

Sierra Vista Middle School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

| | |
|--|---|
| School Name | Sierra Vista Middle School |
| Street | 2 Liberty |
| City, State, Zip | Irvine, CA 92620 |
| Phone Number | (949) 936-6600 |
| Principal | Jeff Morano |
| Email Address | jeffreymorano@iusd.org |
| School Website | https://sierravista.iusd.org/ |
| County-District-School (CDS) Code | 30-73650-6100879 |

2022-23 District Contact Information

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

2022-23 School Overview

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 1100 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.

At the start of the 22-23 school year, staff collaborated on Mission and Vision statements to reflect a re-set coming out of Covid-19. After a full process, here is what was decided for the Mission: Empower and inspire all students to be curious, kind, and resilient lifelong learners by fostering a safe and supportive environment with high expectations. And, here is what was decided for the Vision: To foster a thriving community where students begin to discover their full potential and work toward becoming positive leaders in the world.

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, to chaperoning our student events, and mentoring our Science Olympiad competitors.

About this School

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 7 | 574 |
| Grade 8 | 523 |
| Total Enrollment | 1,097 |

2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 47.1 |
| Male | 52.8 |
| American Indian or Alaska Native | 0.3 |
| Asian | 61.4 |
| Black or African American | 1.9 |
| Filipino | 2.2 |
| Hispanic or Latino | 8.4 |
| Native Hawaiian or Pacific Islander | 0.4 |
| Two or More Races | 7.7 |
| White | 17.2 |
| English Learners | 13.1 |
| Foster Youth | 0.1 |
| Homeless | 0.0 |
| Migrant | 0.0 |
| Socioeconomically Disadvantaged | 18.4 |
| Students with Disabilities | 7.7 |

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

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 25.20 | 89.12 | 1230.00 | 89.67 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.80 | 0.06 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1.40 | 5.23 | 50.00 | 3.65 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 39.10 | 2.85 | 12115.80 | 4.41 |
| Unknown | 1.60 | 5.65 | 51.70 | 3.77 | 18854.30 | 6.86 |
| Total Teaching Positions | 28.30 | 100.00 | 1371.80 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 39.10 | 89.08 | 1300.20 | 90.20 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 3.50 | 0.24 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1.30 | 3.03 | 42.50 | 2.95 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 11.40 | 0.79 | 11953.10 | 4.28 |
| Unknown | 3.40 | 7.87 | 83.80 | 5.82 | 15831.90 | 5.67 |
| Total Teaching Positions | 43.90 | 100.00 | 1441.50 | 100.00 | 279044.80 | 100.00 |

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|-------------|-------------|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 1.40 | 1.30 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 1.40 | 1.30 |

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 |
|--|-------------|-------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 0.00 | 0.00 |
| Total Out-of-Field Teachers | 0.00 | 0.00 |

2021-22 Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 3.70 | 3.50 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | 0.00 |

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

October 2022

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|---|---|-----------------------------|--|
| Reading/Language Arts | All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. All core textbooks and instructional materials are state-adopted. | Yes | 0% |
| Mathematics | All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. All core textbooks and instructional materials are state-adopted. | Yes | 0% |
| Science | All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. All core textbooks and instructional materials are state-adopted. | Yes | 0% |
| History-Social Science | All students are provided an individual textbook or instructional material as determined by textbook software in October, 2020. All core textbooks and instructional materials are state-adopted. | Yes | 0% |
| Foreign Language | All students enrolled in a Foreign Language class is provided an individual textbook or instructional material. All textbooks purchased are board approved. | Yes | 0% |
| Health | All students are provided an individual textbook or instructional material as determined by textbook software in October, 2020. All core textbooks and instructional materials are state-adopted. | Yes | 0% |
| Visual and Performing Arts | All students are provided an individual textbook and/or instructional material. | Yes | 0% |
| Science Laboratory Equipment (grades 9-12) | N/A | | 0% |

School Facility Conditions and Planned Improvements

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. During 2019, we invested in new classroom furniture for 6 different classrooms on campus. We have extended this improvement effort in 2020 with an additional 2 sets of new classroom furniture, 2 new sets of conference room furniture, and we have painted the lounge and conference rooms in the school colors. Additionally in 2020, we installed an outdoor shade structure in the PE area to accommodate for both PE and outdoor learning environments appropriate during Covid and Non-Covid learning. During the fall of 2021, we brought on 160 new desks and chairs for student use, and these were made possible by Covid funds to help spread students out on campus.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

9/8/2022

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | D 1: 2. A/C NOT WORKING 4. WATER STAIN CEILING TILES |
| Interior: Interior Surfaces | | X | | A1: 4. WALLPAPER PEELING AT ENTRY A5/ OFC A 6: 4. WATER STAIN CEILING TILE B2: 4. WATER STAIN CEILING TILE 11. PAINT CHIPPING ON DOOR B5: 4. WATER STAIN CEILING TILE 11. PAINT CHIPPING ON DOOR C 3: 4. WATER STAIN CEILING TILE D 1: 2. A/C NOT WORKING 4. WATER STAIN CEILING TILES D 2: 4. WATER STAIN CEILING TILE D 3: 4. WATER STAIN CEILING TILE H4: 4. WATER STAIN CEILING TILE 12. CEILING IS DROOPING 15. WINDOW FRAME BROKEN LOUNGE: 4. WATER STAIN CEILING TILE MPR: 4. WATER STAIN CEILING TILE RM F 1: 4. WATER STAIN CEILING TILE RM I 1: 4. WATER STAIN CEILING TILES 14. TRIM MOLDING IS BROKEN BY STORAGE DOOR RM I 2: 4. WATER STAIN CEILING TIL 11. PAINT CHIPPING ON DOOR RM I 3: 4. WATER STAIN CEILING TILE |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | J 1: 7. ELECTRICAL COVER IS BROKEN ON BACK WALL J 3: 7. ETHERNET BOX IS LOOSE ON WALL |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | B2: 4. WATER STAIN CEILING TILE 11. PAINT CHIPPING ON DOOR B3: 11. PAINT CHIPPING ON DOOR B4: 11. PAINT CHIPPING ON DOOR B5: 4. WATER STAIN CEILING TILE 11. PAINT CHIPPING ON DOOR RM I 2: 4. WATER STAIN CEILING TIL 11. PAINT CHIPPING ON DOOR |
| Structural: Structural Damage, Roofs | X | | | H4: 4. WATER STAIN CEILING TILE 12. CEILING IS DROOPING 15. WINDOW FRAME BROKEN J 4: 12. DRY ROT ON RAMP |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | H4: 4. WATER STAIN CEILING TILE 12. CEILING IS DROOPING 15. WINDOW FRAME BROKEN RM I 1: 4. WATER STAIN CEILING TILES 14. TRIM MOLDING IS BROKEN BY STORAGE DOOR |

Overall Facility Rate

| 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] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | 80 | N/A | 75 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 73 | N/A | 68 | N/A | 33 |

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 1114 | 1092 | 98.03 | 1.97 | 80.20 |
| Female | 523 | 511 | 97.71 | 2.29 | 82.19 |
| Male | 590 | 580 | 98.31 | 1.69 | 78.58 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 690 | 677 | 98.12 | 1.88 | 86.83 |
| Black or African American | 21 | 20 | 95.24 | 4.76 | 40.00 |
| Filipino | 24 | 24 | 100.00 | 0.00 | 95.83 |
| Hispanic or Latino | 96 | 93 | 96.88 | 3.12 | 53.76 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 89 | 88 | 98.88 | 1.12 | 82.95 |
| White | 187 | 183 | 97.86 | 2.14 | 71.04 |
| English Learners | 78 | 62 | 79.49 | 20.51 | 27.42 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 56 | 55 | 98.21 | 1.79 | 63.64 |
| Socioeconomically Disadvantaged | 197 | 192 | 97.46 | 2.54 | 54.97 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 83 | 82 | 98.80 | 1.20 | 29.63 |

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 1114 | 1084 | 97.31 | 2.69 | 73.06 |
| Female | 523 | 510 | 97.51 | 2.49 | 69.02 |
| Male | 590 | 573 | 97.12 | 2.88 | 76.61 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 690 | 679 | 98.41 | 1.59 | 85.57 |
| Black or African American | 21 | 17 | 80.95 | 19.05 | 0.00 |
| Filipino | 24 | 24 | 100.00 | 0.00 | 79.17 |
| Hispanic or Latino | 96 | 90 | 93.75 | 6.25 | 36.67 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 89 | 88 | 98.88 | 1.12 | 69.32 |
| White | 187 | 179 | 95.72 | 4.28 | 52.51 |
| English Learners | 78 | 71 | 91.03 | 8.97 | 43.66 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 56 | 56 | 100.00 | 0.00 | 62.50 |
| Socioeconomically Disadvantaged | 197 | 186 | 94.42 | 5.58 | 43.55 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 83 | 78 | 93.98 | 6.02 | 24.36 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | NT | 68.31 | NT | 61.37 | 28.5 | 29.47 |

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 532 | 527 | 99.06 | 0.94 | 68.31 |
| Female | 257 | 254 | 98.83 | 1.17 | 63.39 |
| Male | 274 | 272 | 99.27 | 0.73 | 72.79 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 333 | 332 | 99.7 | 0.3 | 75 |
| Black or African American | 12 | 11 | 91.67 | 8.33 | 18.18 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 41 | 40 | 97.56 | 2.44 | 40 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 45 | 44 | 97.78 | 2.22 | 75 |
| White | 87 | 86 | 98.85 | 1.15 | 58.14 |
| English Learners | 36 | 36 | 100 | 0 | 5.56 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 29 | 29 | 100 | 0 | 48.28 |
| Socioeconomically Disadvantaged | 85 | 84 | 98.82 | 1.18 | 48.81 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 33 | 33 | 100 | 0 | 24.24 |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 7 | 96.34% | 96.68% | 96.68% | 96.34% | 98.25% |

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

The SVMS PTSA coordinates a Family Engagement Program, organizes 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.

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 1156 | 1135 | 92 | 8.1 |
| Female | 548 | 535 | 50 | 9.3 |
| Male | 607 | 599 | 42 | 7.0 |
| American Indian or Alaska Native | 3 | 3 | 0 | 0.0 |
| Asian | 708 | 698 | 21 | 3.0 |
| Black or African American | 23 | 22 | 3 | 13.6 |
| Filipino | 25 | 24 | 0 | 0.0 |
| Hispanic or Latino | 104 | 99 | 26 | 26.3 |
| Native Hawaiian or Pacific Islander | 4 | 4 | 0 | 0.0 |
| Two or More Races | 86 | 85 | 9 | 10.6 |
| White | 198 | 195 | 33 | 16.9 |
| English Learners | 165 | 157 | 15 | 9.6 |
| Foster Youth | 2 | 2 | 1 | 50.0 |
| Homeless | 1 | 1 | 1 | 100.0 |
| Socioeconomically Disadvantaged | 226 | 223 | 41 | 18.4 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 90 | 90 | 18 | 20.0 |

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 0.45 | 0.73 | 2.45 |
| Expulsions | 0.00 | 0.01 | 0.05 |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.00 | 0.17 | 0.14 | 0.86 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.03 | 0.00 | 0.07 |

2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.17 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.33 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.14 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 1.16 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.00 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 1.11 | 0.00 |

2022-23 School 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. 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 participate in the Southern California Great American Shake Out disaster preparation drill annually. The staff regularly participates in 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. 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 ninth 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 Charge the 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.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 27 | 5 | 13 | 9 |
| Mathematics | 29 | 4 | 21 | 12 |
| Science | 32 | | 17 | 17 |
| Social Science | 32 | 2 | 15 | 16 |

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 26 | 5 | 18 | 4 |
| Mathematics | 28 | 3 | 22 | 1 |
| Science | 31 | | 19 | 6 |
| Social Science | 30 | | 19 | 4 |

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 26 | 8 | 37 | |
| Mathematics | 25 | 9 | 33 | 3 |
| Science | 29 | 1 | 39 | 1 |
| Social Science | 29 | | 37 | |

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 548.5 |

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 2.0 |
| Library Media Teacher (Librarian) | 1.0 |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1.2 |
| Social Worker | |
| Nurse | 0.8 |
| Speech/Language/Hearing Specialist | 1.4 |
| Resource Specialist (non-teaching) | |
| Other | 1.0 |

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$6450 | \$175 | \$6275 | \$88189 |
| District | N/A | N/A | 5796 | \$86,958 |
| Percent Difference - School Site and District | N/A | N/A | 7.9 | 1.4 |
| State | N/A | N/A | \$6,594 | \$85,368 |
| Percent Difference - School Site and State | N/A | N/A | -5.0 | 3.3 |

2021-22 Types of Services Funded

The Local Control Funding Formula (LCFF) is the method of allocating funds to school districts. The LCFF model has three sources of state funding with 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. IUSD 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) Maintain positive behavioral intervention and support program, 12) Maintain site staffing with full-time assistant principals, 13) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 14) Support interventions and supplemental programs impacting English learners, low income and foster youth, 15) Continue to build Career-Technical Education pathways and blended on-line learning opportunities for students, 16) Implementing 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$50,071 | \$51,081 |
| Mid-Range Teacher Salary | \$89,426 | \$77,514 |
| Highest Teacher Salary | \$115,594 | \$105,764 |
| Average Principal Salary (Elementary) | \$144,393 | \$133,421 |
| Average Principal Salary (Middle) | \$152,197 | \$138,594 |
| Average Principal Salary (High) | \$174,854 | \$153,392 |
| Superintendent Salary | \$335,993 | \$298,377 |
| Percent of Budget for Teacher Salaries | 32% | 32% |
| Percent of Budget for Administrative Salaries | 6% | 5% |

Professional Development

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 site Leadership Team examined the District's Continuous Improvement Efforts, Annual Survey data, and Social Justice standards in order to come up with an appropriate schoolwide goal. The objective for the year is focused on building community and focusing on wellness and mental health as well as grounding ourselves further on Standards Based Grading and consistent schoolwide practices that will lead to AVID. In paying close attention to celebrating diversity and acceptance of one's identity, creating programs that bring students back together--inside and outside of the classroom--we will improve school climate and togetherness in the aftermath of Covid.

Staff Development days will occur once each month for 60 minutes.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 12 | 12 | 12 |