Las Palmas Middle School
2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Las Palmas Middle School
Street	641 N. Lark Ellen Ave
City, State, Zip	Covina, CA 91722
Phone Number	626-974-7200
Principal	Roy Umana
Email Address	rumana@c-vusd.org
School Website	www.c-vusd.org/laspalmas
County-District-School (CDS) Code	19644366012538

2021-22 District Contact Information

District Name	Covina-Valley Unified School District
Phone Number	626-974-7000
Superintendent	Elizabeth Eminhizer, Ed.D.
Email Address	eeminhizer@c-vusd.org
District Website Address	www.c-vusd.org

2021-22 School Overview

The Las Palmas Middle School community, located in the western section of the City of Covina, is a member of the Covina-Valley Unified School District. In the 2017-18 school year, the school served 862 students in grades 6th, 7th, and 8th. 4.3% of the students are categorized as English Language Learners (ELL) with the majority speaking Spanish and 33% are categorized as Reclassified-Fluent-English-Proficient (RFEP). The makeup of the Las Palmas population is: 85% Hispanic, 6% Caucasian, 1% African American, 2% Filipino, 2% Asian. In addition, 79% are recipients of Free and Reduced Lunch (FRL) and classified as socially economically disadvantaged (SED). Las Palmas became a Title I School in the 2016-17 school year.

Las Palmas is an AVID National Demonstration School and is one of a few middle schools with that designation in Los Angeles County. Our critical priorities are centered around reading comprehension for all our students. We are working schoolwide to develop common assessments to measure reading comprehension across all courses including PE and electives to support raising our students reading comprehension. Our instructional focus is stated as the following this year: Las Palmas community will work together to ensure that all students show measurable growth in reading comprehension, through the implementation of AVID reading strategies which can be measured by Accelerated Reader, SBAC, and other common assessments.

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote a welcoming climate and positive attitude, encourage achievement, and aid in the prevention of behavioral problems. Las Palmas Middle School offers Renaissance, which is an academic recognition program, along with other extracurricular and enrichment activities, clubs, and programs including WEB, a peer mentoring program for our incoming 6th graders.

Technology integration is a primary goal at Las Palmas Middle School as we have moved to a one to one district. Computer skills and concepts are fused throughout the standard curriculum to prepare students for technological growth and opportunities. Las Palmas offers technology based classes that include Drafting, Animation, and Coding that correspond with the high school curriculum. The school has a Library Media Center (LMC). The LMC is also a location for interventions, where students are welcome to read, study, and research topics for their class. All classrooms are furnished with a projector, document camera, computer/s, and wireless access to the Internet. Additional technological resources include iPAD carts, and Apple TVs/ NovoPro in the majority of classroom locations. With the one-on-one devices students are dually platformed with both Microsoft and Google operating systems. In addition, all students are learning coding in their science classes.

2021-22 School Overview

Las Palmas offers a Gifted and Talented Education (GATE) Program to engage and challenge students capable of higher levels of achievement. English Language Learners (ELL) receive instruction from appropriately credentialed teachers who increase the language acquisition by providing differentiated English Language Development (ELD). Students with special needs receive additional assistance, which may include enrollment in Specialized Academic Instruction (SAI).

The Professional Learning Communities (PLC) of Las Palmas have developed SMARTe (Specific Measurable Achievable Realistic Time-based, Everyone) goals that help the faculty to maintain focus, ensuring all students are learning and achieving according to the schoolwide goals and plan. Using the SMARTe goal process, teams of teachers examine and utilize assessment data to drive: the establishment of goals, research, implement new instructional practices, and create interventions to increase student performance. A Response To Intervention (RTI) has been implemented by the PLCs both in Math and ELA. The pyramid model describes three tiers of intervention practice: a universal promotion for all children, secondary preventions addressing the intervention needs for children at risk, and tertiary interventions needed for children with persistent learning challenges. (See RTI charts for specific interventions.) These interventions include Math/ELA interventions at each grade level providing guided study and placement that is based on common interim assessments. Our after school support is a resource for students that is a quiet study place and a technology center with consistent access to an instructor four days a week.

Parents and the community are very supportive of the educational programs at Las Palmas Middle School. The school holds many events throughout the year in which parents and community members can participate. Such as Las Palmas Live, Back-to-School Night, AVID Family Nights, ELL Potlucks, Holiday Festival, and Parent Education courses.

This is our eleventh year of implementing the AVID (Advancement Via Individual Determination) program at Las Palmas, and we accomplished our goal of becoming a National Demonstration School with a three year validation. This is a systemic approach designed to support students and educators as they increase school/district wide learning and performance. AVID is offered as an elective for all three grade levels. This course provides students with rigorous curriculum and a guided college preparatory path to increase their enrollment in a four-year college. AVID develops students to be responsible, educated learners, and leaders who are participants in a democratic society.

Las Palmas teachers, staff, and administrators have been working closely with Focused Schools to develop goal and an instructional focus in order to improve student achievement. Las Palmas has committed to using critical reading strategies in all subject areas and at all grade levels. This school year, professional development has focused on these strategies with follow up on a regular basis.

LAS PALMAS VISION AND MISSION STATEMENT
Las Palmas Middle School staff is proud to announce our AVID National Demonstration School distinction, we are one of three middle schools in all of Los Angeles County that received National Distinction. We at Las Palmas will provide a positive, safe and caring environment, which promotes lifelong learning, intellectual curiosity, encourages creativity, and provides a balance between teamwork and independence. We are committed to working collaboratively in ongoing processes of collective inquiry and action research in order to achieve better results for the students we serve. We will meet the varied learning needs with our AVID schoolwide focus and interest of our diverse student body and serve as a catalyst to strengthen community partnerships, maximizing opportunities for all students to reach their greatest potential. Students will demonstrate how to analyze, apply, and articulate their learning across all content areas.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	243
Grade 7	263
Grade 8	275
Total Enrollment	781

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.1
Asian	3.7
Black or African American	1.4
Filipino	3.1
Hispanic or Latino	85.7
Two or More Races	0.8
White	5.2
English Learners	11.7
Foster Youth	1.2
Homeless	2.7
Socioeconomically Disadvantaged	78.7
Students with Disabilities	16.1

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

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

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)	27.5	80.7	414.7	84.3	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.4	0.1	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	2.2	0.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.5	4.5	21.8	4.4	12115.8	4.4
Unknown	5.0	14.8	53.0	10.8	18854.3	6.9
Total Teaching Positions	34.1	100.0	492.2	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	1.5
Total Out-of-Field Teachers	1.5

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Covina-Valley Unified School District ensures that textbooks and materials are sufficient, current and available for each student in all core classes. Covina-Valley Unified School District held a Public Hearing in the fall of 2021 and determined that each school within the District has sufficient and good quality textbooks, instructional materials, and science lab equipment, pursuant to the settlement of Williams vs. the State of California. All students, including English Learners are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom or to take home. The governing Board approves all textbook adoptions for grades TK-12, which includes verification that instructional materials are aligned with California Content Standards and the State Frameworks.

Year and month in which the data were collected	10/30/21

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-5: McGraw-Hill Education: California World of Wonders, c2017 (Adopted in 2017) 6-8: McGraw-Hill Education: StudySync, c2017 (Adopted in 2017) 9-12: McDougal Littell: The Literature of Language CA Edition, c2002 (Adopted in 2003); Glencoe McGraw-Hill Writer's Choice, c2001 (Adopted in 2001)	Yes	0%
Mathematics	TK-5: Pearson: enVision Math California Common Core, c2015 (Adopted in 2015) 6-8: McGraw-Hill Education: California Math Course 1, 2, and 3, c2015 (Adopted in 2015) 9-12: Pearson/Prentice Hall, Integrated Mathematics Level 1 Common Core, c2014 (Adopted in 2014); Pearson/Prentice Hall: Integrated Mathematics, Level 2 Common Core, c2014 (Adopted in 2015); Pearson/Prentice Hall: Integrated Mathematics, Level 3 Common Core, c2014 (Adopted 2016)	Yes	0%
Science	TK-5: Macmillan/McGraw-Hill: California Science, c2008 (Adopted in 2007) 6: Prentice-Hall California Science Explorer - Focus on Earth Science, c2008 (Adopted in 2007) 7: Prentice-Hall California Science Explorer - Focus on Life Science, c2008 (Adopted in 2007) 8: Prentice-Hall California Science Explorer - Focus on Physical Science, c2008 (Adopted in 2007) 9-12: Glencoe-Biology: An Everyday Experience, c2005 (Adopted in 2005); Prentice Hall Biology: AP Edition, c2005 (Adopted in 2007); Thomson/Delmar Learning: Science of Earth Systems, c2004 (Adopted in 2005); Holt McDougal-McDougal Littell Biology, c2008 (Adopted in 2009); Prentice Hall Chemistry-California Edition, c2007 (Adopted in 2007)	Yes	0%
History-Social Science	TK-5: Studies Weekly: California Studies Weekly, c2017 (Adopted in 2018) 6: TCI: History Alive! The Ancient World, c2017 (Adopted in 2019) 7: TCI: History Alive! The Medieval World and Beyond, c2017 (Adopted in 2019) 8: TCI: History Alive! The U.S. Through Industrialism, c2017 (Adopted in 2019)	Yes	0%

	9-12: TCI: History Alive! World Connections, c2020 (Adopted in 2019); TCI: History Alive! Pursuing American Ideals, c2019 (Adopted in 2019); TCI: Gov Alive! Power, Politics, and You, c2020 (Adopted in 2019); TCI: Econ Alive! The Power to Choose, c2020 (Adopted in 2019)		
Foreign Language	7-8: Vista Higher Learning: Descubre, Level 1, c2017 (Adopted in 2019) 9-12: Vista Higher Learning: Descubre, Levels 1-2-3, c2017 (Adopted in 2019); EMC Publishing: T'es branche? Levels 1-2-3-4, c2014 (Adopted in 2017)	Yes	0%
Health	TK-5: Great Body Shop (Adopted in 1998) 6-8: Prentice Hall (Adopted in 2007); Positive Prevention Plus (Adopted in 2018) 9-12: Holt, Rinehart & Winston (Adopted in 2004); Positive Prevention Plus (Adopted in 2018)		N/A
Visual and Performing Arts	TK-5: Macmillan/McGraw-Hill (Adopted in 2007)		
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Las Palmas Middle School was built in 1959 and modernized in 1994. School facilities are situated on 17.5 acres and span more than 74,000 square feet. They consist of permanent and portable classrooms, a multipurpose room, a library, administrative offices, restrooms, and storage rooms. In July 2008 parking lots and sport courts were patched and slurry sealed, and traffic/parking and sport court markings were painted. The entire interior of the cafeteria was painted, shade structures and picnic tables were added. Work on the new Library Media Center began in the fall of 2008 and in September 2009 it was completed along with a new digital marquee. The facility strongly supports teaching and learning through its ample classrooms and playground space.

Year and month of the most recent FIT report	November 2021

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	781	NT	NT	NT	NT
Female	390	NT	NT	NT	NT
Male	391	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	30	NT	NT	NT	NT
Black or African American	11	NT	NT	NT	NT
Filipino	24	NT	NT	NT	NT
Hispanic or Latino	669	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	40	NT	NT	NT	NT
English Learners	96	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	50	NT	NT	NT	NT
Military	47	NT	NT	NT	NT
Socioeconomically Disadvantaged	619	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	130	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	781	NT	NT	NT	NT
Female	390	NT	NT	NT	NT
Male	391	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	30	NT	NT	NT	NT
Black or African American	11	NT	NT	NT	NT
Filipino	24	NT	NT	NT	NT
Hispanic or Latino	669	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	40	NT	NT	NT	NT
English Learners	96	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	50	NT	NT	NT	NT
Military	47	NT	NT	NT	NT
Socioeconomically Disadvantaged	619	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	130	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

i-Ready Reading/Math Student Groups	i-Ready Reading/Math Total Enrollment	i-Ready Reading/Math Number Tested	i-Ready Reading/Math Percent Tested	i-Ready Reading/Math Percent Not Tested	i-Ready Reading/Math Percent At or Above Grade Level
All Students	799	687	85.98	14.02	41.34
Female	397	348	87.66	12.34	46.26
Male	402	339	84.33	15.67	36.28
American Indian or Alaska Native	1	0	0	100	0

Asian	31	27	87.1	12.9	74.07
Black or African American	13	9	69.23	30.77	22.22
Filipino	26	23	88.46	11.54	52.17
Hispanic or Latino	686	592	86.3	13.7	39.19
Native Hawaiian or Pacific Islander	1	0	0	100	0
Two or More Races	20	18	90	10	50
White	41	36	87.8	12.2	50
English Learners	97	85	87.63	12.37	1.17
Foster Youth	8	5	62.5	37.5	20
Homeless	26	20	76.92	23.08	40
Military	58	50	86.21	13.79	38
Socioeconomically Disadvantaged	655	560	85.5	14.5	35
Students Receiving Migrant Education Services	0	0	N/A	N/A	N/A
Students with Disabilities	124	104	83.87	16.13	5.77

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

i-Ready Reading/Math Student Groups	i-Ready Reading/Math Total Enrollment	i-Ready Reading/Math Number Tested	i-Ready Reading/Math Percent Tested	i-Ready Reading/Math Percent Not Tested	i-Ready Reading/Math Percent At or Above Grade Level
All Students	799	692	84.54	15.46	29.91
Female	397	352	87.22	12.78	32.95
Male	402	340	81.76	18.24	26.76
American Indian or Alaska Native	1	0	0	100	0
Asian	31	28	89.29	10.71	64.29
Black or African American	13	10	70	30	0
Filipino	26	22	84.62	15.38	59.1
Hispanic or Latino	686	595	84.71	15.29	28.07
Native Hawaiian or Pacific Islander	1	0	0	100	0
Two or More Races	20	19	95	5	31.58
White	41	37	90.24	9.76	24.32
English Learners	97	82	81.71	18.29	3.66
Foster Youth	8	6	75	25	0
Homeless	26	22	84.62	15.38	18.18
Military	58	46	89.66	10.34	39.13

Socioeconomically Disadvantaged	654	564	86.24	13.76	26.24
Students Receiving Migrant Education Services	0	0	N/A	N/A	N/A
Students with Disabilities	124	105	84.68	15.32	1

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	271	NT	NT	NT	NT
Female	137	NT	NT		
Male	134	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	236	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	15	NT	NT	NT	NT
English Learners	27	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	14	NT	NT	NT	NT
Military	18	NT	NT	NT	NT
Socioeconomically Disadvantaged	221	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Parents and the community are supportive of the educational program at Las Palmas Middle School. Parents have the opportunity to join our PTA that is dedicated to supporting students. Our school's School Plan for Student Achievement and budget approvals are made by our School Site Council, which is comprised of parents, students and school staff members. In addition, we have an English Language Advisory Committee for parents of English Learners. A Renaissance Booster Committee meets regularly with the Renaissance coordinator to plan various activities and fundraisers in order to recognize students for their academic achievements. The school holds many events throughout the school year in which parents and community members can participate. These events include our Open House, Back-to-School Night, EL and/or AVID Potluck, and Report Card Night.

Las Palmas hosts the site for the District Wide Parent Project. The courses will begin in February and will be geared towards helping parents be a partner in their child's educational journey. Please contact our District's Liaison for the Parent Project at (626) 974-7000.

Parents who wish to participate in Las Palmas Middle School's leadership teams, school committees, school activities, or become volunteers may contact school office personnel at (626) 974-7200.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	800	793	28	3.5
Female	397	396	8	2.0
Male	403	397	20	5.0
American Indian or Alaska Native	1	1	0	0.0
Asian	30	29	2	6.9
Black or African American	11	11	0	0.0
Filipino	24	24	1	4.2
Hispanic or Latino	687	682	23	3.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	6	0	0.0
White	41	40	2	5.0
English Learners	97	96	5	5.2
Foster Youth	11	10	1	10.0
Homeless	26	26	4	15.4
Socioeconomically Disadvantaged	633	628	23	3.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	134	132	12	9.1

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	5.57	0.00	2.25	0.06	3.47	0.20
Expulsions	0.00	0.00	0.09	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.19	1.43	2.45
Expulsions	0.00	0.03	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	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	0.00	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	0.00	0.00

2021-22 School Safety Plan

Safety of students and staff is a primary concern at every school throughout the District. Each school complies with laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted regularly throughout the school year. Each school annually participates in the "Great California ShakeOut". The school's Safe School Plans are reviewed annually by a law enforcement officer (usually our School Resource Officers from West Covina and Covina Police Departments). The document is "fluid" and updates are completed as needed. For example, updates are completed if a school discipline policy is added or modified, changes are made to the campus map, additions and/or modifications are made to the telephone trees, etc. All visitors must check in at the school office and wear a visitor badge while on school grounds. During lunch, recesses, and before and after school, staff members supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. The Comprehensive School Safety Plan was developed by administrators, other school staff members, and Los Angeles County Office of Education staff members. It is reviewed, approved, and evaluated by the School Site Council in cooperation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include the following: child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and suspension and expulsion policies. The plan is reviewed annually with school staff. An updated copy is available to the public at the school and District Office.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	25	11	7	9
Mathematics	26	9	7	9
Science	29	5	2	14
Social Science	27	7	9	14

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	25	13	1	12
Mathematics	28	7	4	11
Science	28	5	4	11
Social Science	29	3	7	9

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	24	9	14	4
Mathematics	23	9	14	3
Science	28	4	11	5
Social Science	30	3	2	13

2020-21 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	867.8

2020-21 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)	0.9
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	$12,824	$3,680	$9,144	$88,417
District	N/A	N/A	$9,699	$89,740
Percent Difference - School Site and District	N/A	N/A	-5.9	-1.5
State			$8,444	$86,376
Percent Difference - School Site and State	N/A	N/A	8.0	2.3

2020-21 Types of Services Funded

In addition to State general funding, Covina-Valley Unified School District receives State and Federal categorical funding for the following special programs:

- Title I, II, III, IV
- State Compensatory Education
- Special Education
- Home-to-School Transportation
- Tobacco Use Prevention Education
- Carl Perkins
- Regional Occupational Program
- Elementary and Secondary School Emergency Relief II,III
- Expanded Learning Opportunities Grant

These funds are used for personnel, materials, supplies, equipment, parent involvement, and professional development to help close the achievement gap for all students. Personnel costs include Title I Intervention teachers, EL TOSA, additional counselor hours, additional hours for before/after school tutoring. Materials and supplies include supplemental programs for reading, math, and mental health.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	$49,285	$52,562
Mid-Range Teacher Salary	$85,717	$83,575
Highest Teacher Salary	$106,826	$104,166
Average Principal Salary (Elementary)	$139,793	$131,875
Average Principal Salary (Middle)	$146,907	$137,852
Average Principal Salary (High)	$150,137	$150,626
Superintendent Salary	$332,486	$260,243
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Covina-Valley provides over 50 days of dedicated professional development each year. Professional development aligns with the Local Control Accountability Plan (LCAP), Common Core State Standards, student needs, and professional needs. Professional Development is provided during the school day and on modified Tuesdays.

The district provided professional development in the following areas:
* Lindamood-Bell (12 days)
* UCI Math (7 days)
* Principal Workshops (20 days)
* AVID (2 days)
* Illuminate DnA (2 days)
* Signs of Suicide (4 days)
* Special Education (1 day)
* Technology (1 day)
* 6-12 Writing (2 days)

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	107	72	52

Covina-Valley Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Covina-Valley Unified School District
Phone Number	626-974-7000
Superintendent	Elizabeth Eminhizer, Ed.D.
Email Address	eeminhizer@c-vusd.org
District Website Address	www.c-vusd.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5749	NT	NT	NT	NT
Female	2811	NT	NT	NT	NT
Male	2936	NT	NT	NT	NT
American Indian or Alaska Native	14	NT	NT	NT	NT
Asian	339	NT	NT	NT	NT
Black or African American	144	NT	NT	NT	NT
Filipino	159	NT	NT	NT	NT
Hispanic or Latino	4601	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	76	NT	NT	NT	NT
White	408	NT	NT	NT	NT
English Learners	493	NT	NT	NT	NT
Foster Youth	42	NT	NT	NT	NT
Homeless	200	NT	NT	NT	NT
Military	335	NT	NT	NT	NT
Socioeconomically Disadvantaged	4116	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	808	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5749	NT	NT	NT	NT
Female	2811	NT	NT	NT	NT
Male	2936	NT	NT	NT	NT
American Indian or Alaska Native	14	NT	NT	NT	NT
Asian	339	NT	NT	NT	NT
Black or African American	144	NT	NT	NT	NT
Filipino	159	NT	NT	NT	NT
Hispanic or Latino	4601	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	76	NT	NT	NT	NT
White	408	NT	NT		NT
English Learners	493	NT	NT	NT	NT
Foster Youth	42	NT	NT	NT	NT
Homeless	200	NT	NT	NT	NT
Military	335	NT	NT	NT	NT
Socioeconomically Disadvantaged	4116	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	808	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.