support for English Learners, Homeless students, Foster Youth, Students with Disabilities, and counseling services focused on overall student wellness.

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.