2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year) Input Sections

Input Section 1: SARC Input Sections Overview

SARC Overview

SARC Publishing Deadline	The SARC publishing deadline is 2/1/25.
SARC Input Form Sections	Use the **SARC Input Sections** to update SARC information that is not populated by DTS. The information you enter in the SARC Input Sections will automatically update the full SARC. Where available, the section header is linked to detailed guidance from CDE. A full version of CDE's Data Elements Document can be downloaded by clicking here. CDE's Data Elements Document was updated in September of 2024.
SARC PDF from DTS	Once your updates are complete, please notify your district's SARC Coordinator (or DTS if you are a Single School District). DTS will provide a PDF export of the SARC with data and initiate translations (if applicable).
SARC Data from CDE	SARC data is typically released by CDE in December. DTS populates the data to your SARC as soon as it becomes available.
SARC Submission to CDE	SARC Coordinators are required to register using MyCDEConnect. The LEA must submit the URL to the webpage on which the SARC is hosted to CDE. We have included instructions below on how to submit the URL to CDE directly. - Access the school accounts main "School Accountability Report Card (SARC)" page. - Click the chain button for "External link to SARC" directly under the school's name within the blue box - Enter the full SARC URL, which will be the webpage that hosts your SARC documents on your district website.

DTS SARC Support

Update Data for Multiple Sites	You can update data for multiple schools by clicking "Update Data - All Locations" in your Coordinator Menu (Coordinators only).
FIT Results	DTS will import FIT Results for one or all schools on your behalf. You may send your completed CDE MS Excel FIT report to DTS by clicking here. Only the MS Excel version of the CDE FIT Tool can be imported to DTS. Please ensure that the FIT Tool sheet names have not been removed, renamed or otherwise altered. When downloading, please note that you may need to "Keep" the file based on your browser settings.

PFT Results	LEAs are required to populate their own Physical Fitness Test Participation Percentages. We've created an import request spreadsheet to make it easy for you to provide the data to DTS. You can download the spreadsheet by [clicking here](#). Please provide one spreadsheet for all schools. You may send your results to DTS by [clicking here](#). When downloading, please note that you may need to "Keep" the file based on your browser settings.
DTS SARC Support	Please feel free to contact the DTS Support Team by [clicking here](#).

SARC Data

SARC Data Updated by LEA	• SARC Input Sections Overview • School Information • District Information • School Overview • Opportunities for Parental Involvement • School Safety Plan • School Facility Conditions and Planned Improvement • Textbooks • Expenditures per Pupil • Types of Services Funded • California Physical Fitness Test Participation • Professional Development • CTE (Grades 9-12 Only)
CDE SARC Data Populated by DTS	• Student Enrollment by Grade Level • Student Enrollment by Student Group • Teacher Preparation and Placement • Teachers Without Credentials and Misassignments • Credentialed Teachers Assigned Out-of-Field • Class Assignments • California Assessment of Student Performance and Progress (CAASPP) Test Results in English language arts/literacy (ELA) and Mathematics for All Students • CAASPP Test Results in ELA by Student Group • CAASPP Test Results in Mathematics by Student Group • CAASPP Test Results in Science for All Students • CAASPP Test Results in Science by Student Group • Career Technical Education (CTE) Participation • Course Enrollment/Completion for University of California (UC) and/or California State University (CSU) Admission Requirements • Dropout Rate and Graduation Rate (Four-Year Cohort Rate) • Graduation Rate by Student Group • Chronic Absenteeism by Student Group • Suspensions and Expulsions • Suspensions and Expulsions by Student Group • Average Class Size and Class Size Distribution (Elementary) • Average Class Size and Class Size Distribution (Secondary) • Ratio of Pupils to Academic Counselor • Student Support Services Staff • Expenditures Per Pupil and School Site Teacher Salaries CDE provides State Expenditures Per Pupil (Unrestricted), and District and State Average Teacher Salary data. The remaining data is to be provided by the LEA. • Teacher and Administrative Salaries • Advanced Placement (AP) Courses

Input Section 2: 2024-25 School Contact Information

School Name	Workman Avenue Elementary School
Street	1941 E. Workman Ave
City, State, Zip	West Covina, CA 91791
Phone Number	626-974-4900
Principal	Melisa Duardo
Email Address	smduardo@c-vusd.org
School Website	www.c-vusd.org/workman
County-District-School (CDS) Code	19-64436-6012645

Input Section 3: 2024-25 District Contact Information

These fields should be reviewed and updated by the LEA/School. Provide current contact information.

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

Input Section 4: 2024-25 School Overview

This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.

Workman Avenue Elementary School is located in the City of West Covina and 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. Workman Avenue Elementary School opened in 1956 and currently serves 452 students in Transitional Kindergarten through fifth grade. Workman's student population is represented by 82.7% Hispanic, 4.2% Caucasian, 3.9% Asian, 3% African American, 2.6% Filipino students, and 1% other subgroups. Approximately 20% of our students are English Language Learners. Workman is a Title I Schoolwide School that receives categorical funding from Title I based on its 73% socioeconomically disadvantaged population. The Special Education program consists of four SAI (Specialized Academic Instruction) classes serving students in Kindergarten through fifth grade. The District strives to maintain a class size of 24 in Kindergarten through third grade. The average class size in fourth and fifth grade is 29 students. Workman's faculty includes general education teachers, special education teachers, music teachers, physical education teachers, a math intervention teacher, and a Title I Intervention Specialist. Teachers are credentialed and have assignments within their credential authorization.

California Common Core State Standards clearly define what students should know and be able to do in Language Arts, Mathematics, Science, and History/Social Science, as well as English Language Development. Workman teachers meet frequently in Professional Learning Communities to discuss best practices, student learning, assessment results, intervention programs, and other instructional topics. Teachers use research-based instructional strategies that promote the active involvement of all students and continue to receive ongoing staff development. Site priorities are based on ongoing data collection and analysis. Teachers will analyze a variety of data to drive their instruction and measure student progress including

Input Section 4: 2024-25 School Overview

District Interim Assessments, Common Formative Assessments, Accelerated Reader STAR reports, i-Ready Diagnostic Tools, and CAASPP Interim Block Assessments and Summative Assessments.

Staff development will focus on strategies to help students access the Common Core, including augmenting rigor, text-dependent questioning, close reading, Thinking Maps, and Write From the Beginning and Beyond. As a result, all students are expected to develop strong reading, oral, and written communication skills. District Interim Assessments are administered three times a year by the classroom teacher to measure progress toward CA CCSS in English Language Arts and Math. Students determined to be at risk in reading are monitored monthly by the Principal and Learning Specialist. Assessment data is used to determine placement in intervention programs (RTI Pyramid). All Workman teachers are certified to work with our English Language Learner population. SDAIE strategies are incorporated into lessons throughout the day to make the content comprehensible for our second language learners. EL students are provided daily leveled ELD, as well as daily reading interventions as needed. We continue to reach out to our EL parents through ELAC, parent workshops, and EL parent meetings. Parent participation and involvement in school activities are essential to student success. We continue to expand the number and type of school events in order to encourage and promote parent involvement. Workman's top priority is maximizing student learning. Our curriculum and instruction provide an exemplary and balanced educational program to our students with an emphasis on computer science and coding embedded throughout our curriculum. All students have access to highly qualified teachers who employ various instructional strategies to provide a rigorous standards-based curriculum. Students will benefit from the multitude of experiences they enjoy in computer science, the arts, drama, and athletics.

Input Section 5: 2024-25 Opportunities for Parental Involvement

This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.

Workman prioritizes Parental Involvement by actively engaging parents in decision-making processes at both the district and school levels. The collaborative efforts include the establishment of School Site Councils, English Learner Advisory Committees (ELAC), District Advisory Council/District English Learner Advisory Committee (DAC/DELAC), and participation in the Local Control and Accountability Plan (LCAP) advisory. In addition, we regularly seek parent input through surveys and involve them in other advisory councils and committees. Workman holds many events throughout the year in which parents and community members can get involved. At the beginning of the year, parents are able to sign up to attend and support students at the events that they choose. These events include a 100-day celebration, Dr. Seuss Family Literacy Night, Band and Choir Recitals, PTA meetings, volunteering in the classroom, Back-to-School Night, Santa and PJs, Family Math Night, and Family Reading Night. Workman Avenue Elementary School actively seeks parental involvement and encourages membership on our School Site Council, PTA Board, and English Language Advisory Committee. Parents who wish to participate in Workman Avenue Elementary School's leadership teams, school committees, and school activities, or become volunteers may contact school office personnel at (626) 974-4900.

Through these forums, parents contribute valuable insights, perspectives, and feedback that play a crucial role in shaping the direction of our school. In addition, they ensure an inclusive approach to decision-making, reflecting our school and district community's diverse needs and perspectives.

Input Section 6: 2024-25 School Safety Plan

This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.

Note:
This section should include information about the school's Comprehensive School Safety Plan (CSSP), including the dates on which the safety plan was last annually reviewed, updated, board approved and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (do not paste your entire safety plan in this field).

The safety of students and staff is a primary concern at every school throughout the District. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Workman participates in monthly fire drills, 3 drop and cover drills, 2 disaster drills, 2 lockdown drills, and 2 active shooter drills 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, recess, 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 with 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 site as well as at the District Office.

Input Section 7: School Facility Conditions and Planned Improvements

This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.

Workman Avenue Elementary School was built in 1956 and modernized in 1994. Facilities are situated on 10 acres and span nearly 43,000 square feet. They consist of permanent and portable classrooms, a cafeteria, administrative offices, restrooms, and storage rooms. Recent additions to the school include a portable classroom for the Kids Corner Extended Day Child Care Program. The construction of a new library media center was completed in 2007. This center houses a new library, a presentation center, an updated computer lab for student use and a teacher resource room. The carpet in all portable classrooms was replaced in the summer of 2014. The facility strongly supports teaching and learning through its ample classrooms and playground space.

Year and month of the most recent FIT report	November 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None
Interior: Interior Surfaces	X			None
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None

Input Section 7: School Facility Conditions and Planned Improvements

Electrical	X		Work orders submitted and assigned to the Maintenance Dept.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		None
Safety: Fire Safety, Hazardous Materials	X		None
Structural: Structural Damage, Roofs	X		None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Work orders submitted and assigned to the Maintenance Dept.

Overall Facility Rate

Exemplary	Good	Fair	Poor

Input Section 8: 2024-25 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 2024 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 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts/ELD	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); ELD: Houghton Mifflin Harcourt: English 3D, c2021 (Adopted in 2024) 9-12: McDougal Littell: The Literature of Language CA Edition, c2002 (Adopted in 2003); Glencoe McGraw-Hill Writer's Choice, c2001 (Adopted in 2001); ELD: Houghton Mifflin Harcourt: English 3D, c2021 (Adopted in 2024)		
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: Imagine Learning: Twig Education, c2023 (Adopted in 2024) 6: TK-5: Imagine Learning: Twig Education, c2023 (Adopted in 2024) 7: TK-5: Imagine Learning: Twig Education, c2023 (Adopted in 2024) 8: TK-5: Imagine Learning: Twig Education, c2023 (Adopted in 2024) 9-12: Glencoe-Biology: An Everyday Experience, c2005 (Adopted in 2005); Prentice Hall Biology: AP Edition, c2005 (Adopted in 2007); Thomson/Delmar Learning: Science of Earth Systems, c2004 (Adopted in 2005); Holt McDougal-McDougal Littell Biology, c2008 (Adopted in 2009); Prentice Hall Chemistry-California Edition, c2007 (Adopted in 2007)	Yes	0%
History-Social Science	TK-5: Studies Weekly: California Studies Weekly, c2017 (Adopted in 2018) 6: TCI: History Alive! The Ancient World, c2017 (Adopted in 2019) 7: TCI: History Alive! The Medieval World and Beyond, c2017 (Adopted in 2019) 8: TCI: History Alive! The U.S. Through Industrialism, c2017 (Adopted in 2019) 9-12: TCI: History Alive! World Connections, c2020 (Adopted in 2019); TCI: History Alive! Pursuing American Ideals, c2019 (Adopted in 2019); TCI: Gov Alive! Power, Politics, and You, c2020 (Adopted in 2019); TCI: Econ Alive! The Power to Choose, c2020 (Adopted in 2019)	Yes	0%
Foreign Language	7-8: Vista Higher Learning: Descubre, Level 1, c2017 (Adopted in 2019) 9-12: Vista Higher Learning: Descubre, Levels 1-2-3, c2017 (Adopted in 2019); EMC Publishing: T'es branche? Levels 1-2-3-4, c2014 (Adopted in 2017)	Yes	0%
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%
Science Laboratory Equipment (grades 9-12)			

Input Section 9: 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

These fields will be populated by DTS with data provided by CDE as it becomes available:

- District Average Teacher Salary
- State Expenditures Per Pupil (Unrestricted)
- State Average Teacher Salary
- Percent Difference - School Site and District
- Percent Difference - School Site and State

The fields listed below should be reviewed and updated by the LEA/School:

- School Total Expenditures Per Pupil (School)
- School Expenditures Per Pupil (Restricted)
- School Expenditures Per Pupil (Unrestricted)
- School Average Teacher Salary (School)
- District Expenditures Per Pupil (Unrestricted)

Note:
The most recent data available from CDE is for the fiscal year 2022-23. For comparison purposes, data for the same fiscal year is requested from the school.

This table displays the 2022-23 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	$12,950.26	$4,459.12	$8,491.14	$101,246.75
District	N/A	N/A	$3331.89	$104,191
Percent Difference - School Site and District	N/A	N/A	87.3	-2.9
State	N/A	N/A	$10,771	$97,756
Percent Difference - School Site and State	N/A	N/A	-23.7	3.5

Input Section 10: 2023-24 Types of Services Funded

This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.

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

- Title I, II, III, IV
- Special Education
- Home-to-School Transportation
- Carl Perkins
- Expanded Learning Opportunities
- Universal PreKindergarten Planning & Implementation
- A-G Success
- Arts, Music & Instructional Materials
- Educators Effectiveness
- Homeless Children and Youth
- Learning Recovery
- Career Technical Education Incentive Grant(CTEIG)
- Strong Workforce
- Golden Pathways
- Middle College and Dual Opportunities
- CCAP College and Careers
- CAI California Apprentice Grant

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.

Input Section 11: 2023-24 California Physical Fitness Test Percentage of Students Participating

This field should be reviewed and updated by the LEA/School.

Only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) should 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.

You may send your PFT Participation Percentages to DTS using the spreadsheet provided by clicking here. You may send your results to DTS by clicking here.

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	100%	100%	100%	100%	100%

Input Section 12: Professional Development

Covina-Valley provides over 50 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 (4 days)
* UCI Math (2 days)
* Principal Workshops (19 days)
* Technology Mentor (8 days)
* Staff Leadership (2 days)
* Write from the Beginning and Beyond (7 days)
* Math Intervention (1 day)
* Twig Science (14 days)
* New Teacher Orientation (2 days)
* Iready (ongoing monthly)

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	75	89	59

Input Section 13: Career Technical Education Programs (Grades 9-12 Only)

This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.

2023-24 Career Technical Education Programs

THE REMAINING SECTIONS ARE PROVIDED FOR REVIEW AND INCLUDE THE UPDATES FROM YOUR INPUT SECTIONS

Workman Avenue Elementary School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Workman Avenue Elementary School
Street	1941 E. Workman Ave
City, State, Zip	West Covina, CA 91791
Phone Number	626-974-4900
Principal	Melisa Duardo
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School Website	www.c-vusd.org/workman
Grade Span	K-5
County-District-School (CDS) Code	19-64436-6012645

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

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2024-25 School Description and Mission Statement

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About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	88
Grade 1	73
Grade 2	80
Grade 3	76
Grade 4	80
Grade 5	68
Total Enrollment	465

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.4
Male	54.6
American Indian or Alaska Native	0.2
Asian	4.5
Black or African American	3.9
Filipino	4.1
Hispanic or Latino	80.9
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1.5
White	4.3
English Learners	19.4
Foster Youth	0.9
Homeless	5.4
Socioeconomically Disadvantaged	83.4
Students with Disabilities	22.2

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)	15.80	88.76	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/Incomplete/NA	2.00	11.24	53.00	10.77	18854.30	6.86
Total Teaching Positions	17.80	100.00	492.20	100.00	274759.10	100.00

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)	15.80	88.76	407.50	84.35	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.80	0.38	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	10.00	2.09	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	23.10	4.79	11953.10	4.28
Unknown/Incomplete/NA	2.00	11.24	40.50	8.39	15831.90	5.67
Total Teaching Positions	17.80	100.00	483.10	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.50	83.78	394.50	84.50	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.22	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	8.00	1.71	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	21.20	4.55	11746.90	4.23
Unknown/Incomplete/NA	3.00	16.22	42.00	9.02	14303.80	5.15
Total Teaching Positions	18.50	100.00	466.80	100.00	277698	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 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 2024 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 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts/ELD	TK-5: McGraw-Hill Education: California World of Wonders, c2017 (Adopted in 2017) 6-8: McGraw-Hill Education: StudySync, c2017 (Adopted in 2017); ELD: Houghton Mifflin Harcourt: English 3D, c2021 (Adopted in 2024) 9-12: McDougal Littell: The Literature of Language CA Edition, c2002 (Adopted in 2003); Glencoe McGraw-Hill Writer's Choice, c2001 (Adopted in 2001); ELD: Houghton Mifflin Harcourt: English 3D, c2021 (Adopted in 2024)	Yes	0%
Mathematics	TK-5: Pearson: enVision Math California Common Core, c2015 (Adopted in 2015) 6-8: McGraw-Hill Education: California Math Course 1, 2, and 3, c2015 (Adopted in 2015) 9-12: Pearson/Prentice Hall, Integrated Mathematics Level 1 Common Core, c2014 (Adopted in 2014); Pearson/Prentice Hall: Integrated Mathematics, Level 2 Common Core, c2014 (Adopted in 2015); Pearson/Prentice Hall: Integrated Mathematics, Level 3 Common Core, c2014 (Adopted 2016)	Yes	0%
Science	TK-5: Imagine Learning: Twig Education, c2023 (Adopted in 2024)	Yes	0%

	6: TK-5: Imagine Learning: Twig Education, c2023 (Adopted in 2024) 7: TK-5: Imagine Learning: Twig Education, c2023 (Adopted in 2024) 8: TK-5: Imagine Learning: Twig Education, c2023 (Adopted in 2024) 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)		
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%

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

School Facility Conditions and Planned Improvements

Workman Avenue Elementary School was built in 1956 and modernized in 1994. Facilities are situated on 10 acres and span nearly 43,000 square feet. They consist of permanent and portable classrooms, a cafeteria, administrative offices, restrooms, and storage rooms. Recent additions to the school include a portable classroom for the Kids Corner Extended Day Child Care Program. The construction of a new library media center was completed in 2007. This center houses a new library, a presentation center, an updated computer lab for student use and a teacher resource room. The carpet in all portable classrooms was replaced in the summer of 2014. The facility strongly supports teaching and learning through its ample classrooms and playground space.

Year and month of the most recent FIT report	November 2024

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes	**State Priority: Pupil Achievement**

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	51	42	53	49	46	47
Mathematics (grades 3-8 and 11)	38	34	35	37	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	233	228	97.85	2.15	42.11
Female	105	101	96.19	3.81	47.52
Male	128	127	99.22	0.78	37.80
American Indian or Alaska Native	--	--	--	--	--
Asian	12	11	91.67	8.33	63.64
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	193	189	97.93	2.07	41.80
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	41	38	92.68	7.32	18.42
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	194	190	97.94	2.06	38.42
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	44	97.78	2.22	13.64

2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	233	231	99.14	0.86	34.20
Female	105	103	98.10	1.90	31.07
Male	128	128	100.00	0.00	36.72
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	58.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	193	191	98.96	1.04	32.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	41	41	100.00	0.00	19.51
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	194	193	99.48	0.52	31.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	44	97.78	2.22	4.55

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	30.88	24.00	26.15	25.79	30.29	30.73

2023-24 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
All Students	76	75	98.68	1.32	24.00
Female	37	36	97.30	2.70	25.00
Male	39	39	100.00	0.00	23.08
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	65	64	98.46	1.54	21.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	64	63	98.44	1.56	25.40
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	13	92.86	7.14	7.69

2023-24 Career Technical Education Programs

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2023-24 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.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

Workman prioritizes Parental Involvement by actively engaging parents in decision-making processes at both the district and school levels. The collaborative efforts include the establishment of School Site Councils, English Learner Advisory Committees (ELAC), District Advisory Council/District English Learner Advisory Committee (DAC/DELAC), and participation in the Local Control and Accountability Plan (LCAP) advisory. In addition, we regularly seek parent input through surveys and involve them in other advisory councils and committees. Workman holds many events throughout the year in which parents and community members can get involved. At the beginning of the year, parents are able to sign up to attend and support students at the events that they choose. These events include a 100-day celebration, Dr. Seuss Family Literacy Night, Band and Choir Recitals, PTA meetings, volunteering in the classroom, Back-to-School Night, Santa and PJs, Family Math Night, and Family Reading Night. Workman Avenue Elementary School actively seeks parental involvement and encourages membership on our School Site Council, PTA Board, and English Language Advisory Committee. Parents who wish to participate in Workman Avenue Elementary School's leadership teams, school committees, and school activities, or become volunteers may contact school office personnel at (626) 974-4900.

Through these forums, parents contribute valuable insights, perspectives, and feedback that play a crucial role in shaping the

2024-25 Opportunities for Parental Involvement

direction of our school. In addition, they ensure an inclusive approach to decision-making, reflecting our school and district community's diverse needs and perspectives.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate				2.9	2.6	2.3	7.8	8.2	8.9
Graduation Rate				95.6	95.8	95.1	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	508	500	110	22.0
Female	227	226	41	18.1
Male	281	274	69	25.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	26	25	5	20.0
Black or African American	21	19	5	26.3
Filipino	19	19	2	10.5
Hispanic or Latino	408	404	88	21.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	21	21	8	38.1
English Learners	108	106	16	15.1
Foster Youth	--	--	--	--
Homeless	35	32	10	31.3
Socioeconomically Disadvantaged	433	426	97	22.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	123	123	32	26.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.72	1.44	1.18	2.37	2.64	3.04	3.17	3.6	3.28
Expulsions	0	0	0	0.02	0.04	0.04	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.18	0.00
Female	0.44	0.00
Male	1.78	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	4.76	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.98	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.76	0.00
English Learners	2.78	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.39	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.25	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The safety of students and staff is a primary concern at every school throughout the District. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Workman participates in monthly fire drills, 3 drop and cover drills, 2 disaster drills, 2 lockdown drills, and 2 active shooter drills 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.

2024-25 School Safety Plan

All visitors must check in at the school office and wear a visitor badge while on school grounds. During lunch, recess, 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 with 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 site as well as at the 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.

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	21	1	3	
1	19	3		
2	23		2	
3	24		2	
4	41		1	1
5	28		2	
Other	12	2	1	

2022-23 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	20	4		
1	18	4		
2	24		2	
3	26		2	
4	31		2	
5	30		2	
Other	18	3	1	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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	13	3		
1	23		2	
2	21	2	1	
3	22		3	
4	28		2	
5	26		2	
Other	18	3	3	

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2023-24 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	1550

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	
Other	2.2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$12,950.26	$4,459.12	$8,491.14	$101,246.75
District	N/A	N/A	$3331.89	$104,191
Percent Difference - School Site and District	N/A	N/A	87.3	-2.9
State	N/A	N/A	$10,771	$97,756
Percent Difference - School Site and State	N/A	N/A	-23.7	3.5

Fiscal Year 2023-24 Types of Services Funded

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

- Title I, II, III, IV
- Special Education
- Home-to-School Transportation
- Carl Perkins
- Expanded Learning Opportunities
- Universal PreKindergarten Planning & Implementation
- A-G Success
- Arts, Music & Instructional Materials
- Educators Effectiveness
- Homeless Children and Youth

Fiscal Year 2023-24 Types of Services Funded

- Learning Recovery
- Career Technical Education Incentive Grant(CTEIG)
- Strong Workforce
- Golden Pathways
- Middle College and Dual Opportunities
- CCAP College and Careers
- CAI California Apprentice Grant

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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$56,698	$59,551
Mid-Range Teacher Salary	$94,815	$93,855
Highest Teacher Salary	$122,892	$120,219
Average Principal Salary (Elementary)	$154,685	$151,525
Average Principal Salary (Middle)	$160,614	$158,215
Average Principal Salary (High)	$171,121	$171,087
Superintendent Salary	$318,374	$300,043
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	5%	5%

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Covina-Valley provides over 50 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 (4 days)
* UCI Math (2 days)
* Principal Workshops (19 days)
* Technology Mentor (8 days)
* Staff Leadership (2 days)
* Write from the Beginning and Beyond (7 days)
* Math Intervention (1 day)
* Twig Science (14 days)
* New Teacher Orientation (2 days)
* Iready (ongoing monthly)

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	75	89	59