

# Sierra Vista Middle School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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.

#### **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.

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Sierra Vista Middle School
<b>Street</b>	2 Liberty
<b>City, State, Zip</b>	Irvine, CA 92620
<b>Phone Number</b>	(949) 936-6600
<b>Principal</b>	Jeff Morano
<b>Email Address</b>	jeffreymorano@iusd.org
<b>Website</b>	www.iusd.org/sv
<b>County-District-School (CDS) Code</b>	30-73650-6100879

Entity	Contact Information
District Name	Irvine Unified School District
Phone Number	(949) 936-5000
Superintendent	Terry Walker
Email Address	TerryWalker@iusd.org
Website	www.iusd.org

### School Description and Mission Statement (School Year 2019-20)

Sierra Vista Middle School (SVMS) is a traditional calendar school in the suburban community of Irvine. SVMS, one of six traditional calendar middle schools in the Irvine Unified School District, opened its doors in 1981. Today SVMS is dedicated to serving 930 students in grades seven and eight. SVMS has a very diverse community of students who were born in 27 countries from around the world and have native speakers representing 31 languages.

The staff of SVMS fully embraces our philosophy, which states: “Sierra Vista Middle School is what all schools strive to be: a caring, student-centered school in which learning matters.” Our Mission Statement says: “Sierra Vista Middle School staff and community will purposefully make all plans and decisions based upon what is best for students. The staff will sustain a culture in which teachers share professional knowledge and skills, exchange ideas, and support each other, as authentic and research based practices are implemented in a standards based environment. The Sierra Vista staff will create a climate of professional collegiality in which every staff member works to develop the social, emotional and academic skills necessary for students to become exemplary citizens in a global society.”

Parents are key partners of our school community. The SVMS PTSA coordinates parent volunteers for a number of school activities and events, including the first day of school kick-off, picture days, school dances, fundraising events, and the eighth grade promotion dance. Parent participation opportunities also exist on the SVMS School Site Council, the English Learner Advisory Committee, and for volunteers who work with individual staff members to do everything from shelving and repairing library books, to designing and making the costumes and sets for the annual school musical production, and mentoring our Science Olympiad competitors.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 7	454
Grade 8	465
Total Enrollment	919

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.2
Asian	55.8
Filipino	2.7
Hispanic or Latino	8.3
White	20.9
Two or More Races	10.3
Socioeconomically Disadvantaged	17
English Learners	13.7
Students with Disabilities	7.1
Homeless	

## 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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	34.86	39.65	55.00	1797.99
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	3.20	2.00	3.00	75.64

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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 2019-20)

Year and month in which data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Mathematics</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Science</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>History-Social Science</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Health</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Visual and Performing Arts</b>	All students are provided an individual textbook and/or instructional material.	Yes	0%

## School Facility Conditions and Planned Improvements (Most Recent Year)

Sierra Vista's extensive facility modernization project was completed in 2008. The scope of the project included a face lift to all classrooms, removal of open walls in favor of closed walls in all classrooms, ADA upgrades for all restrooms, sinks and drinking fountains, two room conversions to new science labs, and new configuration in the media center to maximize usable space. In the spring of 2014, the entire campus was upgraded for internet bandwidth capability. The new hardware was installed to allow each student access to the internet using a minimum of 2 wireless devices, for use in the classroom under teacher supervision. In 2017 the entire campus received an additional upgraded installation of hardware for internet usage increasing the bandwidth, the internet speed, and ensuring that all wireless devices on campus will be available without "dropping" service. Voters in Irvine passed a facilities bond measure in 2016 and Sierra Vista received a new science facility with four classrooms (labs) and teacher work spaces. The science building construction project began in the summer of 2018 and opened to students in August of 2019.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 11/19/2019

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

## 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	79	79	77	78	50	50
Mathematics (grades 3-8 and 11)	77	74	74	74	38	39

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 ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	929	916	98.60	1.40	79.34
Male	477	471	98.74	1.26	74.26
Female	452	445	98.45	1.55	84.72
Black or African American	16	15	93.75	6.25	50.00
American Indian or Alaska Native	--	--	--	--	--
Asian	521	512	98.27	1.73	85.35
Filipino	15	15	100.00	0.00	80.00
Hispanic or Latino	75	75	100.00	0.00	60.00
Native Hawaiian or Pacific Islander					
White	192	190	98.96	1.04	72.11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	107	106	99.07	0.93	80.19
Socioeconomically Disadvantaged	162	157	96.91	3.09	64.74
English Learners	200	191	95.50	4.50	56.54
Students with Disabilities	51	51	100.00	0.00	20.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	929	923	99.35	0.65	74.43
Male	477	475	99.58	0.42	73.26
Female	452	448	99.12	0.88	75.67
Black or African American	16	15	93.75	6.25	33.33
American Indian or Alaska Native	--	--	--	--	--
Asian	521	519	99.62	0.38	88.63
Filipino	15	15	100.00	0.00	73.33
Hispanic or Latino	75	75	100.00	0.00	40.00
Native Hawaiian or Pacific Islander					
White	192	190	98.96	1.04	58.95
Two or More Races	107	106	99.07	0.93	62.26
Socioeconomically Disadvantaged	162	159	98.15	1.85	50.31
English Learners	200	198	99.00	1.00	66.67
Students with Disabilities	51	51	100.00	0.00	15.69
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

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.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## 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 areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	9.8	21.4	59.1

Note: Percentages are not calculated and double dashes (--) appear in the table 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.



## 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 2019-20)

---

The SVMS PTSA coordinates parent volunteers for a number of school activities and events beginning in the summer with the first day of school kick-off, picture days, school dances, fundraising events, and in the spring, the eighth grade promotion dance. Parent participation opportunities also exist on the SVMS School Site Council, the English Learner Advisory Committee (ELAC), and volunteers who work with individual teachers such as band/orchestra, musical theater, Science Olympiad, robotics, Speech and Debate, and Math Counts.

### 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.

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	1.7	0.7	1.4	1.6	1.2	1.0	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

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. 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 annually. Previously, the staff participated in five training sessions in conjunction with the Irvine Police Department to design and practice procedures for lock-down and violent intruder situations that could arise on a school site. This preparation training will occur again with the Irvine Police Department and school leadership in the winter of 2020. Continuing drills take place annually. Additional student instruction includes training provided by counselors on recognizing and valuing diversity of all types, as well as on recognizing and respecting differences. Our continuing focus is to educate students about dealing with bullying situations, at home, school and electronically. This year the Sierra Vista staff is continuing with the eighth year of implementation for PBIS (Positive Behavior Intervention and Supports). The programmatic vision is to reduce the number of inappropriate behavior issues so that students and staff may spend more quality time focused on academics. The three key words for our PBIS program are responsibility, integrity, and respect. The school's slogan for PBIS is to behave in The Charger Way, and we focus on the positives by stressing, "It's a great day to be a Charger". We employ a full time campus control supervisor to assist with school climate and to help promote a safe school environment for our students.

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

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	31	2	8	18	31	3	6	19	28	6	18	11
Mathematics	13	3			31	3	7	17	29	3	20	8
Science	33		10	15	35		2	23	32		15	14
Social Science	32	1	9	16	33		8	17	32		14	14

\*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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	919.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	

Title	Number of FTE* Assigned to School
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.3

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,515	\$263	\$5,251	\$81,998
District	N/A	N/A	\$5,630	\$81,988.00
Percent Difference - School Site and District	N/A	N/A	-7.0	-2.2
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-30.5	-0.4

Note: Cells with N/A values 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 (Fiscal Year 2018-19)

The Local Control Funding Formula has replaced California's previous method of allocating funds to school districts. In place of more than 40 specific funding categories, the new model has established three sources of state funding with increased local discretion to determine how best to spend those funds in the service of students. All districts receive a BASE of per-student funding that varies slightly depending on grade level. All districts also receive SUPPLEMENTAL funding. IUUSD has used BASE and SUPPLEMENTAL funding to support the following programs:

Site Programs and Services: 1) Support professional learning and teacher coaching through induction program, content TOSAs and teacher mentor program, 2) provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement through support of Professional Learning Communities (PLC) and site PLC coaches, 4) Elementary P.E. paraprofessionals, 5) Support for English language learners, 6) Elementary science, music, and art programs, 7) Purchase textbooks and instructional materials, 8) Develop a technology rich learning environment including; Technology matching programs, Technology Maintenance fund and site technology support staff, 9) Maintain previously implemented class-size reduction, 10) Additional secondary sections to reduce class size, 11) Middle school zero period program, 12) Maintain positive behavioral intervention and support program, 13) Maintain site staffing with full-time assistant principals, 14) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 15) Support interventions and supplemental programs impacting English learners, low income and foster youth, 16) Continue to build Career-Technical Education pathways and blended On-line learning opportunities for students, 17) Develop mental health and wellness programs and hire district and site based staff including support for the Irvine Family Resource Center.

Finally, CONCENTRATION grant funding equal to 50 percent of the base is provided to districts in which English-learners, low-income students and foster youth exceed 55 percent of the total enrollment. Irvine Unified School District is not eligible for concentration funding because its enrollment does not exceed the 55 percent threshold.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,823	\$48,612
Mid-Range Teacher Salary	\$85,411	\$74,676
Highest Teacher Salary	\$110,405	\$99,791
Average Principal Salary (Elementary)	\$121,327	\$125,830
Average Principal Salary (Middle)	\$147,385	\$131,167
Average Principal Salary (High)	\$165,402	\$144,822
Superintendent Salary	\$320,910	\$275,796
Percent of Budget for Teacher Salaries	34%	34%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	15

All staff were provided a survey asking them to identify desired areas of growth and professional development. The PD plan for the year directly resulted from this survey. The objective for the year is in determining the academic, behavioral, and socio-emotional supports that we can provide students so they may reach their fullest potential. The Leadership Team was restructured and refocused so the team could be more collaborative in an effort to hone-in on this school-wide goal. At the beginning of the year, Leadership took a full day of PD to explore the systems of support we currently have as green, yellow, and red zone strategies in each of the three strands--academic, behavior, and socio-emotional. Collectively, the school has engaged in conversations around these areas and we have and will continue to explore things like differentiation routines, 100% participation strategies, EL sheltered support, and mindfulness among other things, most of which has been or will be produced for the staff, by the staff.

For the past twelve years at Sierra Vista, one full day per year has been allocated for targeted staff development activities on campus, this goes along with two distributed staff development days divided into twelve sessions of one hour each which typically occur on Friday morning before our PLC teams meet.