

# Rowland Avenue Elementary School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2022-23 School Contact Information

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

## 2022-23 District Contact Information

<b>District Name</b>	Covina-Valley Unified School District
<b>Phone Number</b>	626-974-7000
<b>Superintendent</b>	Elizabeth Eminhizer, Ed.D.
<b>Email Address</b>	eeminhizer@c-vusd.org
<b>District Website Address</b>	www.c-vusd.org

## 2022-23 School Overview

Rowland Avenue Elementary School serves approximately 450 Transitional Kindergarten through 5th grade students. Rowland has received the following recognitions: U.S. News and World Report Recognition for Best Elementary Schools (2022), 2022 California Pivotal Practice School, Gold Ribbon School (2016), California Distinguished School (2006 and 2010), 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. 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, a Special Education Teacher, a Psychologist, a Speech Pathologist, a Counselor, a Social Worker Intern, five instructional assistants, two school helpers, and four playground monitors. All teachers have personal laptops, projectors, document cameras, and Apple TVs. Each student has their own laptop for school use. We strive to share information with our community through Rowland's school website and social media accounts. 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: 8.5% Asian, 2.4% Black or African American, 1.5% Filipino, 82.1% Hispanic or Latino, 3.4% White (not Hispanic), and 2.1% other. English Language Learners (ELL) make up 11.1% of our population, and 71.4% 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. 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 teachers address the learning needs of identified GATE students. Teachers at each grade level have embraced Thinking Maps and Write from the Beginning and Beyond to support writing at all grade levels. We are a school that celebrates attendance, academic performance, citizenship, homework completion, and great character. Our teachers and support staff teach students to "Be Kind, Be Well, Be Strong" as we emphasize monthly character traits. This has

## 2022-23 School Overview

resulted in hard working students with great opportunities to show leadership skills, 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 Flags. This demonstration supports the expectation that all students will be prepared for college and a successful career.

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 and take quizzes to demonstrate their comprehension. 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 after school to provide students with opportunities to read and take quizzes or just have a place to do research and study. Family Reading Nights each month encourage students to bring their parents and read together. Students have been challenged to read 150,000,000 words during the 2022-2023 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 in Student Council. Our fourth and fifth grade students also participate in Band, BEATS, Choir or General Music. As part of our National Endorsement from Mr. Holland's Opus Foundation, our school received a \$48,000 grant to purchase musical instruments. Student Patrol is a very popular program run by one of our instructional assistants. She trains students to encourage good choices among peers during lunch recess. We have half day enrichment sessions on many Saturdays during the school year with a focus on Science, Technology, Engineering, Math and Art.

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. The Operation School Bell Program offered by the Assistance League of Covina, DonorsChoose.com, the Rotary Club and other organizations offer support in the areas of health, social, academic and emotional well-being. Kids Korner provides before and after-school child care to students in grades TK-5.

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. Rowland offered the PIQE Program (Parent Institute for Quality Education) to families in English and Spanish. 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, Principal's Lunch Bunch, Walk-A-Thon, Lunch of Love, dance parties, 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.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	73
Grade 1	68
Grade 2	70
Grade 3	70
Grade 4	71
Grade 5	82
Total Enrollment	434

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5
Male	49.5
American Indian or Alaska Native	0.0
Asian	8.3
Black or African American	1.6
Filipino	1.6
Hispanic or Latino	81.6
Native Hawaiian or Pacific Islander	0.0
Two or More Races	2.3
White	4.1
English Learners	13.4
Foster Youth	0.5
Homeless	0.9
Migrant	0.0
Socioeconomically Disadvantaged	68.0
Students with Disabilities	9.4

## 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.50	97.22	414.70	84.26	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.40	0.08	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.20	0.45	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	21.80	4.43	12115.80	4.41
Unknown	0.50	2.78	53.00	10.77	18854.30	6.86
<b>Total Teaching Positions</b>	<b>18.00</b>	<b>100.00</b>	<b>492.20</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

### 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

### 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Covina-Valley Unified School District ensures that textbooks and materials are sufficient, current and available for each student in all core classes. Covina-Valley Unified School District held a Public Hearing in the fall of 2022 and determined that each school within the District has sufficient and good quality textbooks, instructional materials, and science lab equipment, pursuant to the settlement of Williams vs. the State of California. All students, including English Learners are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom or to take home. The governing Board approves all textbook adoptions for grades TK-12, which includes verification that instructional materials are aligned with California Content Standards and the State Frameworks.

Year and month in which the data were collected

October 2022

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)	Yes	0%



	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)		
<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 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%
<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

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.

Year and month of the most recent FIT report

November 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			None
<b>Interior:</b> Interior Surfaces	X			None
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			None
<b>Electrical</b>	X			None
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			None
<b>Safety:</b> Fire Safety, Hazardous Materials	X			None
<b>Structural:</b> Structural Damage, Roofs	X			None
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			None

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	60	N/A	50	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	50	N/A	30	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	227	224	98.68	1.32	59.82
<b>Female</b>	113	112	99.12	0.88	60.71
<b>Male</b>	114	112	98.25	1.75	58.93
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	24	24	100.00	0.00	83.33
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	180	177	98.33	1.67	55.93
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	24	21	87.50	12.50	23.81
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	11	11	100.00	0.00	54.55
<b>Socioeconomically Disadvantaged</b>	149	147	98.66	1.34	53.74
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	23	23	100.00	0.00	17.39

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	227	227	100.00	0.00	49.78
<b>Female</b>	113	113	100.00	0.00	46.90
<b>Male</b>	114	114	100.00	0.00	52.63
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	24	24	100.00	0.00	87.50
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	180	180	100.00	0.00	43.33
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	24	24	100.00	0.00	25.00
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	11	11	100.00	0.00	27.27
<b>Socioeconomically Disadvantaged</b>	149	149	100.00	0.00	40.94
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	23	23	100.00	0.00	26.09

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	34.15	NT	23.75	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	82	82	100	0	34.15
<b>Female</b>	43	43	100	0	27.91
<b>Male</b>	39	39	100	0	41.03
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	67	67	100	0	28.36
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	54	54	100	0	25.93
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95.2%	98.8%	98.8%	95.2%	98.8%

## C. Engagement

### State Priority: Parental Involvement

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

#### 2022-23 Opportunities for Parental Involvement

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, Jack in the Box, Norm's, In-N-Out, and Panda Express.

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, , Classroom volunteers, PTA Room Parents, Family Night, school site council, PTA committees such as yearbook, Spirit and Pride sales, Pennies for Renaissance, Box Tops, Morning Reading Club, and parent education trainings. Information is sent home in both Spanish and English through fliers, monthly calendars and Parent Square. 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.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	474	467	93	19.9
Female	239	237	46	19.4
Male	235	230	47	20.4
American Indian or Alaska Native	0	0	0	0.0
Asian	44	40	1	2.5
Black or African American	10	10	2	20.0
Filipino	7	7	2	28.6
Hispanic or Latino	383	380	85	22.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	11	11	0	0.0
White	17	17	1	5.9
English Learners	73	71	16	22.5
Foster Youth	3	3	0	0.0
Homeless	7	5	1	20.0
Socioeconomically Disadvantaged	328	323	75	23.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	54	54	15	27.8

## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety



## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.00	1.43	2.45
<b>Expulsions</b>	0.00	0.03	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.00	0.21	0.06	2.37	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.02	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.21	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.43	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.26	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.30	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2022-23 School Safety Plan

Safety of students and staff is a primary concern at every school throughout the District. Each school complies with laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. All Rowland Avenue staff and guest teachers receive a reference document entitled, "Rowland Avenue Emergency Procedures." It provides a buddy list and a quick reference to emergency response procedures. Fire and disaster drills are conducted regularly throughout the school year. Rowland Avenue annually registers and participates in the "Great California ShakeOut". Administrators in the district received training in the "study of pre-attack behaviors of active shooters." 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 modified or if there are any changes made to the campus map. Using our Raptorware system, visitors must check in at the school office and wear a visitor's badge while on school grounds. To ensure a safe and orderly environment, students are supervised before and after school, during lunch and recesses. 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. Input for Rowland's Safety Plan was provided by teachers and reviewed and approved by the School Site Council on November 14, 2022. It is 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 Information Required in the SARC

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

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2	4	
1	25		3	
2	24		3	
3	26	2	1	1
4	30		2	
5	30		2	
6				
Other	15	2	1	

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	
1	23		3	
2	24		3	
3	31		2	1
4	32		2	
5	32		2	
6				
Other	14	2		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	16	4		
2	23		3	
3	30		2	1
4	31		2	
5	28		2	
6				
Other	14	2	1	

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	1446.67

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.1

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,755.09	\$798.28	\$6,956.81	\$95,063.29
District	N/A	N/A	\$2,931.59	\$91,714
Percent Difference - School Site and District	N/A	N/A	81.4	3.6
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	5.4	7.3

## 2021-22 Types of Services Funded

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

- Title I, II, III, IV
- Special Education
- Home-to-School Transportation
- Carl Perkins
- Elementary and Secondary School Emergency Relief II, III
- Expanded Learning Opportunities
- Expanded Learning Opportunities Program
- Universal PreKindergarten Planning & Implementation
- A-G Success
- Arts, Music & Instructional Materials
- Educators Effectiveness
- Homeless Children and Youth
- Learning Recovery
- Career Technical Education (CTE)
- Strong Workforce

These funds are used for personnel, materials, supplies, equipment, parent involvement, and professional development to help close the achievement gap for all students. Personnel costs include Title I Intervention teachers, EL TOSA, additional counselor hours, and additional hours for before/after school tutoring. Materials and supplies include supplemental reading, math, the arts, CTE, and mental health programs.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$50,370	\$54,370
<b>Mid-Range Teacher Salary</b>	\$84,232	\$82,681
<b>Highest Teacher Salary</b>	\$109,176	\$106,610
<b>Average Principal Salary (Elementary)</b>	\$142,261	\$135,283
<b>Average Principal Salary (Middle)</b>	\$149,061	\$141,244
<b>Average Principal Salary (High)</b>	\$155,465	\$152,955
<b>Superintendent Salary</b>	\$282,839	\$264,367
<b>Percent of Budget for Teacher Salaries</b>	34%	33%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

Professional Development

Covina-Valley provides over 70 days of dedicated professional development each year. Professional development aligns with the Local Control Accountability Plan (LCAP), Common Core State Standards, student needs, and professional needs. Professional Development is provided during the school day and on modified Tuesdays.

The district provided professional development in the following areas:

- \* Lindamood-Bell (14 days)
- \* UCI Math (2 days)
- \* Principal Workshops (20 days)
- \* Google Technology (6 days)
- \* Restorative Practices (11 days)
- \* Threat Assessment (2 days)
- \* Math Intervention (4 days)
- \* NGSS (14 days)
- \* New Teacher Orientation (2 days)

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	72	52	75