

Sierra Vista 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/fq/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	Sierra Vista Middle School
Street	777 E. Puente Street
City, State, Zip	Covina, CA 91723
Phone Number	626-974-7300
Principal	Danielle Travieso
Email Address	dtravieso@c-vusd.org
School Website	http://sierravista.c-vusd.org
County-District-School (CDS) Code	19644366012595

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

Sierra Vista Middle School is located in the southwestern section of the City of Covina. It was built in 1964, with portable buildings added in 1995, 1997, 1999, 2001, and 2004. The school is situated on 15 acres. Recent improvement projects at Sierra Vista Middle School include updated electrical and air conditioning systems to promote energy conservation, new carpeting, re-painting of facilities, renovation of 24 classrooms, the library, science lab, and main office. The school completed a renovation/expansion of its library/media facility in January 2010. The school strongly supports teaching and learning through its ample classrooms and playground space. The school provides educational programs designed to develop the skills and tools necessary for students to explore their creativity while learning a strong educational base using the district-wide CCSS pacing and benchmark tools. The school is proud to have been recognized as an Honor Roll School in 2016, State School of Character in 2016, and California Distinguished School in 2014.

Sierra Vista Middle School serves approximately 830 students. Based on the CALPads 2016-17 school year data, our subgroup information is as follows: Socially and Educationally Disadvantaged students comprise 66% of our population, English Learners are 5%, Special Education is 14%, and our LEP/RFEP subgroup totals 16% of students. Teachers and staff recognize the diverse needs of our students and are dedicated to ensuring the academic success of each student by providing for a safe, yet rigorous learning experience. Our ethnic composition consists of African American (3.8%), Asian (6.2), Filipino (4.1%), Hispanic (71.3%), White (12.3%), and other (2.3%).

Our site Instructional Leadership Team established Critical Thinking as our school wide focus. We are in our third year of implementing Thinking Maps as our first schoolwide strategy to support our focus. Teachers are being trained in using Depth of Knowledge levels in assessments, activities, and questioning. Our goal is to utilize all depth of knowledge levels to support student mastery of content. We will be increasing our use of level 3 assessments, activities and questions to promote critical thinking. We have identified MEAL as our DOK 3 justification writing as our second schoolwide strategy. This year we will add Write From the Beginning and Beyond as an additional schoolwide strategy to support writing.

All Sierra Vista teachers are certified to work with our English Language (EL) student population. Among our EL students, Spanish is the primary language. Students who fall within the beginning stage of language development (Structured English Immersion) receive a two period block of ELD instruction which addresses the ELD standards. All content teachers receive student ELD levels on CELDT to assist with their planning for specific strategies to teach their classes. Additionally, a bilingual Spanish instructional aide provides primary language support as needed in one or more core subjects for students falling into

2021-22 School Overview

the Beginning to Early Intermediate levels of ELD. The majority of the SVMS EL students score between the Intermediate to Advanced levels of language development and receive one period of designated ELD, in addition to grade level English Language arts (with SADIE strategies). All teachers are EL certified and have received a variety of training regarding best practices for ELs. The schoolwide focus is critical thinking employing an instructional strategy of Thinking Maps to make content more accessible for EL students.

Sierra Vista provides programs for students needing Special Education services as identified and monitored by IEPs. Teachers are identified to teach Specialized Academic Instruction to students with varying degrees of support needed under the mild/moderate classification. They work closely with general education teachers to ensure the learning of grade level CCSS. The program serves SAI students in 6th-8th grade. Teachers are identified to teach subject specific classes, taking special consideration of students' learning styles, and the teaching of grade level content standards. Sierra Vista provides for the education for DHH students. There are two DHH teachers who provide instruction to the deaf orally and through the use of sign language. The DHH program provides services for surrounding districts participating in the East San Gabriel SELPA. Within the DHH program, there are several students who are mainstreamed into general education classes. DHH and SAI staff work closely with the general education teachers to ensure student learning of grade level content standards. Students identified for Speech and Language support receive pull-out instruction as indicated in their IEP goals.

The school has one school psychologist on campus daily. The school psychologist works closely with teachers, students, and parents to assess and facilitate IEP meetings and the initial identification process. The school psychologist works closely with the SAI and DHH teachers to provide support as needed and maintains a calendar of IEP annual and triennial evaluations. She is also a resource for counseling services to students, as prescribed and as the need arises. The school counselor works closely with the school psychologist and teachers to support students educational and emotional needs.

There are a variety of interventions in place to support student learning of grade level content standards. All students are provided universal access to learning through a variety of learning strategies and resources aligned with the curriculum. Through the trainer of trainers model, the staff has been trained on several research based strategies such as Effective First Instruction (EFI), Thinking Maps, Cornell Note Taking, GATE strategies, and vocabulary development based on the work of Marzano. Our Response to Interventions plan includes additional support for students performing below grade level. All students are assessed in reading to determine grade level reading comprehension. Data is used to target additional support within classrooms and to determine schoolwide intervention needs. Support for students who need more intensive intervention is provided through an intervention class dedicated to targeting either Math and ELA.

The school also provides a safe environment where students are supervised before, during, and after school by administration and staff. There are two campus supervisors, one in the morning and the other covers lunch and school dismissal. A Mental Health Counselor is also housed on campus to provide support to at-risk students to support their social and academic needs. The support personnel works closely with the administration to ensure that all students are safe.

Sierra Vista also provides two Renaissance awards assemblies each year recognizing students who have shown grade point improvement and academic achievement. Students receive a school t-shirt recognizing their achievement, along with a special hour of fun to celebrate their success! Parents are also invited to attend the recognition assemblies. One student who has the highest GPA improvement is selected to be honored on stage in front of the entire school.

Student Leadership and Yearbook classes provide for the support for all school activities. Students volunteer after school at school-sponsored events. They also prepare for and perform at each Renaissance Assembly. These classes work to develop positive student collaboration and leadership skills. Extracurricular activities include after-school sports and lunchtime club opportunities. Students are able to try out for Basketball, Volleyball, Flag Football, Cross-Country, and Track and Field. SVMS competes with local middle schools both inside and outside the district in all of the above sports. Lunchtime clubs include Builders-Key Club (outreach to the community to help those less fortunate, especially working to bring some happiness to the elderly in local convalescent hospitals), TLC (The Writing Club), Make a Difference (community outreach to those less fortunate), and Spanish Club (exploration into everything "Spanish"- dance, foods etc.).

There is one school counselor who works with students who may need additional support in learning appropriate study skills and/or in need of emotional or social skills support. The counselor also provides academic monitoring for students who are in need of improvement by monitoring student data, communicating with parents and students, and adjusting student placement when needed.

Administrators, teachers, and support personnel are quick to respond to all student needs. Parents often walk in without an appointment and are able to meet with the counselor or an administrator. The office staff is friendly and courteous to all who enter through the front doors. Sierra Vista is a caring and nurturing school, where students come first!

SIERRA VISTA VISION AND MISSION STATEMENT

2021-22 School Overview

Sierra Vista Middle School is committed to creating a better world through education. All students engage in a well-rounded, rigorous curriculum that encourages lifelong learning and character education in order to become caring, compassionate and contributing members of society. To achieve these goals, Sierra Vista approaches learning through problem-solving, critical thinking, and real-world application.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	275
Grade 7	286
Grade 8	255
Total Enrollment	816

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.5
Asian	6.5
Black or African American	2.7
Filipino	2.6
Hispanic or Latino	78.3
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.9
White	8.1
English Learners	8.2
Foster Youth	0.6
Homeless	1.3
Socioeconomically Disadvantaged	65
Students with Disabilities	12.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

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)	28.2	80.3	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)	3.0	8.7	21.8	4.4	12115.8	4.4
Unknown	3.8	11.0	53.0	10.8	18854.3	6.9
Total Teaching Positions	35.2	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	0.5
Local Assignment Options	2.5
Total Out-of-Field Teachers	3.0

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) 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)	Yes	0%
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

Sierra Vista Middle School was built in 1962, with portable buildings added in 1995, 1997, 1999, 2001, and 2004. School facilities are situated on 15 acres and span more than 78,000 square feet. They consist of permanent and portable classrooms, a multipurpose room, administrative offices, restrooms, and storage rooms. Recent improvement projects at Sierra Vista Middle School include new electrical and air conditioning systems to promote energy conservation, new carpeting, re-painting of all facilities, complete renovation of 24 classrooms and the library. These projects were completed by June 2006. In the summer of 2007 the administration building and staff lounge were renovated with paint, carpet, and tile. Parking lot was patched and slurry sealed, traffic/parking markings and curbs painted. The expansion of Sierra Vista's Library Media Center and new quad area was completed in October 2009. In the summer of 2010 the front parking lot and fire lane were completely removed and replaced with new asphalt to help the site with increased flow of traffic. New concrete basketball courts were also completed in this project. 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	817	NT	NT	NT	NT
Female	399	NT	NT	NT	NT
Male	418	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	52	NT	NT	NT	NT
Black or African American	22	NT	NT	NT	NT
Filipino	21	NT	NT	NT	NT
Hispanic or Latino	640	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	68	NT	NT	NT	NT
English Learners	57	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	18	NT	NT	NT	NT
Military	56	NT	NT	NT	NT
Socioeconomically Disadvantaged	535	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	105	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	817	NT	NT	NT	NT
Female	399	NT	NT	NT	NT
Male	418	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	52	NT	NT	NT	NT
Black or African American	22	NT	NT	NT	NT
Filipino	21	NT	NT	NT	NT
Hispanic or Latino	640	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	68	NT	NT	NT	NT
English Learners	57	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	18	NT	NT	NT	NT
Military	56	NT	NT	NT	NT
Socioeconomically Disadvantaged	535	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	105	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	842	748	88.84	11.16	53.21
Female	414	364	87.92	12.08	60.16
Male	428	384	89.72	10.28	46.61
American Indian or Alaska Native	4	3	75	25	0

Asian	55	52	94.55	5.45	69.23
Black or African American	28	24	85.71	14.29	54.17
Filipino	22	22	100	0	77.27
Hispanic or Latino	659	578	87.71	12.29	51.38
Native Hawaiian or Pacific Islander	2	1	50	50	50
Two or More Races	21	19	90.48	9.52	73.68
White	72	68	94.44	5.56	61.76
English Learners	64	52	81.25	18.75	11.54
Foster Youth	6	6	100	0	33.33
Homeless	16	6	37.5	62.5	66.67
Military	56	42	75	25	47.62
Socioeconomically Disadvantaged	573	500	87.26	12.74	46.4
Students Receiving Migrant Education Services	0	0	N/A	N/A	N/A
Students with Disabilities	103	95	92.24	7.77	12.63

*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 h Total Enrollment	i-Ready Reading/Math h Number Tested	i-Ready Reading/Math h Percent Tested	i-Ready Reading/Math h Percent Not Tested	i-Ready Reading/Math h Percent At or Above Grade Level
All Students	842	778	92.4	7.6	36.5
Female	414	376	90.82	9.18	39.1
Male	428	402	93.93	6.07	34.08
American Indian or Alaska Native	4	3	75	25	0
Asian	55	54	98.18	1.82	68.52
Black or African American	28	24	85.71	14.29	29.16
Filipino	22	22	100	0	68.18
Hispanic or Latino	659	607	92.11	7.89	31.63
Native Hawaiian or Pacific Islander	2	2	100	0	50
Two or More Races	21	21	100	0	57.14
White	72	66	91.67	8.33	48.48
English Learners	64	53	82.81	17.19	9.43
Foster Youth	6	6	100	0	33.33
Homeless	16	8	50	50	37.5
Military	56	48	85.71	14.29	33.33

Socioeconomically Disadvantaged	573	523	91.27	8.73	28.87
Students Receiving Migrant Education Services	0	0	N/A	N/A	N/A
Students with Disabilities	103	99	96.12	3.88	8.08

*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	259	NT	NT	NT	NT
Female	113	NT	NT		
Male	146	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	16	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	208	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	22	NT	NT	NT	NT
English Learners	19	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	19	NT	NT	NT	NT
Socioeconomically Disadvantaged	165	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	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 very supportive of the educational and extracurricular programs at Sierra Vista Middle School. Many programs and activities are enriched by the generous contributions made by the Parent Teacher Association (PTA) and other business partnerships. The school holds several events throughout the school year in which parents and community members can participate including: Renaissance Assemblies (student recognition), "Let's Make a Difference" (volunteer/donations to those less fortunate), "Builders Club" (volunteer programs/community outreach and support), Career Day, School Site Council, English Learner Advisory Committee, and PTA Meetings.

The school calendar, Falcon e-news, special event flyers, and PTA newsletters are sent home throughout the year to keep parents informed of upcoming events. In addition, information is posted on the Sierra Vista Middle School web page.

Parents who wish to get involved in supporting activities may contact school office personnel at (626) 974-7300.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	842	829	67	8.1
Female	414	409	34	8.3
Male	428	420	33	7.9
American Indian or Alaska Native	4	4	1	25.0
Asian	53	53	2	3.8
Black or African American	26	23	3	13.0
Filipino	21	21	0	0.0
Hispanic or Latino	658	648	54	8.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	7	7	0	0.0
White	69	69	7	10.1
English Learners	67	65	12	18.5
Foster Youth	6	6	3	50.0
Homeless	15	13	3	23.1
Socioeconomically Disadvantaged	556	546	61	11.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	109	109	18	16.5

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	3.23	0.00	2.25	0.06	3.47	0.20
Expulsions	0.11	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	1.81	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	10	5	12
Mathematics	23	12	10	6
Science	29	5	6	13
Social Science	26	7	18	9

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	23	12	9	6
Mathematics	22	13	6	8
Science	30	4		15
Social Science	29	4	1	16

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	16	12	4
Mathematics	23	13	6	8
Science	28	3	9	7
Social Science	28	3	8	9

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	816

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)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	0.6
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	\$12,179	\$3,524	\$8,655	\$80,039
District	N/A	N/A	\$9,699	\$89,740
Percent Difference - School Site and District	N/A	N/A	-11.4	-11.4
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	2.5	-7.6

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.