

# Sierra Vista Middle School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district 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**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<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>	Lynn Matassarini, Ed. D.
<b>E-mail Address</b>	lynnmatassarini@iusd.org
<b>Web Site</b>	<a href="http://www.sierravistams.org/">http://www.sierravistams.org/</a>
<b>CDS Code</b>	30-73650-6100879

<b>District Contact Information</b>	
<b>District Name</b>	Irvine Unified School District
<b>Phone Number</b>	(949) 936-5000
<b>Superintendent</b>	Terry Walker
<b>E-mail Address</b>	TerryWalker@iusd.org
<b>Web Site</b>	www.iusd.org

### School Description and Mission Statement (School Year 2018-19)

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 2017-18)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 7</b>	422
<b>Grade 8</b>	419
<b>Total Enrollment</b>	841

### Student Enrollment by Group (School Year 2017-18)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	1.7
<b>American Indian or Alaska Native</b>	0.1
<b>Asian</b>	55.4
<b>Filipino</b>	2.5
<b>Hispanic or Latino</b>	9.3
<b>Native Hawaiian or Pacific Islander</b>	0.0
<b>White</b>	22.1
<b>Socioeconomically Disadvantaged</b>	18.7
<b>English Learners</b>	10.7
<b>Students with Disabilities</b>	6.8
<b>Foster Youth</b>	0.0

## 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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	35.54	34.86	39.65	1507.07
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	1.00	3.20	2.00	77.61

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: August 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. 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 August, 2018. 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 August, 2018. 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 August, 2018. All core textbooks and instructional materials are state-adopted.	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. 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%

### 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 will be receiving a new science facility with four classrooms (labs) and teacher work spaces. The science building construction project began in the summer of 2018 with anticipated usage beginning the Fall 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

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 12/12/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	COACH OFC: 4. CEILING TILES ARE LOOSE/ CEILING TILE HAS HOLE E 6: 4. WATER STAIN CEILING TILES GIRLS PE: 4. PAINT IS CRACKING NEAR SKYLIGHT/ MOISTURE DAMAGE 11. PAINT IS CHIPPING ON DOOR H6: 4. WATER STAIN CEILING TILES
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	E 5: 7. WATER STAIN IN LIGHT DIFFUSER
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	A5/ OFC A 6: 11. PAINT IS CHIPPING ON DOOR GIRLS PE: 4. PAINT IS CRACKING NEAR SKYLIGHT/ MOISTURE DAMAGE 11. PAINT IS CHIPPING ON DOOR
<b>Structural:</b> Structural Damage, Roofs	Good	J 5: 12. DRY ROT ON EAVE
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/12/2018	
Overall Rating	Exemplary

## 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	79.0	79.0	77.0	77.0	48.0	50.0
Mathematics (grades 3-8 and 11)	74.0	77.0	74.0	74.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	862	859	99.65	79.39
Male	417	415	99.52	73.01
Female	445	444	99.78	85.36
Black or African American	16	16	100.00	56.25
American Indian or Alaska Native	--	--	--	--
Asian	482	481	99.79	86.90
Filipino	13	13	100.00	84.62
Hispanic or Latino	80	80	100.00	57.50
White	188	186	98.94	70.97
Two or More Races	81	81	100.00	79.01
Socioeconomically Disadvantaged	165	163	98.79	67.48
English Learners	177	175	98.87	59.43
Students with Disabilities	55	55	100.00	12.73

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	861	860	99.88	76.63
Male	417	416	99.76	75
Female	444	444	100	78.15
Black or African American	16	16	100	25
American Indian or Alaska Native	--	--	--	--
Asian	482	482	100	90.25
Filipino	13	13	100	76.92
Hispanic or Latino	80	80	100	36.25
White	187	186	99.47	65.59
Two or More Races	81	81	100	70.37
Socioeconomically Disadvantaged	165	164	99.39	57.93
English Learners	177	177	100	70.06
Students with Disabilities	54	54	100	12.96

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

### 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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	11.2	20.7	60.0

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.

## 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 2018-19)

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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.4	1.7	0.7	1.2	1.6	1.2	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2018-19)

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 spring of 2019. 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 seventh 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	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28.0	5	14	12	31.0	2	8	18	31.0	3	6	19
Mathematics	14.0	3			13.0	3			31.0	3	7	17
Science	31.0		18	9	33.0		10	15	35.0		2	23
Social Science	33.0		12	14	32.0	1	9	16	33.0		8	17

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	421
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1.0	N/A
Social Worker	0	N/A
Nurse	0.6	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)	3.0	N/A
Other	0	N/A

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

\*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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,542	\$300	\$5,242	\$80,470
District	N/A	N/A	\$5,566	\$82,232
Percent Difference: School Site and District	N/A	N/A	-6.0	-2.2
State	N/A	N/A	\$7,125	\$80,764
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 2017-18)

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. IUSD has used BASE and SUPPLEMENTAL funding to support the following programs:

Site Programs and Services: 1) Support professional learning and teacher coaching, 2) provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement, 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 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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,823	\$47,903
Mid-Range Teacher Salary	\$85,411	\$74,481
Highest Teacher Salary	\$110,405	\$98,269
Average Principal Salary (Elementary)	\$121,210	\$123,495
Average Principal Salary (Middle)	\$146,697	\$129,482
Average Principal Salary (High)	\$165,402	\$142,414
Superintendent Salary	\$320,910	\$271,429
Percent of Budget for Teacher Salaries	34.0	35.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

## Professional Development (Most Recent Three Years)

---

Our staff participated in the following training, resulting in the best possible educational opportunity for students.

**Positive Behavior Interventions and Support:** PBIS training is occurring for all staff for the 2017-18 school year. The focus for this sixth year of implementation with students is around the concept of data analysis and implementation to fidelity.

**Technology:** The focus for the current school year is to continue to train teachers in the use of technology in support of classroom instruction. Other trainings include: Internet searches, Digital Citizenship, Canvas usage, iPads in the classroom, Nearpod, along with developing units to integrate technology in the instructional content areas. **Content Standards and Classroom Practices:** All teachers are preparing and implementing lessons based upon the Common Core Standards and are focused on aligning our SV curriculum, and instructional practices to these standards. Additionally, the science department is focusing on implementation of the NGSS standards and standards aligned best teaching practices, the Language Arts teachers are learning the implementation of the new curricular materials and the Social Science department is working to become familiar with the new state standards.

**Common Assessments:** All teachers continue to work together within their content areas to create common assessments. The data will be used to monitor student achievement and plan for lesson pacing.

**Common Targets:** Teachers in the core subject areas are working together to determine learning targets for each unit of instruction. Then, based upon these targets, the teachers are writing short term goals and gathering performance data through the implementation of weekly skill checks.

**Science:** Our goal for 2017-18 is to increase student mastery on “Engage in meta-cognition to understand and improve capacity for learning.” Students will be given learning targets for at least 1 major unit. They will self-evaluate their progress in achieving the targets. They will be encouraged to ask for help in the areas where they need the most help.

**Mathematics:** Staff developed math units aligned with state and district standards. The 2017-18 goal is: Incorporate student self-assessment into instruction to determine their strengths and areas of growth relevant to critical math standards by assisting students to monitor, control and regulate their own learning. This includes being able to answer for themselves the question “What did I do well and what did I do wrong and how do I fix it?”

**Humanities:** Staff worked together to develop normed standards/expectations for student writing and then implemented these normed standards on specific writing assignments throughout the year.

**English Language Learners:** Staff is developing strategies to assist our ELL students with their language acquisition and academic proficiencies. All students will improve their public speaking skills this year.

**Professional Learning Communities:** All staff members are engaged in professional development toward the creation of effective professional relationships and PLC groups. Norms were developed in the fall of 2016 and the focus of PLC groups in 2017-18 is to revise Norms and continue to implement use of The Learning Cycle during weekly meetings.

Staff development for 2018-2019 includes on-going training for PBIS implementation year seven. This includes training provided by the IUSD PBIS TOSA on October 8, 2018 and January 16, 2019. Additional staff development sessions include after school training in school safety, grading practices, data analysis, and effective technology tools. Teachers have the option to attend workshops provided by IUSD, some of which are all day and some are after school. They also have the option to attend trainings/workshops outside of IUSD and their registration and substitute teacher support are paid by school site funding.

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 six sessions of two hours each which typically occur on three Monday afternoons and three Wednesday afternoons.