

# **Merwin 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)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	Merwin Elementary School
<b>Street</b>	16125 E. Cypress
<b>City, State, Zip</b>	Covina, CA 91722
<b>Phone Number</b>	626-472-7660
<b>Principal</b>	Stephanie Kearns
<b>Email Address</b>	skearns@c-vusd.org
<b>Website</b>	<a href="http://www.c-vusd.org/merwin">www.c-vusd.org/merwin</a>
<b>County-District-School (CDS) Code</b>	19644366012553

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

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

Merwin Elementary School was opened in 1963 in the City of Covina and serves the communities of Irwindale and unincorporated Covina with an enrollment of approximately 530 students. Merwin is part of the Covina-Valley Unified School District, which includes nine elementary schools serving grades K-5, three middle schools serving grades 6-8, three comprehensive high schools, and one alternative school. The campus hosts Covina Children's Center which provides before and after school child care and Think Together after-school care for school-age students that attend Merwin.

Of Merwin's 486 students, 89.9% are Hispanic, 4.1% are White, 3% are Asian, 0.08% are African American, 1.6% are Filipino, and 1.32% other. At Merwin Elementary School, 83.5% of the students qualify for Free and Reduced Lunch, 22.6% are English Learners with the majority speaking Spanish, 7.6% are GATE identified, and 12.9% are Students with Disabilities.

In 2013, Merwin Elementary School exited Program Improvement with an API of 835. As a result of this accomplishment, Merwin School was recognized as a California Distinguished School and received the Title I Academic Achievement award during the 2013-2014 school year. Merwin Elementary School has developed a systematic approach to address the needs of all students which involve good teaching the first time and a Response to Intervention Plan which addresses universal support, strategic and intensive intervention. Students who are struggling have the opportunity to receive additional instruction in the classroom, attend special learning programs provided by intervention teachers, and participate in computer-based learning programs in the computer lab before, during, and after school. Several intervention programs are in place to meet the various academic needs of the students. These interventions include small group instruction in class based on checks for understanding, after-school homework club, and small group tutoring based on student needs, Accelerated Reader, a motivational reading program, and i-Ready, a diagnostic ELA and Math program which delivers adaptive computer instruction is also provided, based on the needs of the students. Merwin Elementary School also promotes a college-bound culture through the implementation of the No Excuses University philosophy, and it achieved the California Gold Ribbon Award in 2015-16 based on the implementation of six exceptional systems.

Merwin Elementary School is one of nine computer science magnet schools in the Covina-Valley Unified School District. Merwin is a one-to-one school where all students have a Chromebook or Lenovo and are learning CODE as their second language. This year Merwin is partnering with Code to the Future. Students 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.

The Merwin staff is highly qualified with 100% of the teaching staff NCLB compliant, fully credentialed, and CLAD certified (or its equivalent). Our staff includes two Special Education teachers in our Specialized Academic Instruction Program. We also have a Speech and Language Pathologist, a part-time School Psychologist, and a part-time Adaptive PE teacher. Merwin also has a Title I Intervention Specialist who works with our socioeconomically disadvantaged population, coordinates and teaches our intervention program.

The staff at Merwin Elementary School is committed to preparing all students for success in the 21st Century. We believe every child deserves the opportunity to be educated in a way that prepares them for college. Merwin is a No Excuses University School exhibiting a culture of universal achievement by believing in students. We know each student is capable of meeting the rigorous Common Core standards. We know we have the power to make each student's success a reality. To provide the skills necessary, we are using innovative instructional strategies to support all student learning. Using technology throughout the day is evident when walking through the classroom. Both teachers and students are actively engaged in using computers, iPads, and iPods. Our teachers team up with our Title I Intervention Specialist to provide students with a daily universal access block of time for intervention and acceleration activities. Also, our teachers meet in PLC meetings to align curriculum, pace their instruction, plan and review assessment results to guide instruction and universal access time, monitor student response to intervention, plan lessons, and participate in professional development activities.

Our parents and PTA are very important partners in our students' education. Our parents volunteer in the classroom, organize special events and raise money to provide extra things that make our school special, such as field trips, dinner with Santa, assemblies, movie nights, festivals, and 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!

### **MERWIN VISION AND MISSION STATEMENT**

Everyone involved in Merwin believes that the academic potential of each student is tremendous. We are committed to creating a school that knows no limits to the academic success of each student.

Shared Commitment: Teachers at Merwin Elementary School pledge to:

- accept no limits on the learning potential of any child
- meet the individual learning needs of each child
- create rigorous classroom learning environments
- treat students, parents, and colleagues with courtesy and respect
- hold students, parents, and colleagues to the highest standards of performance
- collaborate regularly with colleagues to seek and implement more effective strategies for helping each child achieve his or her academic potential
- do whatever it takes - go the extra mile - to ensure that every student achieves or exceeds grade-level academic expectations

The staff at Merwin Elementary School will collaborate to ensure that all students show measurable growth in their ability to read and comprehend text at grade level or above, as the result of instruction that incorporates research-based strategies.

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	93
<b>Grade 1</b>	74
<b>Grade 2</b>	76
<b>Grade 3</b>	74
<b>Grade 4</b>	84
<b>Grade 5</b>	81
<b>Total Enrollment</b>	482

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.2
Asian	3.1
Filipino	1.7
Hispanic or Latino	90.2
Native Hawaiian or Pacific Islander	0.2
White	3.9
Socioeconomically Disadvantaged	81.3
English Learners	22.4
Students with Disabilities	13.1
Foster Youth	0.8
Homeless	6.6

## 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	23	24	22	10
Without Full Credential	0	0	0	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
<b>Reading/Language Arts</b>	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%
<b>Mathematics</b>	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%
<b>Science</b>	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	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	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)		
<b>History-Social Science</b>	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%
<b>Foreign Language</b>	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%
<b>Health</b>	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
<b>Visual and Performing Arts</b>	TK-5: Macmillan/McGraw-Hill (Adopted in 2007)		0%

## School Facility Conditions and Planned Improvements (Most Recent Year)

Merwin Elementary School was built in 1963 and modernized in 2005. Facilities are situated on 10 acres and span 37,500 square feet. They consist of permanent and portable classrooms, a cafeteria, administrative offices, restrooms, a library/media center, a childcare facility, and storage rooms. The completed facility improvement projects at Merwin Elementary School include the upgrade of all permanent classrooms, school communication systems, a new library/media center with computer lab and workroom, upgraded technology in all classrooms, new playground equipment and hardtop, and a new parking lot. An LAUP preschool was established in the fall of 2008. The facility strongly supports teaching and learning through its ample classrooms and playground space. All portable classrooms received new carpet in the summer of 2014.

### 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	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)	50	60	53	55	50	50
Mathematics (grades 3-8 and 11)	43	53	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	239	238	99.58	0.42	60.08
Male	119	118	99.16	0.84	57.63
Female	120	120	100.00	0.00	62.50
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	218	218	100.00	0.00	57.80
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Two or More Races</b>					
<b>Socioeconomically Disadvantaged</b>	202	201	99.50	0.50	53.73
<b>English Learners</b>	82	81	98.78	1.22	56.79
<b>Students with Disabilities</b>	41	41	100.00	0.00	19.51
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	19	18	94.74	5.26	55.56

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
<b>All Students</b>	239	239	100.00	0.00	52.72
<b>Male</b>	119	119	100.00	0.00	53.78
<b>Female</b>	120	120	100.00	0.00	51.67
<b>Black or African American</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>					
<b>Asian</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	218	218	100.00	0.00	51.38
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>	--	--	--	--	--
<b>Two or More Races</b>					
<b>Socioeconomically Disadvantaged</b>	202	202	100.00	0.00	48.51
<b>English Learners</b>	82	82	100.00	0.00	47.56
<b>Students with Disabilities</b>	41	41	100.00	0.00	19.51
<b>Students Receiving Migrant Education Services</b>					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	19	19	100.00	0.00	52.63

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	16.9	26.5	36.1

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 supportive of the educational program at Merwin Elementary School. Numerous programs and activities are enriched by the generous contributions made by the following groups and organizations: Merwin PTA, Operation School Bell, Operation Santa Clothes, Irwindale Library, Covina Library, West Covina Library, Covina Children's Center, Irwindale Police Department, McDonald's, Ralphs, Shakey's, Vons, California Dairy Council, Los Angeles Music Center, Tri-Community Adult Education, McKinley Children's Center, Dr. Copeland's Writing Contest, Covina Sunrise Rotary, Vulcan Materials Company Western Division, In-N-Out, Jack in the box, and many other local businesses and agencies.

Merwin conducts many events throughout the school year in which parents and community members can become involved. These events include the Health and Safety Fair, Book Fairs, Back to School Night, Open House, Holiday Programs, and Parent Nights. The monthly newsletter, teacher notes, bulletin from the principal, the PTA newsletter, and various flyers are sent home throughout the year to keep parents informed of special events. Child care and translation services are provided for special events.

Parents who wish to participate in Merwin Elementary School's leadership teams, school committees, school activities, or become volunteers may contact school office personnel at (626) 472-7660.

### 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
<b>Suspensions</b>	2.6	1.6	0.0	3.5	3.6	2.3	3.6	3.5	3.5
<b>Expulsions</b>	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	24		4		23		5		19	5		
1	23		2		26		3		20	2	1	
2	25		2		23		3		22		4	
3	21	1	3		22		4		24		3	
4	31		1		33		1	1	34			2
5	20	2		2	28	1		3	24	1	3	
Other**	4	1			7	1			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)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Speech/Language/Hearing Specialist</b>	1.0
<b>Resource Specialist (non-teaching)</b>	2.5

\*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)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
<b>School Site</b>	\$7,464	\$1,387	\$6,077	\$90,016
<b>District</b>	N/A	N/A	\$6,919	\$86,785.00
<b>Percent Difference - School Site and District</b>	N/A	N/A	-13.0	-5.4
<b>State</b>	N/A	N/A	\$7,506.64	\$82,031.00
<b>Percent Difference - School Site and State</b>	N/A	N/A	-24.0	2.2

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)