

# Sierra Vista Middle 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

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

## 2022-23 District Contact Information

<b>District Name</b>	Covina-Valley Unified School District
<b>Phone Number</b>	626-974-7000
<b>Superintendent</b>	Elizabeth Eminhizer, Ed.D.
<b>Email Address</b>	eeminhizer@c-vusd.org
<b>District Website Address</b>	<a href="http://www.c-vusd.org">www.c-vusd.org</a>

## 2022-23 School Overview

Sierra Vista Middle School is located in the southwestern section of the City of Covina. The school was built in 1964 and serves approximately 800 students in grades 6th, 7th, and 8th. In the 2021-2022 school year, 65% of the students were identified as socioeconomically disadvantaged, 8% are identified as English Language Learners, and 12% are identified as students with disabilities. The makeup of the population of Sierra Vista is 78% Hispanic, 8% White, 7% Asian, and 7% other ethnicities.

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. Our site Instructional Leadership Team established critical thinking as our school-wide focus. Our goal is to utilize depths of knowledge levels to support student mastery of content.

Sierra Vista has implemented an AVID program beginning in 2019. Teachers utilize several of AVID's best practices to help further the endeavor to align curriculum, instruction, assessments, and interventions to high academic standards. Over the last three years, the school has gone from having one AVID elective class to five, with 56% of the staff trained in AVID strategies. The Sierra Vista staff has embraced the Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies and is making progress toward implementing AVID schoolwide. Each department has selected specific WICOR strategies that they use in their classrooms across all three grade levels. AVID Close Reading strategies and Marking the Text are used as signature practices to help increase reading comprehension. Our PLCs spent collaborative time dissecting which WICOR strategy would work best for student learning in their content area. Once the strategy was determined, it was shared among all PLCs. Departments moved forward to adopt their own common WICOR strategies to support student learning.

Middle school students face not only academic challenges but many social and emotional challenges as well. The Sierra Vista student is no different. To address these needs, the staff is intentional when making attempts to engage and connect with their students. During distance learning, Sierra Vista began implementing the Character Strong program as a Tier 1 intervention that introduces social-emotional support into the classroom. Each week, a core teacher walks students through high-impact SEL lessons to help build a bridge with the students and support them emotionally. Since implementing this program, many teachers have highlighted how much more students are willing to open up to them and have increased the sense of community in the classroom and on campus.

## 2022-23 School Overview

Sierra Vista Middle School is proud to have been recognized as a California Pivotal Practice in 2022, California School To Watch in 2018 and 2022, an Honor Roll School in 2017, 2018, and 2020, a State School of Character in 2016, and California Distinguished School in 2014.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	252
Grade 7	271
Grade 8	281
Total Enrollment	804

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.0
Male	48.5
American Indian or Alaska Native	0.2
Asian	6.1
Black or African American	3.0
Filipino	2.7
Hispanic or Latino	77.9
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1.2
White	8.1
English Learners	6.3
Foster Youth	0.2
Homeless	2.1
Migrant	0.0
Socioeconomically Disadvantaged	67.2
Students with Disabilities	13.1

## **A. Conditions of Learning**

### **State Priority: Basic**

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

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

## 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)	28.20	80.26	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)	3.00	8.72	21.80	4.43	12115.80	4.41
Unknown	3.80	11.02	53.00	10.77	18854.30	6.86
<b>Total Teaching Positions</b>	<b>35.20</b>	<b>100.00</b>	<b>492.20</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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						
<b>Total Teaching Positions</b>						

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	
<b>Total Teachers Without Credentials and Misassignments</b>	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	2.50	
<b>Total Out-of-Field Teachers</b>	3.00	

### 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (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)		
<b>Mathematics</b>	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%
<b>Science</b>	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%
<b>History-Social Science</b>	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%
<b>Foreign Language</b>	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%
<b>Health</b>	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
<b>Visual and Performing Arts</b>	TK-5: Macmillan/McGraw-Hill (Adopted in 2007)		

## 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 2022

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	



### 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	47	N/A	50	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	24	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
<b>All Students</b>	798	779	97.62	2.38	46.92
<b>Female</b>	403	397	98.51	1.49	50.88
<b>Male</b>	391	378	96.68	3.32	42.18
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	53	50	94.34	5.66	82.00
<b>Black or African American</b>	28	28	100.00	0.00	39.29
<b>Filipino</b>	21	21	100.00	0.00	61.90
<b>Hispanic or Latino</b>	611	596	97.55	2.45	42.18
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	15	15	100.00	0.00	53.33
<b>White</b>	66	65	98.48	1.52	60.00
<b>English Learners</b>	42	37	88.10	11.90	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	538	525	97.58	2.42	38.55
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	104	99	95.19	4.81	13.13

## 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
<b>All Students</b>	798	776	97.24	2.76	24.23
<b>Female</b>	403	396	98.26	1.74	23.74
<b>Male</b>	391	376	96.16	3.84	24.73
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	53	51	96.23	3.77	70.59
<b>Black or African American</b>	28	28	100.00	0.00	25.00
<b>Filipino</b>	21	21	100.00	0.00	52.38
<b>Hispanic or Latino</b>	611	592	96.89	3.11	17.57
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	15	15	100.00	0.00	33.33
<b>White</b>	66	65	98.48	1.52	38.46
<b>English Learners</b>	42	42	100.00	0.00	7.14
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	538	522	97.03	2.97	17.62
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	104	95	91.35	8.65	8.42

## 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
<b>Science</b> (grades 5, 8 and high school)	NT	22.26	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
<b>All Students</b>	286	277	96.85	3.15	22.26
<b>Female</b>	147	143	97.28	2.72	24.82
<b>Male</b>	136	131	96.32	3.68	17.69
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	16	15	93.75	6.25	60
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	214	208	97.2	2.8	18.54
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	26	25	96.15	3.85	24
<b>English Learners</b>	17	17	100	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	195	189	96.92	3.08	15.05
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	41	38	92.68	7.32	7.89

## 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 7	97.1%	97.4%	97.4%	97.1%	97.4%

## 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 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), AVID Family Nights, Band and Chorus concerts, Drama productions, "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, and special event flyers 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.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	872	846	250	29.6
Female	443	426	118	27.7
Male	425	416	130	31.3
American Indian or Alaska Native	4	2	0	0.0
Asian	54	53	6	11.3
Black or African American	32	29	13	44.8
Filipino	22	22	4	18.2
Hispanic or Latino	668	652	198	30.4
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	11	11	3	27.3
White	75	71	22	31.0
English Learners	64	59	20	33.9
Foster Youth	10	8	5	62.5
Homeless	22	18	7	38.9
Socioeconomically Disadvantaged	600	583	203	34.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	114	113	43	38.1

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through 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
<b>Suspensions</b>	1.81	1.43	2.45
<b>Expulsions</b>	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
<b>Suspensions</b>	0.00	6.77	0.06	2.37	0.20	3.17
<b>Expulsions</b>	0.00	0.23	0.00	0.02	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	6.77	0.23
<b>Female</b>	3.84	0.00
<b>Male</b>	9.88	0.47
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	3.70	0.00
<b>Black or African American</b>	3.13	0.00
<b>Filipino</b>	4.55	0.00
<b>Hispanic or Latino</b>	6.74	0.30
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	9.09	0.00
<b>White</b>	10.67	0.00
<b>English Learners</b>	3.13	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	9.09	0.00
<b>Socioeconomically Disadvantaged</b>	7.67	0.17
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	3.51	0.00



## 2022-23 School Safety Plan

Safety of students and staff is our primary concern. We comply 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, active shooter, and disaster drills are conducted regularly throughout the school year. We annually participate in the "Great California ShakeOut". The school's Safe School Plans are reviewed annually by a law enforcement officer.

All visitors must check in at the school office and wear a visitor badge while on school grounds. During lunch, passing periods, and before and after school, staff members supervise students and school grounds, including the cafeteria and quad area, to ensure a safe and orderly environment. 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.

## 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

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	13	2	13
Mathematics	22	15	3	11
Science	28	5	2	13
Social Science	28	5		14

## 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	804

## 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	

## 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
<b>School Site</b>	\$7,545.30	\$1,567.78	\$5,977.52	\$89,426.21
<b>District</b>	N/A	N/A	\$2,931.59	\$91,714
<b>Percent Difference - School Site and District</b>	N/A	N/A	68.4	-2.5
<b>State</b>	N/A	N/A	\$6,594	\$88,358
<b>Percent Difference - School Site and State</b>	N/A	N/A	-9.8	1.2

## 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
<b>Beginning Teacher Salary</b>	\$50,370	\$54,370
<b>Mid-Range Teacher Salary</b>	\$84,232	\$82,681
<b>Highest Teacher Salary</b>	\$109,176	\$106,610
<b>Average Principal Salary (Elementary)</b>	\$142,261	\$135,283
<b>Average Principal Salary (Middle)</b>	\$149,061	\$141,244
<b>Average Principal Salary (High)</b>	\$155,465	\$152,955
<b>Superintendent Salary</b>	\$282,839	\$264,367
<b>Percent of Budget for Teacher Salaries</b>	34%	33%
<b>Percent of Budget for Administrative Salaries</b>	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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	72	52	75