

Las Palmas 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	Las Palmas Middle School
Street	641 N. Lark Ellen Ave
City, State, Zip	Covina, CA 91722
Phone Number	626-974-7200
Principal	Roy Umana
Email Address	rumana@c-vusd.org
School Website	www.c-vusd.org/laspalmas
Grade Span	6-8
County-District-School (CDS) Code	19644366012538

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

The Las Palmas Middle School community, located in the western section of the City of Covina, is a member of the Covina-Valley Unified School District. In the 2025-26 school year, the school served 880 students in grades 6th, 7th, and 8th. 12.7% of the students are categorized as English Language Learners (ELL) with the majority speaking Spanish, and 43.2% are categorized as Reclassified-Fluent-English-Proficient (RFEP). The makeup of the Las Palmas population is: 85% Hispanic, 6% Caucasian, 1% African American, 2% Filipino, 2% Asian. In addition, 79% are recipients of Free and Reduced Lunch (FRL) and classified as socially economically disadvantaged (SED). Las Palmas became a Title I School in the 2016-17 school year.

Las Palmas is an AVID National Demonstration School and is one of a few middle schools with that designation in Los Angeles

2025-26 School Description and Mission Statement

County. Our critical priorities are centered around reading comprehension for all our students. We are working schoolwide to develop common assessments to measure reading comprehension across all courses, including PE and electives, to support raising our students reading comprehension. Our instructional focus is stated as the following this year: Las Palmas community will work together to ensure that all students show measurable growth in reading comprehension, through the implementation of AVID reading strategies which can be measured by Accelerated Reader, SBAC, and other common assessments. This is our twelfth year of implementing the AVID (Advancement Via Individual Determination) program at Las Palmas, and we accomplished our goal of becoming a National Demonstration School with a three year validation. This is a systemic approach designed to support students and educators as they increase school/district-wide learning and performance. AVID is offered as an elective for all three grade levels. This course provides students with rigorous curriculum and a guided college preparatory path to increase their enrollment in a four-year college. AVID develops students to be responsible, educated learners, and leaders who are participants in a democratic society. Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote a welcoming climate and positive attitude, encourage achievement, and aid in the prevention of behavioral problems. Las Palmas Middle School offers Renaissance, which is an academic recognition program, along with other extracurricular and enrichment activities, clubs, and programs, including WEB, a peer mentoring program for our incoming 6th graders. English Language Learners (ELL) receive instruction from appropriately credentialed teachers who increase language acquisition by providing differentiated English Language Development (ELD). Students with special needs receive additional assistance, which may include enrollment in Specialized Academic Instruction (SAI).

The Professional Learning Communities (PLC) of Las Palmas have developed SMARTe (Specific Measurable Achievable Realistic Time-based, Everyone) goals that help the faculty to maintain focus, ensuring all students are learning and achieving according to the schoolwide goals and plan. Using the SMARTe goal process, teams of teachers examine and utilize assessment data to drive: the establishment of goals, research, implement new instructional practices and create interventions to increase student performance. A Response To Intervention (RTI) has been implemented by the PLCs both in Math and ELA. The pyramid model describes three tiers of intervention practice: a universal promotion for all children, secondary preventions addressing the intervention needs for children at risk, and tertiary interventions needed for children with persistent learning challenges. (See RTI charts for specific interventions.) These interventions include Math/ELA interventions at each grade level providing guided study and placement that is based on common interim assessments. Our after-school support is a resource for students that is a quiet study place and a technology center with consistent access to an instructor four days a week.

Las Palmas teachers, staff, and administrators have been working closely with Focused Schools to develop goal and an instructional focus in order to improve student achievement. Las Palmas has committed to using critical reading strategies in all subject areas and at all grade levels. This school year, professional development has focused on these strategies with follow-up on a regular basis.

LAS PALMAS VISION AND MISSION STATEMENT

Las Palmas Middle School staff is proud to announce our AVID National Demonstration School distinction, we are one of three middle schools in all of Los Angeles County that received National Distinction. We at Las Palmas will provide a positive, safe and caring environment, which promotes lifelong learning, intellectual curiosity, encourages creativity, and provides a balance between teamwork and independence. We are committed to working collaboratively in ongoing processes of collective inquiry and action research in order to achieve better results for the students we serve. We will meet the varied learning needs with our AVID schoolwide focus and interest of our diverse student body and serve as a catalyst to strengthen community partnerships, maximizing opportunities for all students to reach their greatest potential. Students will demonstrate how to analyze, apply, and articulate their learning across all content areas.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	278
Grade 7	309
Grade 8	300
Total Enrollment	887

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.7
Male	48.3
American Indian or Alaska Native	0.1
Asian	4.6
Black or African American	1.9
Filipino	2.6
Hispanic or Latino	85
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.7
White	4.6
English Learners	8.2
Foster Youth	0.3
Homeless	6.3
Socioeconomically Disadvantaged	79.1
Students with Disabilities	13.8

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)	27.4	85.39	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)	0.2	0.62	10	2.09	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.5	4.67	23.1	4.79	11953.1	4.28
Unknown/Incomplete/NA	2.9	9.28	40.5	8.39	15831.9	5.67
Total Teaching Positions	32.1	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)	26.9	76.95	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)	0.2	0.57	8	1.71	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.1	9.03	21.2	4.55	11746.9	4.23
Unknown/Incomplete/NA	4.7	13.42	42	9.02	14303.8	5.15
Total Teaching Positions	35	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)	21.5	58.38	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)	0.9	2.44	9.8	2.04	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.8	4.96	20.3	4.2	12112.8	4.34
Unknown/Incomplete/NA	12.6	34.2	54.9	11.34	13705.8	4.91
Total Teaching Positions	36.9	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	0.20	0.2	0.9
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.20	0.2	0.9

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	1	0.8
Local Assignment Options	1.50	2.1	1
Total Out-of-Field Teachers	1.50	3.1	1.8

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)	0.6	0.6	3.1
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	6-8: 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	6-12: 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%
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Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Las Palmas Middle School was built in 1959 and modernized in 1994. School facilities are situated on 17.5 acres and span more than 74,000 square feet. They consist of permanent and portable classrooms, a multipurpose room, a library, administrative offices, restrooms, and storage rooms. In July 2008 parking lots and sport courts were patched and slurry sealed, and traffic/parking and sport court markings were painted. The entire interior of the cafeteria was painted, shade structures and picnic tables were added. Work on the new Library Media Center began in the fall of 2008 and in September 2009 it was completed along with a new digital marquee. 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
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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			None
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None
Electrical	X			None
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			None
Safety: Fire Safety, Hazardous Materials	X			None
Structural: Structural Damage, Roofs	X			None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			None

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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)	46	55	49	53	47	48
Mathematics (grades 3-8 and 11)	35	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	881	869	98.64	1.36	55.07
Female	453	451	99.56	0.44	58.31
Male	428	418	97.66	2.34	51.56
American Indian or Alaska Native	--	--	--	--	--
Asian	43	40	93.02	6.98	75.00
Black or African American	16	16	100.00	0.00	62.50
Filipino	23	23	100.00	0.00	65.22
Hispanic or Latino	750	741	98.80	1.20	53.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	40	40	100.00	0.00	52.50
English Learners	52	43	82.69	17.31	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	696	685	98.42	1.58	51.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	120	117	97.50	2.50	14.53

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	881	872	98.98	1.02	37.66
Female	453	452	99.78	0.22	33.19
Male	428	420	98.13	1.87	42.48
American Indian or Alaska Native	--	--	--	--	--
Asian	43	43	100.00	0.00	74.42
Black or African American	16	16	100.00	0.00	18.75
Filipino	23	23	100.00	0.00	60.87
Hispanic or Latino	750	742	98.93	1.07	35.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	40	39	97.50	2.50	30.77
English Learners	52	49	94.23	5.77	10.20
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	696	688	98.85	1.15	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	120	117	97.50	2.50	8.55

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)	23.13	29.55	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	301	299	99.34	0.66	29.77
Female	155	155	100.00	0.00	25.81
Male	146	144	98.63	1.37	34.03
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	62.50
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	250	248	99.20	0.80	26.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	43.75
English Learners	18	17	94.44	5.56	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	239	238	99.58	0.42	26.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	33	97.06	2.94	9.09

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	99.3%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

Parents and the community are supportive of the educational program at Las Palmas Middle School. Parents have the opportunity to join our PTA that is dedicated to supporting students. Our school's Single Plan for Student Achievement and budget approvals are made by our School Site Council, which is comprised of parents, students and school staff members. In addition, we have an English Language Advisory Committee for parents of English Learners. A Renaissance Booster Committee meets regularly with the Renaissance coordinator to plan various activities and fundraisers in order to recognize students for their academic achievements. The school holds many events throughout the school year in which parents and community members can participate. These events include our Open House, Back-to-School Night, EL and/or AVID Potluck, and Report Card Night.

Parents who wish to participate in Las Palmas Middle School's leadership teams, school committees, school activities, or become volunteers may contact school office personnel at (626) 974-7200.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	925	911	151	16.6
Female	477	469	85	18.1
Male	448	442	66	14.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	44	44	2	4.5
Black or African American	20	17	3	17.6
Filipino	23	23	3	13.0
Hispanic or Latino	786	775	128	16.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	41	41	13	31.7
English Learners	87	83	19	22.9
Foster Youth	--	--	--	--
Homeless	68	64	18	28.1
Socioeconomically Disadvantaged	738	728	137	18.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	134	132	27	20.5

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
5.6	4.34	4.86	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
0.6	0.11	0.11	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	4.86	0.11
Female	4.82	0.21
Male	4.91	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	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.73	0.13
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	5.75	0.00
Foster Youth	0.00	0.00
Homeless	10.29	0.00
Socioeconomically Disadvantaged	5.56	0.14
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.72	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 a primary concern at every school throughout the District. Each school complies with laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted regularly throughout the school year. Each school annually participates in the "Great California ShakeOut". The school's Safe School Plans are reviewed annually by a law enforcement officer (usually our School Resource Officers from West Covina and Covina Police Departments). The document is "fluid" and updates are completed as needed. For example, updates are completed if a school discipline policy is added or modified, changes are made to the campus map, additions and/or modifications are made to the telephone trees, etc. All visitors must check in at the school office and wear a visitor badge while on school grounds. During lunch, recesses, and before and after school, staff members supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment.

The Comprehensive School Safety Plan was developed by administrators, other school staff members, and Los Angeles County Office of Education staff members. It is reviewed, approved, and evaluated by the School Site Council in cooperation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include the following: child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and suspension and expulsion policies. The plan is reviewed annually with school staff. An updated copy is available to the public at the school and District Office.

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	13	6	8
Mathematics	27	10	4	10
Science	28	6	1	13
Social Science	27	5	4	10

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	24	11	11	7
Mathematics	23	11	8	7
Science	28	5	8	8
Social Science	26	4	12	5

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	29	8	2	16
Mathematics	26	11	4	12
Science	29	4	3	14
Social Science	29	4	4	13

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	0.4

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	\$11567.02	\$3251.13	\$8315.89	\$114817.35
District	N/A	N/A	\$3287.24	\$109,552
Percent Difference - School Site and District	N/A	N/A	86.7	9.7
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-25.7	16.1

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