

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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2014-15 School Accountability Report Card Published During the 2015-16 School Year



William S. Hart Union High School District

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District Governing Board

Robert P. Hall

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Will Jones, Student Board member

District Administration

Vicki Engbrecht

Superintendent

Michael Vierra

**Assistant Superintendent, Human
Resources**

Mike Kuhlman

**Assistant Superintendent,
Educational Services**

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

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 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 at (661) 252-3113 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	597
Grade 8	641
Total Enrollment	1,238

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.5
American Indian or Alaska Native	0.2
Asian	2.4
Filipino	3.1
Hispanic or Latino	48.5
Native Hawaiian or Pacific Islander	0.2
White	37.6
Two or More Races	2.4
Socioeconomically Disadvantaged	40.2
English Learners	11.2
Students with Disabilities	14
Foster Youth	0.6

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	13-14	14-15	15-16
With Full Credential	50	52	50
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	0	0	0
William S. Hart Union High School District	13-14	14-15	15-16
With Full Credential	♦	♦	888
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Sierra Vista Junior High School	13-14	14-15	15-16
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

2014-15 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	97.0	3.0
Districtwide		
All Schools	69.6	30.4
High-Poverty Schools	48.3	51.7
Low-Poverty Schools	95.3	4.7

* 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 2015-16)

Textbooks and Instructional Materials Year and month in which data were collected: December 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grade 7 - Timeless Voices, Timeless Themes (Bronze) - Prentice Hall Adopted 2002 Grade 8 - Timeless Voices, Timeless Themes (Silver) - Prentice Hall Adopted 2002 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 - Glencoe McGraw-Hill Adopted 2014 Math 7 - Glencoe Math Accelerated - Glencoe McGraw-Hill Adopted 2014 Math 8 - Glencoe Math Course 3 - Glencoe McGraw-Hill Adopted 2014 Algebra - SpringBoard Adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Grade 7 - 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%
Foreign Language	Percent of students lacking their own assigned textbook: 0%
Health	Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	Percent of students lacking their own assigned textbook: 0%

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. 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. As of 12/18/15 there are 30 work orders in process.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/13/15

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		

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], Science California Standards Tests); 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	14.60	23.00	45.40

* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	50	65	44
Math	41	46	33

* 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	75	73	77	75	77	75	59	60	56

* Results are for 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.

2014-15 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	75
All Student at the School	77
Male	77
Female	77
Black or African American	75
Asian	100
Filipino	88
Hispanic or Latino	67
Native Hawaiian or Pacific	--
White	87
Two or More Races	91
Socioeconomically Disadvantaged	58
English Learners	33
Students with Disabilities	61
Foster Youth	--

* 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 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	599	593	99.0	25	27	38	10
	8	654	643	98.3	19	30	41	11
Male	7		298	49.7	31	27	34	8
	8		339	51.8	24	34	34	9
Female	7		295	49.2	19	28	41	12
	8		304	46.5	13	25	49	13
Black or African American	7		32	5.3	19	41	31	9
	8		33	5.0	9	30	48	12
American Indian or Alaska Native	7		2	0.3	--	--	--	--
Asian	7		16	2.7	13	13	56	19
	8		15	2.3	0	13	40	47
Filipino	7		10	1.7	--	--	--	--
	8		27	4.1	7	26	48	19
Hispanic or Latino	7		282	47.1	32	32	29	7
	8		319	48.8	27	34	36	4
Native Hawaiian or Pacific Islander	7		1	0.2	--	--	--	--
	8		2	0.3	--	--	--	--
White	7		232	38.7	19	23	47	11
	8		234	35.8	12	24	47	18
Two or More Races	7		18	3.0	11	22	44	22
	8		13	2.0	15	46	31	8
Socioeconomically Disadvantaged	7		268	44.7	35	30	29	6
	8		259	39.6	28	35	33	4
English Learners	7		67	11.2	67	27	6	0
	8		72	11.0	54	40	6	0
Students with Disabilities	7		88	14.7	65	25	7	3
	8		86	13.1	52	36	12	0
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	599	592	98.8	33	33	19	14
	8	654	644	98.5	28	23	24	25
Male	7		297	49.6	33	33	19	14
	8		340	52.0	35	21	21	22
Female	7		295	49.2	33	34	19	14
	8		304	46.5	21	25	27	28
Black or African American	7		32	5.3	38	41	16	6
	8		33	5.0	30	9	42	18
American Indian or Alaska Native	7		2	0.3	--	--	--	--
Asian	7		16	2.7	19	19	31	31
	8		15	2.3	0	7	7	87
Filipino	7		10	1.7	--	--	--	--
	8		27	4.1	11	22	22	44
Hispanic or Latino	7		282	47.1	44	30	16	9
	8		320	48.9	38	28	22	13
Native Hawaiian or Pacific Islander	7		1	0.2	--	--	--	--
	8		2	0.3	--	--	--	--
White	7		231	38.6	22	38	23	17
	8		235	35.9	19	19	26	35
Two or More Races	7		18	3.0	11	33	6	50
	8		12	1.8	8	42	17	33
Socioeconomically Disadvantaged	7		267	44.6	43	33	12	10
	8		260	39.8	40	24	23	13
English Learners	7		67	11.2	79	18	1	0
	8		72	11.0	64	32	3	1
Students with Disabilities	7		88	14.7	74	22	2	0
	8		87	13.3	78	16	5	1
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with 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

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	2012-13	2013-14	2014-15
Suspensions Rate	11.89	4.29	4.01
Expulsions Rate	0.00	0.39	0.08
District	2012-13	2013-14	2014-15
Suspensions Rate	5.73	2.15	1.50
Expulsions Rate	0.08	0.12	0.05
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 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

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	27	27	25	16	18	21	13	11	11	19	22	22
Math	29	28	28	8	9	1	9	18		23	18	2
Science	29	30	28	9	6	11	8	10	11	23	25	22
SS	29	30	29	9	7	10	7	10	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.

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	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist	2
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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,824	\$44,363
Mid-Range Teacher Salary	\$68,115	\$71,768
Highest Teacher Salary	\$88,632	\$92,368
Average Principal Salary (ES)		
Average Principal Salary (MS)	\$124,736	\$121,276
Average Principal Salary (HS)	\$138,346	\$133,673
Superintendent Salary	\$236,700	\$210,998
Percent of District Budget		
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

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

Types of Services Funded

Staffing Costs, Textbooks, Materials, Supplies, 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, the county, and the state. 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.

Professional Development provided for Teachers

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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,879	\$1,989	\$5,890	\$63,171
District	♦	♦	\$6,292	\$72,381
State	♦	♦	\$5,348	\$74,908
Percent Difference: School Site/District			-6.4	-12.7
Percent Difference: School Site/ State			10.1	-15.7

* Cells with ♦ do not require data.