



Sierra Vista Junior High School

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

Carolyn Hoffman, Principal
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2015-16 School Accountability Report Card Published During the 2016-17 School Year



William S. Hart Union High School District

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Resources

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Assistant Superintendent,
Educational Services

School Description

At Sierra Vista Junior High School, we are proud of our fifty year tradition of excellence. As a staff, we are focused on building solid relationships with our students, parents, community and staff. We are committed to providing our students with an engaging and rigorous curriculum that promotes critical thinking and problem solving and prepares our students to be successful in high school. We want our students to achieve academically and personally in a safe and supportive environment. Our staff strive to make this vision a reality every day as we support our students to ensure they feel valued, respected and cared for. 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 1,100 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 state wide 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 options to allow our students to experience various career and personal interest courses, 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,, District 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. 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

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	571
Grade 8	610
Total Enrollment	1,181

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.6
American Indian or Alaska Native	0.4
Asian	2.4
Filipino	2
Hispanic or Latino	51
Native Hawaiian or Pacific Islander	0.2
White	37.6
Two or More Races	1.9
Socioeconomically Disadvantaged	39.2
English Learners	10.2
Students with Disabilities	8.3
Foster Youth	0.7

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	14-15	15-16	16-17
With Full Credential	52	50	49
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	0	0
William S. Hart Union High School District	14-15	15-16	16-17
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	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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

2015-16 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	95.8	4.2
Districtwide		
All Schools	68.2	31.9
High-Poverty Schools	50.2	49.8
Low-Poverty Schools	85.9	14.1

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Textbooks and Instructional Materials	
Year and month in which data were collected: December 2016	
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 - Glencoe Math Course 2 Volume 1 - Glencoe McGraw-Hill Adopted 2014 Math 7 - Glencoe Math Accelerated 7 - Glencoe McGraw-Hill Adopted 2014 Math 8 - Glencoe Math Course 3 Volume 1 - Glencoe McGraw-Hill Adopted 2014 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 - Science Explorer Focus on Life Science - Prentice Hall Adopted 2006 Grade 8 - Focus on Physical Science - Prentice Hall Adopted 2006 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%

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 anesthetics 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. During the 2016-2017 we are scheduled to undergo the addition of 22 rooms on campus that 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.

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 12/19/16 there are currently 24 work requests in process.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/29/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
	X	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	50	57	62	67	44	48
Math	41	51	43	47	34	36

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	73	77	72	77	75	69	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	15.8	19.8	48.5

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	611	605	99.0	71.9
Male	311	307	98.7	73.0
Female	300	298	99.3	70.8
Black or African American	36	35	97.2	65.7
Asian	15	15	100.0	73.3
Hispanic or Latino	293	290	99.0	64.1
White	236	234	99.2	81.6
Two or More Races	18	18	100.0	83.3
Socioeconomically Disadvantaged	277	274	98.9	61.0
English Learners	72	71	98.6	32.4
Students with Disabilities	105	103	98.1	47.6

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	571	566	99.1	62.0
	8	610	606	99.3	52.9
Male	7	317	314	99.0	59.5
	8	310	308	99.3	46.1
Female	7	254	252	99.2	64.9
	8	300	298	99.3	59.9
Black or African American	7	24	23	95.8	60.9
	8	36	35	97.2	48.6
Asian	7	14	14	100.0	85.7
	8	15	15	100.0	66.7
Filipino	7	15	15	100.0	66.7
Hispanic or Latino	7	300	297	99.0	51.7
	8	293	291	99.3	44.7
White	7	212	211	99.5	74.4
	8	235	234	99.6	61.4
Two or More Races	8	18	18	100.0	66.7
Socioeconomically Disadvantaged	7	255	250	98.0	46.6
	8	277	275	99.3	40.0
English Learners	7	49	49	100.0	14.6
	8	72	71	98.6	8.4
Students with Disabilities	7	86	84	97.7	27.4
	8	105	104	99.0	9.6

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	571	566	99.1	50.7
	8	571	566	99.1	50.7
Male	7	317	314	99.0	50.8
	8	317	314	99.0	50.8

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	7	254	252	99.2	50.6
	8	254	252	99.2	50.6
Black or African American	7	24	23	95.8	43.5
	8	24	23	95.8	43.5
Asian	7	14	14	100.0	64.3
	8	14	14	100.0	64.3
Filipino	7	15	15	100.0	53.3
	8	15	15	100.0	53.3
Hispanic or Latino	7	300	297	99.0	41.5
	8	300	297	99.0	41.5
White	7	212	211	99.5	63.3
	8	212	211	99.5	63.3
Socioeconomically Disadvantaged	7	255	250	98.0	37.5
	8	255	250	98.0	37.5
English Learners	7	49	49	100.0	10.4
	8	49	49	100.0	10.4
Students with Disabilities	7	86	84	97.7	20.2
	8	86	84	97.7	20.2

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 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 (School Year 2016-17)

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, District Council, English Language Advisory Committee, Parent Volunteer Committee, 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. We have also instituted a Family Resource Center that offers classes and reading workshops for the entire family. 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 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 lock down 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. 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 REMIND app 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	2013-14	2014-15	2015-16
Suspensions Rate	0.4	4.0	2.5
Expulsions Rate	4.3	0.1	0.1
District	2013-14	2014-15	2015-16
Suspensions Rate	2.2	1.5	1.2
Expulsions Rate	0.1	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 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

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	2
Resource Specialist	0
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 (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	27	25	25	18	21	21	11	11	11	22	22	22
Mathematics	28	28	28	9	1	1	18			18	2	2
Science	30	28	28	6	11	11	10	11	11	25	22	22
Social Science	30	29	29	7	10	10	10	9	9	24	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.

Professional Development provided for Teachers

Professional Development for the 2016-2017 school year focuses on continued implementation of the Common Core State Standards and centers on district wide focus anchor standards and math practice standards. To support teachers in continued implementation of Common Core State Standards, the concentration is on deeper understanding of the standards and infusion of them within all content areas, cross curricular implementation, analysis, reflection and revision of lesson goals, assessments and activities to help increase proficiency levels for all students, and ongoing collaboration between all stakeholders. ELA and math content teams are refining pacing guides and curricular units. Our site Instructional Literacy Coach collaborates with teachers via Lesson Study opportunities allowing teachers to develop lessons, teach and reflect upon student engagement and proficiency and then revise and reteach to improve instructional delivery and learning for all. Professional Development Team Teachers continue to support all teachers via individual and whole staff collaboration. The team develops monthly presentations and activities centered on differentiation, technology and anchor standards. Our Technology Coordinator works to support teachers via technology needs and by providing guidance and instruction on new applications and programs that can support student learning.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,577	\$46,184
Mid-Range Teacher Salary	\$70,840	\$75,179
Highest Teacher Salary	\$92,178	\$96,169
Average Principal Salary (ES)		
Average Principal Salary (MS)	\$129,725	\$124,243
Average Principal Salary (HS)	\$143,879	\$137,939
Superintendent Salary	\$234,700	\$217,637
Percent of District Budget		
Teacher Salaries	37%	35%
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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,164	\$2,448	\$6,716	\$65,453
District	♦	♦	\$6,839	\$75,163
State	♦	♦	\$5,677	\$77,824
Percent Difference: School Site/District			-1.8	-12.9
Percent Difference: School Site/ State			18.3	-15.9

* Cells with ♦ do not require data.

Types of Services Funded

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district 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.