

# School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

## 2007-08 School Accountability Report Card Report (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the [SARC](#) Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

### I. Data and Access

#### DataQuest

[DataQuest](#) is an online data tool 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. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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.

### II. About This School

#### Contact Information (School Year 2008-09)

This section provides the schools contact information.

School		District	
School Name	Sierra Vista Middle	District Name	Irvine Unified
Street	2 Liberty	Phone Number	949-936-5000
City, State, Zip	Irvine , CA 92620-2536	Web Site	<a href="http://www.iusd.org">www.iusd.org</a>
Phone Number	949-936-6600	Superintendent	Gwen Gross
Principal	Lynn Matassarini, Ed. D.	E-mail Address	<a href="mailto:ggross@iusd.org">ggross@iusd.org</a>
E-mail Address	<a href="mailto:imatassa@iusd.org">imatassa@iusd.org</a>	CDS Code	30-73650-6100879

#### School Description and Mission Statement (School Year 2007-08)

This section provides information about the school's goals and programs.

Sierra Vista Middle School is what all schools strive to be: a caring, student-centered school in which learning matters.

Sierra Vista Middle School is committed to academic, personal, and social growth for students. We strive to provide a rich learning environment for academic achievement, to provide counseling and advisement programs for student support, and to provide extracurricular activities and classes to meet student social and

learning needs.

Parents are a key part of our school. Without parent support and assistance, many of our events and special activities could not take place. Our parent community provides the cornerstone of supervision at school dances, designs and makes costumes for musical theater, organizes and shelves books in the library, and supports the students, staff, and school in myriad ways through individual volunteering and through our active PTSA.

English speaking students make up the majority of the student population; however, a number of students represent a variety of ethnic backgrounds and speak many different languages.

### Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

The SVMS PTSA coordinates parent volunteers for a number of school activities and events beginning in the summer with the compilation and mailing of summer registration information and concluding in the spring with the eighth grade promotion dance. Parent participation opportunities also exist on the SVMS School Site Council and the English Learner Advisory Committee (ELAC).

### Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 7	475
Grade 8	498
Total Enrollment	973

### Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	1.85 %
American Indian or Alaska Native	0.72 %
Asian	44.71 %
Filipino	2.77 %
Hispanic or Latino	6.27 %
Pacific Islander	0.1 %
White (not Hispanic)	40.29 %
Multiple or No Response	3.29 %
Socioeconomically Disadvantaged	4 %
English Learners	8 %
Students with Disabilities	7 %

## Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	31.4	3	11	19	29.1	4	21	9	29.9		29	3
Mathematics	32.0	1	15	13	30.6	1	23	5	30.9	1	13	16
Science	32.8		9	21	32.3		16	14	33.1		9	20
Social Science	34.0		5	24	31.2	1	18	12	29.9		29	3

## III. School Climate

### School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

Sierra Vista School has developed a comprehensive Safe School Plan. Our plan is evaluated yearly and amended, as needed, by the assistant principal and SVMS School Site Council. Key elements of the plan include: 1. Assessing the current status of school crime, 2a. Child Abuse Reporting Procedures, 2b. Disaster Procedures-Routine and Emergency, 2c. Policies for Suspension, Expulsion and Mandatory Expulsion, 2d. Procedures for Notification of Staff Regarding Dangerous Students, 2e. Policies on Sexual Harassment, 2f. Policy Relating to School Dress Code (especially gang-related apparel), 2g. Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees To and From School, 2h. Procedures that Create a Safe and Orderly Environment Conducive to Learning at School, 2i. Rules and Procedures on School Discipline.

## Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	8.0	6.6	5.7	4.0	3.1	3.6
Expulsions	0.0	0.0	0.0	0.1	0.1	0.2

## IV. School Facilities

### Facility Conditions and Planned Improvements (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

One of our ongoing goals is to increase our disaster supplies so that students can be taken care of should an emergency occur. In addition, we practice evacuating the buildings and simulating a crisis situation in order to help assure that all staff and students understand the procedures. Sierra Vista students and staff will participate in the Southern California Great American Shake Out disaster preparation drill. Additional student instruction also includes training on recognizing and valuing diversity of all types, as well as on recognizing and respecting differences. Sierra Vista has also successfully implemented a daily program to build

cooperation and respect through the Teacher Advisement Program. This year we have added a monthly theme to our curriculum such as Respect, Cooperation, Citizenship, etc. In addition, we employ a full time campus control supervisor to assist with school climate and to help promote a safe school environment for our students. Sierra Vista is scheduled to receive a modernization facility upgrade to be completed over the next 18 months.

## School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

## Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	As of the most recently completed school site inspection, the facility condition is considered to be exemplary.			

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	35	37	37	1222
Without Full Credential	1	0	0	3
Teaching Outside Subject Area of Competence	0	0	0	N/A

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

## Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB](#) Web site.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	99.7	0.3
High-Poverty Schools in District		
Low-Poverty Schools in District	99.7	0.3

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	486
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)	0	N/A
Psychologist	1.0	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.6	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	All students are provided an individual textbook or instructional material. All textbooks purchased are state-adopted, and are standards aligned	0
Mathematics	All students are provided an individual textbook or instructional material. All textbooks purchased are state-adopted, and are standards aligned	0
Science	All students are provided an individual textbook or instructional material. All textbooks purchased are state-adopted, and are standards aligned	0
History-Social Science	All students are provided an individual textbook or instructional material. All textbooks purchased are state-adopted, and are standards aligned	0
Foreign Language	N/A	N/A
Health	All students are provided an individual textbook or instructional material. All textbooks purchased are state-adopted, and are standards aligned	0
Visual and Performing Arts	All students are provided an individual textbook and/ or instructional material.	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefites](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$4,722	\$433	\$4,289	\$65,777
District	N/A	N/A	\$4,747	\$70,116
Percent Difference – School Site and District	N/A	N/A	-10.67	-6.60
State	N/A	N/A	\$5,300	\$65,008
Percent Difference – School Site and State	N/A	N/A	-23.57	1.17

## Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

For 2007-2008, Sierra Vista Middle School received special funds in the amount of \$80,456.90. The majority of these funds were spent on instructional materials and support to serve students with unique educational needs in the following programs:

<b>Special Programs</b>	<b>Amount</b>
English Language Acquisition Program	\$6,193.00
Economic Impact Aid	\$20,892.90
Gifted and Talented	\$2,850.00
School Improvement Plan	\$50,521.00

## Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
Beginning Teacher Salary	\$39238	\$40721
Mid-Range Teacher Salary	\$70075	\$65190
Highest Teacher Salary	\$90584	\$84151
Average Principal Salary (Elementary)	\$108570	\$104476
Average Principal Salary (Middle)	\$112956	\$108527
Average Principal Salary (High)	\$127207	\$119210
Superintendent Salary	\$182345	\$210769
Percent of Budget for Teacher Salaries	41.7 %	39.9 %
Percent of Budget for Administrative Salaries	4.7 %	5.5 %

## IX. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

## CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	81	80	83	75	76	78	42	43	46
Mathematics	85	82	86	74	74	76	40	40	43
Science	79	85	84	72	75	80	35	38	46
History-Social Science	78	79	77	66	60	67	33	33	36

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	47	53	67	42
American Indian or Alaska Native	*	*	*	*
Asian	90	96	90	85
Filipino	63	74	73	55
Hispanic or Latino	71	56	63	60
Pacific Islander	*	*		
White (not Hispanic)	80	83	84	76
Male	77	85	84	76
Female	88	86	84	78
Economically Disadvantaged	50	50	47	
English Learners	44	67	52	36
Students with Disabilities	26	39	48	
Students Receiving Migrant Education Services				

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
7	59.7

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the [API](#) Web page.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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.

API Rank	2005	2006	2007
Statewide	10	10	10
Similar Schools	8	9	7

### API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	19	-8	11	925
African American				
American Indian or Alaska Native				
Asian	19	-5	19	976
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	12	1	-2	901
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

### Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in English-language arts (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, including participation rates and percent proficient results by student group, can be found at the [AYP](#) Web page.

## AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

## Federal Intervention Program (School Year 2008-09)

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 (English-language arts 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. Detailed information about PI identification can be found at the [AYP](#) Web page.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Our staff participated in the following training, resulting in a better educational opportunity for students.

- Technology: Internet searches, Smart Board training, and Blackboard applications, along with developing units to integrate the instructional content area and technology.
- Content Standards and Classroom Practices: All teachers focused on the state content area standards and aligning our SV curriculum with the state standards.
- Writing: All teachers learned more about literacy and integrated writing instruction within their content areas.
- Mathematics: Staff developed math units aligned with state and district standards.
- Humanities: Staff worked together to develop normed standards/expectations for student writing and then implemented these normed standards on specific writing assignments throughout the year.
- English Language Learners: Staff is developing strategies to assist our ELL students with their language acquisition and academic proficiencies.
- Professional Learning Communities: All staff members are engaged in professional development toward the creation of effective professional relationships and PLC groups.

For the past three years at Sierra Vista, one full day per year has been allocated for targeted staff development activities, plus two distributed staff development days (Late Start Days in 06-07 and 07-08 and early release days on Wednesdays for 08-09) and additional limited modified daytime periods have been utilized.