

Sierra Vista Middle School

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Sierra Vista Middle School
Street	777 E. Puente Street
City, State, Zip	Covina, CA 91723
Phone Number	626-974-7300
Principal	Grant Dineley
Email Address	gdineley@c-vusd.org
School Website	http://sierravista.c-vusd.org
Grade Span	6-8
County-District-School (CDS) Code	19644366012595

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Sierra Vista Middle School is located in the southwestern section of the City of Covina. The school was built in 1964 and serves approximately 775 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

2025-26 School Description and Mission Statement

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.

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	266
Grade 7	245
Grade 8	266
Grade 9	1
Total Enrollment	778

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	52.1
American Indian or Alaska Native	0.4
Asian	9.3
Black or African American	3.7
Filipino	2.6
Hispanic or Latino	76.1
Native Hawaiian or Pacific Islander	0.4
Two or More Races	1.4
White	6
English Learners	5.4
Foster Youth	0.1
Homeless	5.1
Socioeconomically Disadvantaged	68.6
Students with Disabilities	13

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)	28.4	83.62	407.5	84.35	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1.8	0.38	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	10	2.09	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.6	4.88	23.1	4.79	11953.1	4.28
Unknown/Incomplete/NA	3.8	11.44	40.5	8.39	15831.9	5.67
Total Teaching Positions	34	100	483.1	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)	26	79.57	394.5	84.5	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1	0.22	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	8	1.71	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.2	3.79	21.2	4.55	11746.9	4.23
Unknown/Incomplete/NA	5.4	16.61	42	9.02	14303.8	5.15
Total Teaching Positions	32.6	100	466.8	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)	27.1	79.04	396.9	81.88	230039.4	100
Intern Credential Holders Properly Assigned	0	0	2.6	0.54	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	9.8	2.04	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.3	3.79	20.3	4.2	12112.8	4.34
Unknown/Incomplete/NA	5.8	17.14	54.9	11.34	13705.8	4.91
Total Teaching Positions	34.3	100	484.8	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	0.40	0	0
Local Assignment Options	1.20	1.2	1.3
Total Out-of-Field Teachers	1.60	1.2	1.3

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

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 2025 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 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	6-8: McGraw-Hill Education: StudySync, c2017 (Adopted in 2017) 6-8 ELD: Houghton Mifflin Harcourt: English 3D, c2022 (Adopted in 2024)	0%
Mathematics	6-8: McGraw-Hill Education: Reveal Integrated Math I, II, c2020 (Adopted in 2025) 6-12: McGraw-Hill Education: Reveal Integrated Math I, c2020 (Adopted in 2025) 6-12: McGraw-Hill Education: Reveal Integrated Math II, c2020 (Adopted in 2025) 6-12: McGraw-Hill Education: Reveal Integrated Math III, c2020 (Adopted in 2025)	0%
Science	6: TK-5: Imagine Learning: Twig Education, c2023 (Adopted in 2024) 7: TK-5: Imagine Learning: Twig Education, c2023 (Adopted in 2024) 8: TK-5: Imagine Learning: Twig Education, c2023 (Adopted in 2024)	0%
History-Social Science	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)	0%

Foreign Language	6-8: Vista Higher Learning: Descubre, Level 1, 2, 3, c2017 (Adopted in 2019)	0%
Health	6-8: Positive Prevention PLUS: Sexual Health Education for America's Youth: Middle School and Community Settings, c2018 (Adopted 2018)	0%

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

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	July 2025
---	-----------

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 submitted and assigned to the Maintenance Dept.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None
Electrical	X			Work orders submitted and assigned to the Maintenance Dept.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Work orders submitted and assigned to the Maintenance Dept.
Safety: Fire Safety, Hazardous Materials	X			None
Structural: Structural Damage, Roofs	X			Work orders submitted and assigned to the Maintenance Dept.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Work orders submitted and assigned to the Maintenance Dept.

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)	42	51	49	53	47	48
Mathematics (grades 3-8 and 11)	31	38	37	39	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	786	771	98.09	1.91	50.58
Female	381	376	98.69	1.31	55.05
Male	405	395	97.53	2.47	46.33
American Indian or Alaska Native	--	--	--	--	--
Asian	73	70	95.89	4.11	74.29
Black or African American	27	27	100.00	0.00	33.33
Filipino	19	19	100.00	0.00	89.47
Hispanic or Latino	597	587	98.32	1.68	47.02
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	50.00
White	52	50	96.15	3.85	56.00
English Learners	34	32	94.12	5.88	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	533	522	97.94	2.06	43.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	106	102	96.23	3.77	13.73

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	786	771	98.09	1.91	37.92
Female	381	374	98.16	1.84	35.83
Male	405	397	98.02	1.98	39.90
American Indian or Alaska Native	--	--	--	--	--
Asian	73	73	100.00	0.00	68.49
Black or African American	27	27	100.00	0.00	22.22
Filipino	19	19	100.00	0.00	73.68
Hispanic or Latino	597	585	97.99	2.01	33.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	11	91.67	8.33	45.45
White	52	50	96.15	3.85	38.00
English Learners	34	32	94.12	5.88	15.63
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	533	522	97.94	2.06	31.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	106	103	97.17	2.83	8.74

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)	27.49	25.37	25.79	28.34	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	273	268	98.17	1.83	25.37
Female	117	114	97.44	2.56	24.56
Male	156	154	98.72	1.28	25.97
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	38.89
Black or African American	11	11	100.00	0.00	9.09
Filipino	--	--	--	--	--
Hispanic or Latino	204	200	98.04	1.96	21.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	28	27	96.43	3.57	40.74
English Learners	12	12	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	189	185	97.88	2.12	18.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	31	96.88	3.12	6.45

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
Grade 7	96.3%	95.5%	96.7%	95.1%	97.6%

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

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.

Covina-Valley prioritizes Parental Involvement by actively engaging parents in decision-making processes at both the district and school levels. The collaborative efforts include the establishment of School Site Councils, English Learner Advisory Committees (ELAC), District Advisory Council/District English Learner Advisory Committee (DAC/DELAC), and participation in the Local Control and Accountability Plan (LCAP) advisory.

Through these forums, parents contribute valuable insights, perspectives, and feedback that play a crucial role in shaping the direction of our school and district. In addition, they ensure an inclusive approach to decision-making, reflecting our school and district community's diverse needs and perspectives.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	830	815	177	21.7
Female	404	394	105	26.6
Male	426	421	72	17.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	75	75	6	8.0
Black or African American	37	33	6	18.2
Filipino	20	20	1	5.0
Hispanic or Latino	628	617	147	23.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	11	11	1	9.1
White	51	51	12	23.5
English Learners	48	47	10	21.3
Foster Youth	--	--	--	--
Homeless	48	44	16	36.4
Socioeconomically Disadvantaged	578	565	152	26.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	116	115	39	33.9

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
8.04	4.77	6.99	2.64	3.04	2.49	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	0.04	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	6.99	0.00
Female	3.71	0.00
Male	10.09	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.67	0.00
Black or African American	10.81	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.80	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.92	0.00
English Learners	8.33	0.00
Foster Youth	0.00	0.00
Homeless	16.67	0.00
Socioeconomically Disadvantaged	8.48	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	17.24	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

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.

2022-23 Secondary 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 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	11	7	9
Mathematics	24	8	10	5
Science	28	4	2	12
Social Science	26	5	7	7

2023-24 Secondary 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 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	10	14	4
Mathematics	23	9	11	5
Science	27	3	12	4
Social Science	26	3	14	2

2024-25 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	11	4	12
Mathematics	24	10	5	9
Science	27	4	8	7
Social Science	27	4	7	8

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	771

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	0.1

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	\$11505.82	\$2966.98	\$8538.84	\$112297.19
District	N/A	N/A	\$3287.24	\$109,552
Percent Difference - School Site and District	N/A	N/A	88.8	7.5
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-23.1	13.8

Fiscal Year 2024-25 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
- Expanded Learning Opportunities
- Universal PreKindergarten Planning & Implementation
- A-G Success
- Arts, Music & Instructional Materials
- Educators Effectiveness
- Homeless Children and Youth
- Learning Recovery
- Career Technical Education Incentive Grant(CTEIG)
- Strong Workforce
- Golden Pathways
- Middle College and Dual Opportunities
- CCAP College and Careers
- CAI California Apprentice Grant

* California Community Schools Partnership Program (CCSPP)

* Arts and Music in Schools (Prop 28 - AMS)

* ESSA Comprehensive Support & Improvement (CSI)

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.

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	\$60,242	\$62,783
Mid-Range Teacher Salary	\$100,741	\$97,783
Highest Teacher Salary	\$130,573	\$128,020
Average Principal Salary (Elementary)	\$164,353	\$160,224
Average Principal Salary (Middle)	\$170,652	\$166,992
Average Principal Salary (High)	\$181,816	\$180,971
Superintendent Salary	\$338,273	\$313,465
Percent of Budget for Teacher Salaries	31.26%	30.05%
Percent of Budget for Administrative Salaries	4.35%	5%

Professional Development

Covina-Valley provides over 90 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:

- * Eureka Math (19 days)
- * Principal Workshops (26 days)
- * Technology Mentor (11 days)
- * Convocation (1 day)
- * Reading Intervention (14 days)
- * Math Intervention (3 days)
- * Twig Science (4 days)
- * New Teacher Orientation (2 days)
- * Iready (11 days)
- * Focused Schools (1 day)

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	89	59	92