

Sierra Vista Middle School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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/
Grade Span	7-8
County-District-School (CDS) Code	30-73650-6100879

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

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 almost 1300 students in grades seven and eight. SVMS has a very diverse community of students who were born in all around the world and have native speakers representing many different languages.

In recent years, staff has collaborated on redefining our mission and vision statements. Our mission is: Empower and inspire all students to be curious, kind, and resilient lifelong learners by fostering a safe and supportive environment with high

2024-25 School Description and Mission Statement

expectations. Our vision is: 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, PIQE (Parent Institute for Quality Education) 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	637
Grade 8	551
Total Enrollment	1,188

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.3
Asian	62.5
Black or African American	1.3
Filipino	1.4
Hispanic or Latino	8.5
Native Hawaiian or Pacific Islander	0.4
Two or More Races	8.3
White	16.8
English Learners	8.8
Homeless	0.1
Socioeconomically Disadvantaged	15
Students with Disabilities	6.5

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/Incomplete/NA	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/Incomplete/NA	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.

2022-23 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)	36.90	89.13	1264.80	91.33	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.14	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	0.48	13.00	0.94	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.50	3.64	18.80	1.36	11746.90	4.23
Unknown/Incomplete/NA	2.70	6.73	86.20	6.22	14303.80	5.15
Total Teaching Positions	41.40	100.00	1384.90	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	1.40	1.30	0.2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.40	1.30	0.2

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.5
Local Assignment Options	0.00	0.00	0.9
Total Out-of-Field Teachers	0.00	0.00	1.5

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.70	3.5	0
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	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: October 2024

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, 2024. 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, 2024. 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 2024. 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 2024. 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 2024. 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	N/A	0%
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Note: Cells with N/A values do not require data.

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 extended this improvement effort in 2020 with an additional 2 sets of new classroom furniture, 2 new sets of conference room furniture, and we 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. During the fall of 2021, we brought on 160 new desks and chairs for student use and renovated our Library Media Center. During the 23-24 school year, we painted the exterior of the school and have expanded to use Westwood to house some of our classes as our school continues to expand. We are preparing for further expansion in securing two portables with a possible Well Space for student use. For the start of the 24-25 year, we brought in 4 new relocatables to serve Humanities, Science, and VAPA. We are in ongoing pre-production talks with architects for blacktop expansion, a new MPR, and a remodernization of Nutrition Services and Music.

Year and month of the most recent FIT report	11/16/2024
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces		X		A5/ OFC A 6: 4. WATER STAIN CEILING TILES B4: 4. CEILING TILE IS LOOSE B5: 4. WATER STAIN CEILING TILES C 3: 4. WALLPAPER IS DAMAGED AT ENTRY C 4: 4. CEILING TILE IS LOOSE D 4: 4. CEILING TILES ARE LOOSE D 5/ WRK RM: 4. WATER STAIN CEILING TILES 15. WEATHER STEPPING IS BENT AT BASE OF DOOR E 5: 4. WATER STAIN CEILING TILES H1: 4. WATER STAIN CEILING TILES/ CEILING TILE IS MISSING RM I 3: 4. WATER STAIN CEILING TILE
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			A1: 19. PLUG IN AIR FRESHENER IN USE D 3: 10. PLUG IN AIR FRESHENER IN USE

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			D 5/ WRK RM: 4. WATER STAIN CEILING TILES 15. WEATHER STEPPING IS BENT AT BASE OF 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	82	79	75	73	46	47
Mathematics (grades 3-8 and 11)	77	76	69	69	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1209	1165	96.36	3.64	79.40
Female	585	564	96.41	3.59	81.56
Male	620	597	96.29	3.71	77.39
American Indian or Alaska Native	0	0	0	0	0
Asian	766	731	95.43	4.57	84.54
Black or African American	16	16	100.00	0.00	43.75
Filipino	16	16	100.00	0.00	81.25
Hispanic or Latino	102	99	97.06	2.94	59.60
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	104	103	99.04	0.96	87.38
White	199	195	97.99	2.01	68.72
English Learners	114	82	71.93	28.07	19.51
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	208	200	96.15	3.85	62.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	80	75	93.75	6.25	38.67

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1209	1194	98.76	1.24	76.30
Female	585	580	99.15	0.85	74.14
Male	620	610	98.39	1.61	78.69
American Indian or Alaska Native	0	0	0	0	0
Asian	766	757	98.83	1.17	85.07
Black or African American	16	16	100.00	0.00	43.75
Filipino	16	16	100.00	0.00	68.75
Hispanic or Latino	102	98	96.08	3.92	43.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	104	103	99.04	0.96	77.67
White	199	198	99.50	0.50	61.11
English Learners	114	112	98.25	1.75	45.54
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	208	208	100.00	0.00	57.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	80	75	93.75	6.25	32.00

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	74.16	71.22	64.04	61.99	30.29	30.73

2023-24 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	560	556	99.29	0.71	70.45
Female	258	258	100.00	0.00	70.82
Male	300	296	98.67	1.33	69.93
American Indian or Alaska Native	0	0	0	0	0
Asian	344	343	99.71	0.29	77.78
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	44	42	95.45	4.55	50.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	46	45	97.83	2.17	80.00
White	106	106	100.00	0.00	56.60
English Learners	51	51	100.00	0.00	8.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	104	104	100.00	0.00	46.60
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	34	97.14	2.86	35.29

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.

2023-24 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. The administration of the PFT requires only participation results 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	99.06%	99.69%	100.00%	99.84%	100.00%

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.

2024-25 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, library services, CyberPatriot, ASB, and Math Counts. Additionally, we are piloting the PIQE (Parent Institute for Quality Education) program this year that allows parents to attend an 8 week series of classes (one set being at 9 AM on Zoom and the other being at 6 PM on Zoom) so they can learn about middle school, Sierra Vista, and pathways to college and career.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1240	1226	101	8.2
Female	602	594	52	8.8
Male	634	628	48	7.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	783	775	27	3.5
Black or African American	17	16	1	6.3
Filipino	17	17	0	0.0
Hispanic or Latino	104	103	23	22.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	99	98	14	14.3
White	205	202	34	16.8
English Learners	130	126	16	12.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	218	213	36	16.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	85	85	17	20.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.17	0.85	0.73	0.86	1.04	0.93	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.03	0.04	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.73	0.00
Female	0.00	0.00
Male	1.42	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.26	0.00
Black or African American	11.76	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	1.01	0.00
White	1.46	0.00
English Learners	0.77	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.83	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.88	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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 continues its successful 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 while also providing alternative means of suspension so that the focus is on kids learning from their mistakes. 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 that each student has the power to lead by example. We employ a full time and part-time campus control supervisor to assist with school climate and to help promote a safe school environment for our students.

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	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	14	11
Mathematics	28	5	17	13
Science	32		22	15
Social Science	31	1	23	12

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	10	16	21
Mathematics	29	5	16	20
Science	33		12	25
Social Science	33	1	10	25

2023-24 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	396

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$6,513	\$214	\$6,299	\$101,710
District	N/A	N/A	6,746	\$97,544
Percent Difference - School Site and District	N/A	N/A	-6.9	4.2
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-52.4	7.2

Fiscal Year 2023-24 Types of Services Funded

State, federal, and local dollars support students in K-12 public schools. The largest funding source is from the state under the Local Control Funding Formula. 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.

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.

Federal funds are designed to supplement state resources by narrowing funding gaps for at-risk students, including students with disabilities, foster youth, students experiencing homelessness, and socioeconomically disadvantaged households. Federal grants include:

Title I under the Elementary and Secondary Education Act (ESEA) and Part B under the Individuals with Disabilities Education Act (IDEA)

Funds are used to support effective evidence-based educational strategies that close the achievement gap and enable students to meet the state's challenging academic standards. All schools identified for Title I operate Schoolwide Programs

Title III funds assist with language instruction for English Learners (EL) and immigrant students.

Title IV funds are used to increase district/site capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve use of technology to improve the academic achievement and digital literacy of all students.

Finally, the Irvine Unified School District is proud of the partnerships with the Irvine Public School Foundation (IPSF), the City of Irvine with the Educational Partnership Fund (EPF) that support programs and services for all students.

Fiscal Year 2023-24 Types of Services Funded

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$56,160	\$56,573
Mid-Range Teacher Salary	\$100,301	\$87,186
Highest Teacher Salary	\$129,651	\$119,665
Average Principal Salary (Elementary)	\$165,053	\$148,486
Average Principal Salary (Middle)	\$171,613	\$154,835
Average Principal Salary (High)	\$196,955	\$170,008
Superintendent Salary	\$376,853	\$338,699
Percent of Budget for Teacher Salaries	32%	31%
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 collaboration--as a staff and for our students. Focus areas on this drilled down include building community, wellness and mental health, Standards Based Grading, consistent schoolwide practices that focus on reading and collaboration within the AVID model, AI, emergency/safety planning. 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 culture.

Staff Development days will occur once each month for 60 minutes with an additional 3 days we partake in as an entire district.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	12	15	15