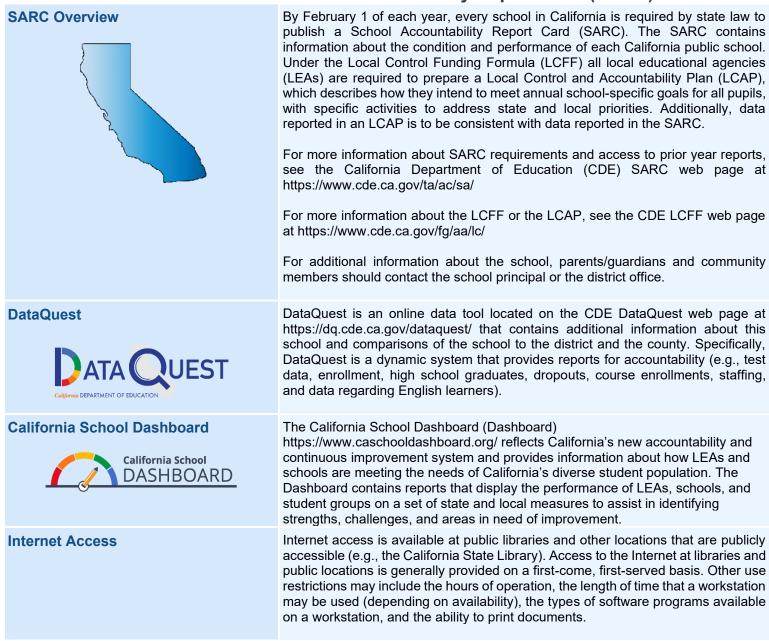# Mesa Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
	For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
	For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Mesa Elementary School
Street	409 S. Barranca Street
City, State, Zip	West Covina, CA 91791
Phone Number	626-974-4600
Principal	Chris Hert
Email Address	chert@c-vusd.org
School Website	www.c-vusd.org/mesa
County-District-School (CDS) Code	19 64436 6012561

2022-23 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

2022-23 School Overview

Mesa Elementary Dual Language Immersion School currently serves roughly 800 Transitional Kindergarten through fifth-grade students with a strong emphasis on academic excellence and outstanding student achievement. Many families have had several generations of students attend Mesa Elementary School due to the quality education the school provides. A high level of community involvement and strong educational partnerships enrich Mesa's learning environment. Hundreds of volunteers are dedicated to the ongoing support of the school's vision as they donate thousands of hours each year.

Mesa's commitment to providing outstanding educational opportunities is reflected in the dedication of its teachers who routinely work well beyond the established school day. The staff is comprised of 33 regular classroom teachers, a Title I Intervention Teacher, one Special Education Teacher, a School Psychologist, a Speech and Language Specialist, two Transitional Kindergarten Teachers, five Dual Language Teachers, and 1 Adaptive Physical Education teacher. The Mesa staff is highly qualified with 100% of the teaching staff NCLB compliant, fully credentialed, and CLAD certified (or its equivalent). Mesa Elementary School continues to provide a strong support network for all teachers through collaboration and on-site mentorships. The staff is committed to preserving Mesa's tradition of academic excellence by maintaining high expectations and standards for student achievement. Teachers employ a wide range of effective teaching strategies and instructional methodologies and engage in professional development activities to maintain a working knowledge of the findings of current educational research.

Mesa's staff serves a diverse population as indicated by the 11 different languages spoken by Mesa students. Predominant groups include Hispanics (67%), Caucasian (14%), Asian (11%), Filipino (3%), and African American (3%). Services are provided for Gifted and Talented students (8%) who are clustered into GATE classes and receive differentiated instruction daily. English Language Learners (8%) are provided specially designed academic instruction in English by CLAD-certified teachers. Our SED population has increased from last year with 48% of our students currently receiving Free and Reduced Lunch. We were awarded the Title I Achievement School Award, and this is the third year we will receive Title I funding. Students respect one another and take pride in their school. Mesa's exemplary CAASPP scores are just one indicator of students' determination to fulfill their highest potential. Mesa's students continue to learn and have become student leaders, academic scholarship winners, and star athletes at the high school level.

Mesa is proud of its many accomplishments. Through the fundraising efforts of dedicated volunteers, PTA has continued to provide students with access to specialized and up-to-date learning materials. Over the past three years, our PTA and

2022-23 School Overview

community have helped students raise over $65,000 to support educational opportunities including field trips for every classroom, as well as high-quality assemblies. In 2003, As a significant support to our students, Mesa's library houses over 11,500 books, magazines, and reference materials for student use. Donations from our Spring Read-a-Thon purchased individual headphones for the incoming Transitional Kindergarten students, as well as computers, iPads, and new library books. Students have internet access in all classrooms. The Read-a-Thon, Book Fair, Family Movie Night, Walk-to-School Day, Book Character Parade, and Red Ribbon Week celebrations are just a few of the many activities regularly occurring on campus.

The genuine caring and respect among the community, the skilled teaching staff, the extensive collection of educational resources, and the strong collaboration among all members of the Mesa community continue to support students in achieving academic excellence.

MESA VISION AND MISSION STATEMENT
Mesa Elementary School endeavors to provide a safe, educational environment that nurtures and empowers students to become balanced and productive citizens. As part of this vision, we hope to instill in our students a sense of integrity and compassion, a quest for knowledge and achievement, a respect for diversity, and an appreciation of their community. We strive to help students not only develop their intellectual intelligence but their emotional intelligence as well. It is our expectation that when students leave Mesa Elementary School they will have a firm foundation of academic skills, as well as the ability to establish positive interpersonal relationships and collaborate with others. They will be able to discern right from wrong and make ethical judgments to become contributing members of society. Mesa Elementary School provides the keys to successfully unlocking the doors of the future and each child holds a key.

INSTRUCTIONAL FOCUS
Students at Mesa Elementary School will effectively communicate their reasoning through speaking, writing, and visual representation. These strategies will be applied in all content areas and supported through 3 research-based instructional strategies: 1) Thinking Maps; 2) Write from the Beginning and Beyond; and 3) ACE (Answer, Cite, Explain).

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	142
Grade 1	122
Grade 2	130
Grade 3	124
Grade 4	107
Grade 5	109
Total Enrollment	734

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1
Male	52.9
American Indian or Alaska Native	0.4
Asian	26.7
Black or African American	2.0
Filipino	2.5
Hispanic or Latino	56.4
Native Hawaiian or Pacific Islander	0.5
Two or More Races	1.6
White	9.4
English Learners	13.4
Foster Youth	1.0
Homeless	0.5
Migrant	0.0
Socioeconomically Disadvantaged	47.8
Students with Disabilities	9.3

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.30	89.36	414.70	84.26	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.40	0.08	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.20	0.45	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	1.52	21.80	4.43	12115.80	4.41
Unknown	3.00	9.12	53.00	10.77	18854.30	6.86
Total Teaching Positions	32.80	100.00	492.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.50	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.50	

2021-22 Class Assignments

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

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

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

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 2022 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	October 2022

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)	Yes	0%

	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)		
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)		0%

School Facility Conditions and Planned Improvements

Mesa Elementary School was built in 1960, with portable buildings added in 1989, 1994, 1998, and 2003. School facilities are situated on 10 acres and span nearly 45,500 square feet. They consist of permanent and portable classrooms, a cafeteria, a new Library Media Center, administrative offices, restrooms, and storage rooms. The school facilities modernization project was completed in Spring of 2004 with the grand opening of the Library Media Center. It has a state-of-the-art computer laboratory, wireless internet and an amplification system. The school received new hardscape and playground equipment. In August 2007, parking lots were patched, slurry sealed and all traffic/parking markings and curbs painted. In June 2008, the administration office and workroom were renovated with new paint, carpet, furniture, light fixtures, and a new entry door. The facility strongly supports teaching and learning through its ample classrooms and playground space.The exterior was repainted with a new color scheme in the Summer of 2013 and all portable classrooms received new carpet during the Summer of 2014.

Year and month of the most recent FIT report	November 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None
Interior: Interior Surfaces	X			Work orders created and issued to Maintenance Dept.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Work orders created and issued to Maintenance Dept.
Electrical		X		Work orders created and issued to Maintenance Dept.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Work orders created and issued to Maintenance Dept.
Safety: Fire Safety, Hazardous Materials	X			None
Structural: Structural Damage, Roofs	X			None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			None

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

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

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

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

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	61	N/A	50	N/A	47
Mathematics (grades 3-8 and 11)	N/A	49	N/A	30	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	338	331	97.93	2.07	60.73
Female	155	151	97.42	2.58	67.55
Male	183	180	98.36	1.64	55.00
American Indian or Alaska Native	--	--	--	--	--
Asian	73	73	100.00	0.00	64.38
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	215	209	97.21	2.79	56.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	31	31	100.00	0.00	64.52
English Learners	28	28	100.00	0.00	14.29
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	29	29	100.00	0.00	62.07
Socioeconomically Disadvantaged	160	156	97.50	2.50	53.21
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	39	35	89.74	10.26	25.71

2021-22 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	338	332	98.22	1.78	48.80
Female	155	152	98.06	1.94	49.34
Male	183	180	98.36	1.64	48.33
American Indian or Alaska Native	--	--	--	--	--
Asian	73	73	100.00	0.00	72.60
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	215	210	97.67	2.33	38.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	31	31	100.00	0.00	48.39
English Learners	28	28	100.00	0.00	42.86
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	29	29	100.00	0.00	51.72
Socioeconomically Disadvantaged	160	156	97.50	2.50	41.03
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	39	35	89.74	10.26	11.43

CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	33.02	NT	23.75	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	108	106	98.15	1.85	33.02
Female	49	48	97.96	2.04	37.5
Male	59	58	98.31	1.69	29.31
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100	0	46.15
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	70	69	98.57	1.43	28.99
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	17	17	100	0	29.41
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	48	46	95.83	4.17	23.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	12	92.31	7.69	8.33

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99.1%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents and the community are very supportive of the educational program at Mesa Elementary School. Numerous programs and activities are enriched by the generous contributions made by the Parent Teacher Association (PTA) and local businesses. Mesa currently has an active PTA, School Site Council, and English Learners Advisory Committee. Our Title I teacher recruits and trains over 75 parents to work in our LMC with students and teachers. The school holds many events throughout the school year in which parents and community members can get involved. These events include Kindergarten Parent Nights, Back-to-School Night, Book Character Parade, PTA Fundraisers, Classroom Performances, Read-a-Thon, Walk-to-School Day, Night of Giving, Book Fairs, and Family Nights. The PTA newsletter, monthly calendar, and flyers are sent home throughout the year to keep parents informed of these events. Parents who wish to participate in Mesa Elementary School's leadership teams, school committees, and school activities, or become volunteers may contact school office personnel at (626) 974-4600.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	782	771	144	18.7
Female	368	364	72	19.8
Male	414	407	72	17.7
American Indian or Alaska Native	3	3	0	0.0
Asian	211	210	9	4.3
Black or African American	18	16	5	31.3
Filipino	18	18	2	11.1
Hispanic or Latino	443	435	113	26.0
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	13	13	1	7.7
White	69	69	13	18.8
English Learners	114	112	17	15.2
Foster Youth	9	9	3	33.3
Homeless	4	4	2	50.0
Socioeconomically Disadvantaged	373	370	89	24.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	91	88	26	29.5

C. Engagement	State Priority: School Climate

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

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

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.06	2.37	0.20	3.17
Expulsions	0.00	0.00	0.00	0.02	0.00	0.07

2021-22 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

2022-23 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 from the West Covina Police Department. 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.

D. Other SARC Information	Information Required in the SARC
	The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	29	3	3	4
1	31		4	2
2	18	5	3	
3	22	1	4	
4	35		1	2
5	36			3
6				
Other	11	2		

2020-21 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	30	2	4	4
1	31	1	3	5
2	33		5	3
3	22	2	3	
4	36			3
5	32		1	
6				
Other	9	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	28		4	3
1	28	4		2
2	41		2	3
3	29		4	1
4	26		4	
5	34			3
6				
Other	8	2		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	2446.67

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	
Other	2.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$4,636.12	$786.30	$3,849.82	$93,536.69
District	N/A	N/A	$2,931.59	$91,714
Percent Difference - School Site and District	N/A	N/A	27.1	2.0
State	N/A	N/A	$6,594	$88,358
Percent Difference - School Site and State	N/A	N/A	-52.6	5.7

2021-22 Types of Services Funded

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

- Title I, II, III, IV
- Special Education
- Home-to-School Transportation
- Carl Perkins
- Elementary and Secondary School Emergency Relief II, III
- Expanded Learning Opportunities
- Expanded Learning Opportunities Program
- Universal PreKindergarten Planning & Implementation
- A-G Success
- Arts, Music & Instructional Materials
- Educators Effectiveness
- Homeless Children and Youth
- Learning Recovery
- Career Technical Education (CTE)
- Strong Workforce

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, and additional hours for before/after school tutoring. Materials and supplies include supplemental reading, math, the arts, CTE, and mental health programs.

2020-21 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$50,370	$54,370
Mid-Range Teacher Salary	$84,232	$82,681
Highest Teacher Salary	$109,176	$106,610
Average Principal Salary (Elementary)	$142,261	$135,283
Average Principal Salary (Middle)	$149,061	$141,244
Average Principal Salary (High)	$155,465	$152,955
Superintendent Salary	$282,839	$264,367
Percent of Budget for Teacher Salaries	34%	33%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Covina-Valley provides over 70 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 (14 days)
* UCI Math (2 days)
* Principal Workshops (20 days)
* Google Technology (6 days)
* Restorative Practices (11 days)
* Threat Assessment (2 days)
* Math Intervention (4 days)
* NGSS (14 days)
* New Teacher Orientation (2 days)

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	72	52	75