Rowland Avenue 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	Rowland Avenue Elementary School
Street	1355 E. Rowland Ave
City, State, Zip	West Covina, CA 91790
Phone Number	626-974-4700
Principal	Page Christensen
Email Address	pchristensen@c-vusd.org
Website	www.c-vusd.org/rowland
County-District-School (CDS) Code	19 64436 6012587

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)

Rowland Avenue Elementary School serves approximately 560 Kinder Academy through 5th grade students. Rowland Avenue Elementary School has received the following recognitions: Gold Ribbon School in 2016, California Distinguished School in 2006 and 2010, Computer Science Magnet School, Title I Achieving School, Mr. Holland's Opus National Endorsement and Grant Recipient, Golden Bell winner, and CBEE recipient. Rowland Avenue is located 20 miles from downtown Los Angeles. It is one of nine elementary schools, three middle schools, three high schools, and one continuation high school within the Covina-Valley Unified School District. The school was constructed in 1958 and modernized in 1993. Our entire school community benefits from a Library Media Center which houses a 15,000 book collection. More than seventy percent of teachers have advanced degrees. To assist us in our mission and vision, we have several support personnel, including a Title 1 Intervention Specialist, two Special Education Teachers, a Psychologist, a Speech Pathologist, a Marriage and Family Therapist Intern, six instructional assistants, two school helpers, and five playground supervisors. All teachers have personal laptops, projectors, document cameras, and Apple TVs. Classrooms have 1:1 technology devices and we are partnering with Code to the Future to implement coding at all grade levels which culminates in an Epic Build each trimester. A laptop cart supports technology integration in our Technology and Innovation lab. Rowland Avenue has a wireless network with numerous access points. A teacher maintains the school website and a PTA mom gives regular updates through Facebook. When our Superintendent visits classrooms, he utilizes Twitter to inform others about the excellent teaching and learning happening at our school and our Computer Science Immersion District. Rowland's staff has created a nurturing home-away-from-home, family-oriented environment with high expectations and a "no excuses" attitude. Students create, collaborate, communicate, and critically think as they learn the skills needed for success in an ever changing global society. They are challenged daily and realize the future holds unlimited possibilities.

The school has a rich blend of cultural heritages represented in its student population: 6.9% Asian, 1.2% Black or African American, 1.3% Filipino, 79.8% Hispanic or Latino, 5% White (not Hispanic), and 5.8% other. English Language Learners (ELL) make up 15.8% of our population, and 72% of our students are eligible for the Free and/or Reduced Lunch program.

Rowland Avenue staff works hard to provide our students with an educational environment that is safe and nurturing, has high expectations, and is enriching. We have implemented the Raptorware System to ensure all volunteers have been cleared through a database. We are a school that celebrates attendance, academic performance, citizenship, homework completion, and great character. We work hard to instill in children the six pillars of Character Education: Responsibility, Caring, Respect, Trustworthiness, Fairness, and Citizenship. This has resulted in hard working students with great self-esteem, increased daily attendance, a low suspension rate, and increased parental support of school programs. Our teachers and staff believe that it is never too early to start talking about college. Examples of this commitment can be seen all over our campus from the school office to the classrooms. Staff and students wear college shirts on Mondays. The entrance to each classroom and the office proudly display University Pennants. The principal and teachers have their degrees visible for all students to see. This demonstration supports the expectation that all students will be prepared for college and a successful career.

Our teachers work together in professional learning communities to continuously improve student achievement. They focus on the following three guiding questions: "What do students need to know?", "How will we know if they know it?", and "What will we do with those that didn't learn it?" Along with strong first teaching and differentiated instruction, each grade level provides their students with an additional thirty minutes of intervention/acceleration focusing on literacy and numeracy. Certified GATE teachers address the learning needs of identified GATE students. Additional resources include: i-Ready, a web based resource for all students in the areas of Language Arts and Math; Read Well, used with non-proficient students in grades 1-2 who need to improve in all areas of reading; Read Naturally for students in grades 1-5 who need to improve their reading fluency; WonderWorks as an intervention program for 3rd-5th graders; and online resources to improve math fact fluency. Teachers at each grade level have embraced Thinking Maps and Write from the Beginning and Beyond to support writing at all grade levels.

Other exciting programs at Rowland Avenue Elementary School include a schoolwide literacy effort that is possible because of our Accelerated Reader Program, generous support from the community, and outstanding parent volunteers. Students are motivated to read books, take quizzes, and earn prizes for passing their quizzes. Students scoring 100% on a quiz get a ticket for a monthly bike raffle made possible by our "Grandparent" who purchases two bikes and helmets per month for us to give away. The library is open before school, during morning recess and lunch recess, and some days each week after school to provide students with opportunities to read and take quizzes or just have a place to do research and study. We have instituted Family Reading Nights once a month to encourage students to bring their parents and read together. Students have been challenged to read 140,000,000 words during the 2018-2019 school year. Our fourth and fifth graders have an opportunity to run for Student Council. If they are not elected to be officers, our teachers strive to develop future leaders by encouraging their participation as Room Representatives. Student Council Officers and Representatives have an integral part of making announcements during our Spirit and Pride Assemblies held the first Friday of each month. They also have many opportunities to lead the student body in community service projects such as canned food drives, ongoing school recycling, and sock/hygiene basket drives for the homeless. Our fourth and fifth grade students participate in Band, BEATS, or Glee. We received a $48,000 grant of musical instruments and National Endorsement from Mr. Holland's Opus Foundation. Student Patrol is a very popular program run by one of our instructional assistants. She trains students to assist during lunch recess. Rowland's school garden is a place to learn about nutrition and caring for our earth. We have GATE Saturdays that focus on Science, Technology, Engineering, Art, and Math (STEAM Saturdays). Students attend half day enrichment sessions and are invited to District field trips as well. Rowland also offers Science Saturday Academies to students who wish to recapture a missed day of attendance.

Rowland participates in many positive relationships with the community to support student learning and citizenship. We enjoy the benefits of being adopted by a very generous family that buys books for our library, classroom supplies, rewards for reading, and much more. Our campus hosts Kinder Academy, a Districtwide program for students as they prepare for all aspects of Kindergarten. Kids Korner provides before and after-school child care to students in grades TK-5. Rowland students benefit from participation in activities offered by West Covina Parks and Recreation Department and our neighboring park, Palmview. The Santa Clothes program from the Covina Sunrise Rotary Club generously provides school uniforms and other clothing items. Operation School Bell Program offered by the Assistance League of Covina, DonorsChoose.com, and other programs offer support in the areas of health, social, academic and emotional well-being. A local businessman has adopted our school and recognizes excellent attendance with an "Iron Man Trophy." Through generous donations, we have equipped our Technology and Innovation Lab with a green screen and lighting. Students enjoy a reciprocal, intergenerational relationship with members of Bridgecreek Retirement Home. Retirees visit Rowland each week for our "Read Aloud Party" and students from Rowland have visited Bridgecreek for mini concerts or holiday carols.

Our PTA provides exciting field trips, assemblies, family nights, and other fun activities that truly make Rowland Avenue Elementary School a wonderful place to grow and learn. Rowland's many programs and services have enabled the staff to develop strong ties with the students' families. Parents are encouraged to actively participate in their child's education, whether it is by volunteering in the classroom, by helping to organize and participate in PTA and school events or by simply reading to their children and making sure their homework is successfully completed. Our parents and PTA provide much needed support in the form of volunteer hours and fundraising to provide extra activities such as Red Ribbon Week Activities, Santa's Secret Shop, movie nights, Principal's Lunch Bunch, Walk-A-Thon, Lunch of Love, Father/Daughter Dance, Mother/Son Dance, and much more.

There is no better affirmation of the exceptional educational experiences at Rowland than the enthusiasm seen in the eyes of the students and heard in their voices. Our students leave Rowland with a solid foundation of core competencies that will ensure unlimited opportunities for success.

ROWLAND VISION AND MISSION STATEMENT
Rowland Avenue Elementary School is a destination and a journey. We are a school community that nurtures and inspires, supports and challenges, reflects and redesigns. We are committed to maintaining a safe campus and a positive learning environment where all feel welcomed, respected, and important to the school. We encourage home and community support and strive to communicate progress toward our goals. At Rowland Avenue, instructional goals are aligned with California Standards. Students know what is expected, are prepared for success, and are given opportunities to reach their potential. At Rowland Avenue, each child is encouraged to achieve academic excellence and develop a desire for lifelong learning in our diverse, but highly connected world.

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

Grade Level	Number of Students
Kindergarten	159
Grade 1	78
Grade 2	75
Grade 3	73
Grade 4	77
Grade 5	93
Total Enrollment	555

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.6
Asian	8.6
Filipino	1.6
Hispanic or Latino	80.2
Native Hawaiian or Pacific Islander	0.2
White	5.4
Two or More Races	2.3
Socioeconomically Disadvantaged	68.8
English Learners	13.5
Students with Disabilities	7.6
Homeless	2.9

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	24	26	27	10
Without Full Credential	0	2	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	0	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%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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 Mathematics, Level 3 Common Core, c2014 (Adopted 2016)	Yes	0%
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%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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%
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)

Rowland Avenue Elementary School was built in 1958 and modernized in 1993. Facilities are situated on 10.3 acres and span more than 50,000 square feet. They consist of permanent and portable classrooms, a cafeteria, administrative offices, restrooms, and storage rooms. Recent improvements at the school include a freshly painted kitchen, new carpet in eight classrooms and the office, and a few hundred linear feet of chain link fence to enclose our Kindergarten playground. In August of 2015 the playground and parking lots were slurry sealed, and traffic/parking markings and curbs were painted. 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	
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)	66	60	53	55	50	50
Mathematics (grades 3-8 and 11)	51	49	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	243	243	100.00	0.00	60.08
Male	124	124	100.00	0.00	56.45
Female	119	119	100.00	0.00	63.87
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	22	22	100.00	0.00	63.64
Filipino	--	--	--	--	--
Hispanic or Latino	198	198	100.00	0.00	59.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	11	11	100.00	0.00	72.73

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	172	172	100.00	0.00	55.81
English Learners	53	53	100.00	0.00	45.28
Students with Disabilities	25	25	100.00	0.00	20.00
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	243	243	100.00	0.00	48.97
Male	124	124	100.00	0.00	47.58
Female	119	119	100.00	0.00	50.42
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	22	22	100.00	0.00	68.18
Filipino	--	--	--	--	--
Hispanic or Latino	198	198	100.00	0.00	46.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	11	11	100.00	0.00	63.64
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	172	172	100.00	0.00	45.93
English Learners	53	53	100.00	0.00	45.28
Students with Disabilities	25	25	100.00	0.00	20.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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	21.5	21.5	36.6

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 Rowland Avenue Elementary School. Numerous programs and activities are enriched by the generous contributions made to our school by a very special philanthropist we fondly refer to as our "Grandparent" and by the following groups and organizations: Rowland PTA, Best Buy, Hometown Buffet, Norm's, In-N-Out, Sizzler Restaurant, Wells Fargo, Target, Coca Cola, Pizza Hut, and McDonalds.

The school holds many events throughout the school year in which parents and community members can get involved. These events include Back-to-School Night, Parent Help Center, Classroom volunteers, PTA Room Parents, Family Movie Night, school site council, PTA committees such as yearbook, Spirit and Pride sales, Pennies for Renaissance, Box Tops, School Newsletter, Morning Reading Club, and parent education trainings. Information is sent home in both Spanish and English through fliers, monthly calendars and newsletters. Reminders are posted on the school marquee.

Parents who wish to participate in our leadership teams, school committees, school activities, or become a volunteer may contact our school office at (626) 974-4700.

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	0.9	1.0	0.0	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 (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.

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	23	1	3		25		6		23	1	6	
1	25		3		24		3		25		3	
2	25		3		25		3		24		3	
3	25		4		21	1	3		20	1	3	
4	33			2	35			2	33		1	1
5	26	1	1	2	31		2	1	33		1	2
Other**	8	1			5	2			5	1		

*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	
Resource Specialist (non-teaching)	2.0

*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	$7,613	$1,031	$6,582	$83,901
District	N/A	N/A	$6,919	$86,785.00
Percent Difference - School Site and District	N/A	N/A	-5.0	-3.0
State	N/A	N/A	$7,506.64	$82,031.00
Percent Difference - School Site and State	N/A	N/A	-18.7	4.6

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)