

Manzanita Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Manzanita Elementary School
Street	4131 N. Nora Ave
City, State, Zip	Covina, CA 91722
Phone Number	626-472-7640
Principal	Beth Mossman
Email Address	bmossman@c-vusd.org
Website	www.c-vusd.org/manzanita
County-District-School (CDS) Code	19644366012546

Entity	Contact Information
District Name	Covina-Valley Unified School District
Phone Number	626-974-7000
Superintendent	Richard M. Sheehan, Ed.D.
Email Address	webmasterdo1@c-vusd.org
Website	www.c-vusd.org

School Description and Mission Statement (School Year 2019-20)

Manzanita Elementary School is a TK-5th grade school located in the City of Covina that serves the communities of Irwindale and unincorporated Covina with an enrollment of approximately 305 and growing as we grow our Dual Immersion Magnet Program. Manzanita is part of the Covina-Valley Unified School District, which includes nine elementary schools serving grades TK-5, three middle schools serving grades 6-8, three comprehensive high schools, and one alternative school. We offer students a balanced, standards-based curriculum that promotes success and excellence in education. Manzanita teachers and staff focus on providing students with an array of opportunities to master the California State Common Core Standards in English Language Arts and Mathematics, in addition to the state standards for Science and Social Studies. Our school hosts the District Dual Immersion Magnet program and the Think Together after school care for the school age students that attend Manzanita.

Manzanita Elementary is a school of excellence where every student, in all capacities, is highly valued. Our focus has continued to be on closing the achievement gap for all underachieving students and enriching instruction for all students proficient or above. Our credentialed teachers provide after school tutoring sessions to all students. Our school demographics include 89% students of Latino descent, 6% White, 4% Asian and 1% other. With 85% of our students socioeconomically disadvantaged and 22% learning English as their second language, the entire school community is committed to our students finishing their elementary education with their 21st Century skills in place to guarantee their future success.

Our three-fold goal focuses on the whole child through nutrition, physical exercise, and academic instruction. We are most proud of our "What I Need Now" (WINN) program, which targets achievement in ELA and math. We feel that WINN, our model practice, is an exemplary program. Through our daily instructional practices, which includes our WINN time, students in Tier I receive enrichment activities, those in Tier II receive specialized support, and those in Tier III receive intensive intervention. We are proud of our current journey towards closing the achievement gap for all students at Manzanita and assert that our innovative WINN will develop inquisitive and versatile lifelong learners who will achieve their academic potential.

Our instructional focus was developed through collaborative meetings and PLCs to review our school wide data. We are committed that all Manzanita students will read closely to determine what the text says explicitly, make logical inferences from it, and cite specific textual evidence when writing or speaking to support conclusions drawn from the text as measured by i-Ready Standards Mastery Assessments. We are also looking how this can be used in Math to support students citing evidence when solving problems. We support our Dual Immersion students through the use of iStation which is a similar program to i-Ready and based on Spanish Language Arts Standards.

Our goal is for every TK-5th grade student to infuse the use of Chromebooks/Lenovos into our instructional model. Teachers receive ongoing intensive professional development to infuse technology into their daily instructional model. We have implemented coding through Code to the Future coaching model. Each student in grades TK-5 focuses on a gradual release model of coding at their developmental level. Each trimester, we showcase our program through an Epic Build where student ambassadors highlight the program and invite parents to explore the learning in the classroom.

In addition to these foci, Manzanita houses the District Dual Immersion Spanish/English 90:10 model. For the past two years, Manzanita has grown this model starting with Kindergarten and opening two 1st grade classrooms this year. Students are immersed in the target language and also gradually released to a 50:50 model by 4th and 5th grade. The goal of the program is to develop bilingual, bilateral and Multicultural citizens who are prepared to continue their language learning into middle and high school with the ultimate goal being the Seal of Biliteracy on their high school diploma.

Manzanita Elementary School is one of nine computer science magnet schools in the Covina-Valley Unified School District. Manzanita is a one-to-one school where all students have their own Chromebook or Lenovo and are learning CODE as their second language. This year Manzanita is partnering with Code to the Future. Students in grades TK-5 use their 21st Century skills of collaboration, critical thinking, creativity, and communication in an environment where computer science is taught as a normal discipline in the classroom.

Manzanita also received a grant from Mr. Holland's Opus to bring a music program to all students in grades 3-5. Students are able to select Beats, Beginning Band or Advanced Band and Mr. Holland's Opus has provided instruments for any student wanting to participate.

The Manzanita staff is highly qualified with 100% of the teaching staff NCLB compliant, fully credentialed, BCLAD or CLAD certified (or its equivalent). Our staff includes three Special Education teachers in our Specialized Academic Instruction Programs. In addition, we have a part time Speech and Language Pathologist, a part time Adaptive PE teacher, part time OT and a part time school psychologist. Manzanita also has a Title I Intervention Specialist who works with our socioeconomically disadvantaged population, coordinates and teaches our intervention program.

Our parents and PTA are important partners in our students' education. Our parents volunteer in the classroom, organize special events, and raise money to provide extra things that make school special such as field trips, parent nights, assemblies, movie nights, Festivals, Trunk-or-Treat, and so much more.

We take instruction and social development seriously and are dedicated to providing a rigorous academic program preparing students for success in college and beyond!

MANZANITA VISION AND MISSION STATEMENT

Manzanita Elementary is truly a school that instills a genuine sense of pride and success shared by all. Our goal for every student is to provide a strong academic education, develop critical thinkers who are prepared for the rigors of middle and high school, develop students who are college and career ready and prepared to be successful in a global society.

MISIÓN Y VISIÓN DE LA ESCUELA MANZANITA

La Escuela Primaria Manzanita es verdaderamente una escuela que inculca un genuino sentido de orgullo y éxito compartido por todos. Nuestro objetivo para todos los estudiantes es proporcionar una sólida educación académica, desarrollar pensadores críticos que estén preparados para los rigores de la escuela secundaria y preparatoria, desarrollar estudiantes listos para la universidad y preparados para ser exitosos en una sociedad global.

MANZANITA MISSION OF THE DUAL IMMERSION LANGUAGE ACADEMY

The mission of the Covina-Valley Dual Immersion Magnet Program at Manzanita Elementary School will be to develop bilingual and biliterate citizens who are well prepared to succeed in a global economy. Our purpose will be to teach students to embrace and celebrate diversity, to appreciate their home language and culture, and to learn and use a second language in their everyday lives. We will provide rigorous academic standards and excellent language models for our students.

MISIÓN DE LA ACADEMIA DE DOBLE INMERSIÓN DE LA ESCUELA MANZANITA

La misión de la academia de doble inmersión de la escuela Manzanita es para desarrollar a ciudadanos bilingües que estén bien preparados para tener éxito en una economía global. Nuestro propósito será enseñar a los alumnos a comprender y a celebrar la diversidad, para apreciar su idioma y cultura natal y para aprender o utilizar un segundo idioma en sus vidas diarias. Proporcionaremos estándares académicos rigurosos y los modelos excelentes del idioma para nuestros alumnos.

INSTRUCTIONAL FOCUS STATEMENT

All Manzanita students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. These strategies will be applied in all content areas and supported through 3 research based instructional strategies: 1) Thinking Maps; 2) Close Reading Strategies as Supported through Nancy Boyles research; and 3) Depths of Knowledge Thinking Stems.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	113
Grade 1	72
Grade 2	66
Grade 3	45
Grade 4	33
Grade 5	42
Total Enrollment	371

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.3
Asian	3.5
Filipino	3.2
Hispanic or Latino	86.3
White	4.3
Two or More Races	0.3
Socioeconomically Disadvantaged	72
English Learners	23.7
Students with Disabilities	15.1
Foster Youth	0.8
Homeless	5.1

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	17	21	20	10
Without Full Credential	0	0	1	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 10/30/19

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 2019 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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-5: McGraw-Hill Education: California World of Wonders, c2017 (Adopted in 2017) 6-8: McGraw-Hill Education: StudySync, c2017 (Adopted in 2017) 9-12: McDougal Littell: The Literature of Language CA Edition, c2002 (Adopted in 2003); Glencoe McGraw-Hill Writer's Choice, c2001 (Adopted in 2001)	Yes	0%
Mathematics	TK-5: Pearson: enVision Math California Common Core, c2015 (Adopted in 2015) 6-8: McGraw-Hill Education: California Math Course 1, 2, and 3, c2015 (Adopted in 2015) 9-12: Pearson/Prentice Hall, Integrated Mathematics Level 1 Common Core, c2014 (Adopted in 2014); Pearson/Prentice Hall: Integrated Mathematics, Level 2 Common Core, c2014 (Adopted in 2015); Pearson/Prentice Hall: Integrated	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Mathematics, Level 3 Common Core, c2014 (Adopted 2016)		
Science	TK-5: Macmillan/McGraw-Hill: California Science, c2008 (Adopted in 2007) 6: Prentice-Hall California Science Explorer - Focus on Earth Science, c2008 (Adopted in 2007) 7: Prentice-Hall California Science Explorer - Focus on Life Science, c2008 (Adopted in 2007) 8: Prentice-Hall California Science Explorer - Focus on Physical Science, c2008 (Adopted in 2007) 9-12: Glencoe-Biology: An Everyday Experience, c2005 (Adopted in 2005); Prentice Hall Biology: AP Edition, c2005 (Adopted in 2007); Thomson/Delmar Learning: Science of Earth Systems, c2004 (Adopted in 2005); Holt McDougal-McDougal Littell Biology, c2008 (Adopted in 2009); Prentice Hall Chemistry-California Edition, c2007 (Adopted in 2007)	Yes	0%
History-Social Science	TK-5: Studies Weekly: California Studies Weekly, c2017 (Adopted in 2018) 6: TCI: History Alive! The Ancient World, c2017 (Adopted in 2019) 7: TCI: History Alive! The Medieval World and Beyond, c2017 (Adopted in 2019) 8: TCI: History Alive! The U.S. Through Industrialism, c2017 (Adopted in 2019) 9-12: TCI: History Alive! World Connections, c2020 (Adopted in 2019); TCI: History Alive! Pursuing American Ideals, c2019 (Adopted in 2019); TCI: Gov Alive! Power, Politics, and You, c2020 (Adopted in 2019); TCI: Econ Alive! The Power to Choose, c2020 (Adopted in 2019)	Yes	0%
Foreign Language	7-8: Vista Higher Learning: Descubre, Level 1, c2017 (Adopted in 2019) 9-12: Vista Higher Learning: Descubre, Levels 1-2-3, c2017 (Adopted in 2019); EMC Publishing: T'es branche? Levels 1-2-3-4, c2014 (Adopted in 2017)	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	TK-5: Great Body Shop (Adopted in 1998) 6-8: Prentice Hall (Adopted in 2007); Positive Prevention Plus (Adopted in 2018) 9-12: Holt, Rinehart & Winston (Adopted in 2004); Positive Prevention Plus (Adopted in 2018)		N/A
Visual and Performing Arts	TK-5: Macmillan/McGraw-Hill (Adopted in 2007)		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Manzanita Elementary School was built in 1961, with portable buildings added in 1968, 1994, 1995, 1996, 1997, and 1999. Facilities are situated on 10 acres and span nearly 43,000 square feet. They consist of permanent and portable classrooms, a cafeteria, administrative offices, restrooms, a Library/Media Center, and storage rooms. The school has been completely modernized, including restrooms, classrooms and office buildings. All classrooms are equipped with state-of-the-art equipment and wireless internet connections. All classrooms are equipped with Lightspeed technology allowing each teacher to use a microphone while teaching. The modernization was completed in April 2007. The facility strongly supports teaching and learning through its ample classrooms and playground space.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Overall Rating	Good	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	60	55	53	55	50	50
Mathematics (grades 3-8 and 11)	41	41	37	39	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	124	122	98.39	1.61	54.92
Male	59	57	96.61	3.39	52.63
Female	65	65	100.00	0.00	56.92
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	97	95	97.94	2.06	51.58
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	96	95	98.96	1.04	53.68
English Learners	42	41	97.62	2.38	34.15
Students with Disabilities	20	19	95.00	5.00	21.05
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	124	123	99.19	0.81	41.46
Male	59	58	98.31	1.69	44.83
Female	65	65	100.00	0.00	38.46
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	97	96	98.97	1.03	35.42
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	96	96	100.00	0.00	34.38

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	42	42	100.00	0.00	23.81
Students with Disabilities	20	19	95.00	5.00	15.79
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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 Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	23.3	18.6	23.3

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents and the community are very supportive of the educational program at Manzanita Elementary School. Numerous programs and activities are enriched by the generous contributions made by the following groups and organizations: Parent Teacher Association (PTA), Covina Sunrise Rotary, Operation Santa Clothes, Covina Library, Irwindale Library, DD's Discounts and Operation School Bell.

Parent participation has encouraged the school to support and participate in summer programs, parent education, increased opportunities for teachers and parents to meet, increased focus on academic awards, maintaining our library in the summer, and providing for a school-wide garden program. Parents also support the schoolwide 100-Mile running club.

The school holds many events throughout the school year in which parents and community members can get involved. These events include SSC meetings, ELAC meetings, PTA meetings, Parent Education Nights, Holiday Programs, Family Festivals, Founder's Day, Back-to-School Night. The PTA and school newsletters, phone and print messages are sent home throughout the year to keep parents informed of these events. Parents are encouraged and celebrated for their time spent volunteering within Manzanita classrooms.

Parents who wish to participate in Manzanita Elementary School's leadership teams, school committees, school activities, or become volunteers may contact school office personnel at (626) 472-7640.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.4	1.5	0.5	3.5	3.6	2.3	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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. Our document is "fluid" and updates are completed as needed. For example, updates are completed if a school discipline policy is added or modified, changes are made to the campus map, additions and/or modifications are made to the telephone trees, etc. All visitors must check in at the school office and wear a visitor badge while on school grounds. During lunch, recesses, and before and after school, staff members supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. The Comprehensive School Safety Plan was developed by administrators, other school staff members, and Los Angeles County Office of Education staff members. It is reviewed, approved, and evaluated by the School Site Council in cooperation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include the following: child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and suspension and expulsion policies. The plan is reviewed annually with school staff. An updated copy is available to the public at the school and District Office.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	19	3	2		20	3	2		19	3	3	
1	21		2		21	1	2		23	1	2	
2	21		1		18	2			16	4		
3	16	2			23		1		25		2	
4					20	1	1					
5	31		2		28		1		25	1		2
Other**					5	2						

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

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	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	4.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,381	\$2,888	\$6,493	\$70,053
District	N/A	N/A	\$6,919	\$86,785.00
Percent Difference - School Site and District	N/A	N/A	-6.4	-14.2
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	2.7	-6.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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

- Title I, II, III, IV
- State Compensatory Education
- Special Education
- Home-to-School Transportation
- Tobacco Use Prevention Education
- Carl Perkins
- Regional Occupational Program

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

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,376	\$51,374
Mid-Range Teacher Salary	\$82,396	\$80,151
Highest Teacher Salary	\$102,687	\$100,143
Average Principal Salary (Elementary)	\$130,968	\$126,896
Average Principal Salary (Middle)	\$134,300	\$133,668
Average Principal Salary (High)	\$141,900	\$143,746
Superintendent Salary	\$298,464	\$245,810
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	113	113	107

Covina-Valley provides over 100 days of dedicated professional development each year. Professional development is aligned to 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:

- Focused Schools Workshops (6 days)
- Computer Science and Coding (15 days)
- Thinking Maps/Write from the Beginning and Beyond (5 days)
- i-Ready Workshops (9 days)
- Student Achievement Systems and Data (12 days)
- UCI Math (20 days)
- NGSS Standards (20 days)
- Principal Workshops (20 days)