Sierra Vista Sports Academy

2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

2025-26 School Contact Information

School Name	Sierra Vista Sports Academy
Street	253 E. 14th Street
City, State, Zip	Upland, CA 91786
Phone Number	(909) 949-7780
Principal	Jennifer Brault
Email Address	jennifer_brault@upland.k12.ca.us
School Website	https://sv.upland.k12.ca.us/
Grade Span	
County-District-School (CDS) Code	36-75069-6037261

2025-26 District Contact Information

District Name	Upland Unified School District
Phone Number	(909) 985-1864
Superintendent	Lynn Carmen Day, Ed.D
Email Address	LCarmenDay@upland.k12.ca.us
District Website	https://www.upland.k12.ca.us/

2025-26 School Description and Mission Statement

Sierra Vista Sports Academy, nestled at the foothills of the San Gabriel Mountains in Upland, California, is dedicated to fostering every student's social, emotional, and intellectual growth. With a diverse student body of just under 500 Pre-K to 6th graders, Sierra Vista embraces the rich experiences and opportunities that diversity offers. The school's compassionate and supportive staff, guided by principles of integrity and acceptance, works tirelessly to create a learning environment where every child thrives. Sierra Vista recognizes that education is a collaborative effort, and open communication between home and school is essential for each child's success.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	66
Grade 1	49
Grade 2	54
Grade 3	64
Grade 4	60
Grade 5	50
Grade 6	66
Total Enrollment	409

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.4
Male	49.4
Non-Binary	0.2
Asian	3.7
Black or African American	8.3
Filipino	0.2
Hispanic or Latino	64.5
Two or More Races	4.9
White	18.3
English Learners	9.3
Foster Youth	0.2
Homeless	2.4
Socioeconomically Disadvantaged	74.1
Students with Disabilities	18.1

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.

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)	17.6	99.16	400.1	92.78	234405.2	84
Intern Credential Holders Properly Assigned	0	0	2.7	0.63	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0.11	23.4	5.44	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	0.56	4.1	0.95	11953.1	4.28
Unknown/Incomplete/NA	0	0.11	0.8	0.2	15831.9	5.67
Total Teaching Positions	17.7	100	431.2	100	279044.8	100

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.

2022-23 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)	12.8	92.76	379.5	90.3	231142.4	83.24
Intern Credential Holders Properly Assigned	1	7.24	6.7	1.6	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	21.9	5.23	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	6.1	1.47	11746.9	4.23
Unknown/Incomplete/NA	0	0	5.8	1.38	14303.8	5.15
Total Teaching Positions	13.8	100	420.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	14.7	93.36	384.1	90.64	230039.4	100
Intern Credential Holders Properly Assigned	1	6.33	6.6	1.57	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0.32	25.2	5.95	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	5	1.18	12112.8	4.34
Unknown/Incomplete/NA	0	0	2.7	0.66	13705.8	4.91
Total Teaching Positions	15.8	100	423.8	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.10	0	0
Total Out-of-Field Teachers	0.10	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All Upland Unified School District students are provided with adopted textbooks and instructional materials in good condition and aligned to the Common Core State Standards. The district ensures that all students have access to these materials both at home and at school.

Year and month in which the data were collected	January 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adoption Year: 2023 (Approved by our local governing board only as SBE does not adopt TK materials.) Frog Street Press, Frog Street, TK Adoption Year: 2016 (Approved by our local governing board only as SBE does not adopt TK materials.) McGraw-Hill, World of Wonders, TK Adoption Year: 2016 McGraw-Hill, Wonders, K-5 Adoption Year: 2016 McGraw-Hill, StudySync, 6-8	0
Mathematics	Adoption Year: 2023 (Approved by our local governing board only as SBE does not adopt TK materials.) Frog Street Press, Frog Street, TK Adoption Year: 2023 (Approved by our local governing board only.) Imagine Learning, Illustrative Mathematics (IM), K-8 Adoption Year: 2017 Houghton Mifflin, Go Math, K-8	0
Science	Adoption Year: 2023 (Approved by our local governing board only as SBE does not adopt TK materials.) Frog Street Press, Frog Street, TK Adoption Year: 2021 Teachers' Curriculum Institute (TCI), Bring Science Alive, K-5	0

	Adoption Year: 2021 Teachers' Curriculum Institute (TCI), Bring Science Alive, 6-8	
History-Social Science	Adoption Year: 2023 (Approved by our local governing board only as SBE does not adopt TK materials.) Frog Street Press, Frog Street, TK Adoption Year: 2006 Harcourt School Publishers for California, Reflections Series, K-6 (Approved by our local governing board.) Kindergarten: Our World, Now and Long Ago 1st grade: A Child's View 2nd grade: People We Know 3rd grade: Our Communities 4th grade: California: A Changing State 5th grade: The United States: Making a New Nation 6th grade: Ancient Civilizations Adoption Year: 2025 California Studies Weekly Kindergarten: Together Now and Long Ago 1st grade: My Place in Time and Space 2nd grade: People Who Make A Different 3rd grade: Continuity and Change 4th grade: A Changing State 5th grade: U.S. History and Geography 6th grade: California World History	0
Foreign Language	N/A	N/A
Health	N/A	N/A
Visual and Performing Arts	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A

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

School Facility Conditions and Planned Improvements

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations employs an electronic work order system (Zendesk) enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the site's repairs, maintenance projects, and work order requests are performed by district maintenance personnel. Emergency situations are immediately resolved by the district maintenance staff or outside contractors, based upon the nature of the problem.

Year and month of the most recent FIT report	August 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Since our last inspection in August 2024, there have been no improvements since the inspection indicated no repairs were needed. We will continue to monitor as we conduct ongoing facility checks every quarter.
Interior: Interior Surfaces		X		The carpet in the Principal's office and in the staff lounge has been replaced since the last inspection in

School Facility Conditions and Planned Improvements

				August 2024. All carpets were steam cleaned over the summer break leaving some with heavy stains. We will continue to monitor the carpets and recommend replacement. The interior surfaces of the school were determined to be in fair condition and do not require additional repairs at this time other than what was previously mentioned.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			The overall cleanliness of the campus was determined to be in good standing and not requiring additional attention since our last inspection in August 2024; Annual red ant treatments of all grounds and fields will continue. Pest control inspections will continue on a monthly basis.
Electrical	X			Since our last inspection in August 2024, there have been no improvements since the inspection indicated no repairs were needed. We will continue to monitor as we conduct ongoing facility checks every quarter.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Since our last inspection in August 2024, drinking fountain water pressure was adjusted throughout the site as necessary. We will continue to monitor as we conduct ongoing facility checks every quarter.
Safety: Fire Safety, Hazardous Materials	X			The annual fire inspection was conducted in October of 2024. The site failed due to an occupancy load sign missing and a pull station being blocked in a classroom. The items have since been remedied. The site is awaiting re-inspection. Cloth furniture and cloth light covers in classrooms are required to possess fire-retardant literature. All chemicals are contained in a fire-retardant locked cabinet away from student use.
Structural: Structural Damage, Roofs	X			All roof leaks that were discovered during our last inspection in August 2024 were repaired before school resumed for the 24/25 school year. Damaged ceiling tiles in classrooms and offices were replaced prior to school resuming.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			The exterior surfaces of the school were determined to be in good condition and do not require additional repairs at this time. We will continue to monitor as we conduct ongoing facility checks every quarter. All gates, fences. and doors are secure and fully operational.

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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	47	56	52	55	47	48
Mathematics (grades 3-8 and 11)	35	43	39	40	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	239	227	94.98	5.02	56.39
Female	114	110	96.49	3.51	58.18
Male	124	116	93.55	6.45	54.31
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100.00	0.00	90.91
Black or African American	21	20	95.24	4.76	35.00
Filipino	0	0	0	0	0
Hispanic or Latino	153	145	94.77	5.23	51.72
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	13	92.86	7.14	92.31
White	40	38	95.00	5.00	63.16
English Learners	13	12	92.31	7.69	8.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	26	26	100.00	0.00	57.69
Socioeconomically Disadvantaged	184	174	94.57	5.43	53.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	42	82.35	17.65	30.95

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	239	227	94.98	5.02	42.73
Female	114	110	96.49	3.51	39.09
Male	124	116	93.55	6.45	45.69
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100.00	0.00	81.82
Black or African American	21	20	95.24	4.76	20.00
Filipino	0	0	0	0	0
Hispanic or Latino	153	145	94.77	5.23	37.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	13	92.86	7.14	69.23
White	40	38	95.00	5.00	55.26
English Learners	13	12	92.31	7.69	16.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	26	26	100.00	0.00	38.46
Socioeconomically Disadvantaged	184	174	94.57	5.43	40.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	42	82.35	17.65	30.95

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	35.94	29.17	31.64	35	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	52	48	92.31	7.69	29.17
Female	25	23	92.00	8.00	21.74
Male	27	25	92.59	7.41	36.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	35	32	91.43	8.57	15.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	63.64
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	41	38	92.68	7.32	26.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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

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.

2025-26 Opportunities for Parental Involvement

At Sierra Vista Sports Academy, we believe parent involvement is crucial for a child's academic success. We encourage parents to actively participate in our school community through various opportunities, including PTA meetings, ELAC/School Site Council meetings, Family Education Nights, and Huddle Up with the Principal. These events give parents valuable insights into their children's education and allow them to connect with teachers and administrators. Additionally, we host engaging events throughout the year, such as talent shows, family fun nights, and family dine-out nights, to foster a strong sense of community and encourage parent participation. Our commitment to parent engagement stems from our firm belief that it directly correlates to student engagement and academic achievement.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	434	429	50	11.7
Female	218	217	24	11.1
Male	215	211	26	12.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	15	1	6.7
Black or African American	35	34	7	20.6
Filipino	--	--	--	--
Hispanic or Latino	284	281	37	13.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	20	20	1	5.0
White	79	78	4	5.1
English Learners	39	39	2	5.1
Foster Youth	--	--	--	--
Homeless	20	19	8	42.1
Socioeconomically Disadvantaged	325	320	44	13.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	85	84	14	16.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
5.05	3.44	1.61	4.16	3.2	2.31	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.08	0.04	0.03	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.61	0.00
Female	0.46	0.00
Male	2.79	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	5.71	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.70	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.80	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.15	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.18	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

In compliance with State law and Board policy, administrators, staff, and families at our school engaged in a systematic planning process for the purpose of reviewing and updating our comprehensive school safety plan. This process included gathering and analyzing crime and safety data to develop reasonable safety goals relevant to the needs and resources of our campus. The following steps are included:

Identified our safety committee
Created a vision of a school as a safe place to learn
Gathered and assessed school-related crime and safety data
Identified areas of desired change
Developed strategies to maintain a safe and orderly environment
Shared the plan with community stakeholders and adopted the plan
Continue to evaluate and revise the plan

The plan was last reviewed and approved by the School Site Council on February 13, 2025, and was adopted by the Upland Unified Board of Education on May 13, 2025.

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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	19	1	3	0
1	17	1	3	0
2	28	0	2	0
3	45	0	1	1
4	24	1	0	2
5	17	1	2	0
6	25	0	2	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	24	0	2	0
1	26	0	2	0
2	22	0	3	0
3	18	3	0	0
4	19	1	2	0
5	23	1	0	2
6	17	1	2	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	22	1	1	
1	25		2	
2	27		2	
3	21		3	
4	30		2	
5	25		2	
6	22	1	1	

2024-25 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	0

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	7,154.51	503.25	6,651.26	88,863.68
District	N/A	N/A	4,427.33	$96,324
Percent Difference - School Site and District	N/A	N/A	40.1	-4.1
State	N/A	N/A	$11,146	$100,065
Percent Difference - School Site and State	N/A	N/A	-47.3	-6.4

Fiscal Year 2024-25 Types of Services Funded

Sierra Vista Sports Academy is a Title I school that receives funding for both regular and supplementary educational programs. This funding, which includes Local Control Accountability Plan (LCAP) and Title I resources, enables the school to offer a variety of special programs that support its diverse student population. The available programs include English Language Learner (ELL) support, Resource Specialist Program (RSP) services, a Reading Specialist (Lit Lab), band, chorus, Gifted and Talented Education (GATE), Advancement Via Individual Determination (AVID), and district-provided physical education (P.E.) instruction for all grades K-6.

In addition to these programs, the school district provides various support services, including health services, library assistance, crisis intervention, and psychological services, all aimed at promoting social-emotional wellness. Community support is also crucial to the success of Sierra Vista's programs; the Parent-Teacher Association (PTA) sponsors assemblies and field trips for students. This collaborative approach ensures that all students have access to the resources and support they need to thrive.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$58,187	$62,145
Mid-Range Teacher Salary	$92,219	$97,088
Highest Teacher Salary	$119,508	$120,436
Average Principal Salary (Elementary)	$144,236	$151,343
Average Principal Salary (Middle)	$151,802	$159,514
Average Principal Salary (High)	$185,589	$177,261
Superintendent Salary	$351,728	$294,805
Percent of Budget for Teacher Salaries	29.89%	29.95%
Percent of Budget for Administrative Salaries	5.48%	5.4%

Professional Development

The Upland Unified School District believes that high-quality, evidence-based professional learning for all employees is essential for continuously improving teaching skills and enhancing student achievement. The District provides and coordinates ongoing training tailored to needs identified through various student performance indicators, including results from the California Assessment of Student Performance and Progress, the English Language Proficiency Assessments for California, District iReady benchmark assessments, and input from schools on specific requirements.

Professional learning is closely aligned with the District's Strategic Plan for Student Achievement and the goals set by the Board. Participation in workshops and conferences is open to teachers, paraprofessionals, childcare providers, substitutes, clerical staff, and administrators, offering them opportunities for professional growth and collaboration. Regular meetings for teacher leaders in literacy, mathematics, reading intervention, and technology, along with follow-up coaching, support the comprehensive implementation of training initiatives.

Additionally, each school allocates time for teachers to collaborate on student achievement data, curriculum development, and reviews of classroom performance measures. Workshops and coaching implemented as a result of analyzing student achievement include topics such as Effective Teaching Strategies, Classroom Management, Curriculum Alignment and Mapping, English Language Development, AVID, Thinking Maps, Positive Behavior Intervention Support, Social Emotional Learning, 21st Century Classroom Technology, Common Core State Standards, Next Generation Science Standards, Modeling Academic Language, Universal Design for Learning, and Parent Engagement.

Staff members engage in professional learning through all-day workshops, after-school meetings, individual coaching and mentoring, and both in-person and virtual off-site conferences. The Induction program offers support to new teachers, while the Peer Assistance and Review program helps teachers enhance their content knowledge and teaching strategies. Currently, the District calendar includes a weekly collaboration day to facilitate ongoing dialogue among teachers and collaboration focused on meeting student needs.

Sierra Vista Elementary School enriches its curriculum with a STEM Sports program, providing teachers with the necessary support to implement engaging project-based learning that fosters critical thinking and problem-solving skills in students.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	3