

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 | <p>Use the SARC Input Sections to update SARC information that is not populated by DTS.</p> <p>The information you enter in the SARC Input Sections will automatically update the full SARC.</p> <p>Where available, the section header is linked to detailed guidance from CDE.</p> <p>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.</p> |
| 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 | <p>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.</p> <ul style="list-style-type: none"> - 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 | <p>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.</p> <p>When downloading, please note that you may need to "Keep" the file based on your browser settings.</p> |

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 | Merwin Elementary School |
| Street | 16125 E. Cypress |
| City, State, Zip | Covina, CA 91722 |
| Phone Number | 626-472-7660 |
| Principal | Kenneth Stratton |
| Email Address | kstratton@c-vusd.org |
| School Website | www.c-vusd.org/merwin |
| County-District-School (CDS) Code | 19644366012553 |

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.

Merwin Elementary School was opened in 1963 in the City of Covina and serves the communities of Irwindale and unincorporated Covina with an enrollment of over 450 students. Merwin is part of the Covina-Valley Unified School District, which includes nine elementary schools serving grades TK-5, three middle schools serving grades 6-8, three comprehensive high schools, and one alternative school. The campus hosts Covina-Valley Children's Center Extended Care Program, which provides before and after-school child care, and ELEVO, a free-of-charge after-school program open to all school-age students that attend Merwin.

Merwin's student population is 90% Hispanic, 4% White, 4% Asian, and small percentages exist for other ethnicities. At Merwin Elementary School, approximately 85% of students are socioeconomically disadvantaged, approximately 15% are English Learners (with the majority speaking Spanish as their native language), approximately 5% are GATE-identified, and just under 20% are Students with Disabilities.

In the 2013-14 school year, Merwin School was recognized as a California Distinguished School and received the Title I Academic Achievement Award. In 2016, Merwin was recognized as a California Gold Ribbon Award recipient. Most recently, Merwin School was recognized as high performing elementary school by U.S. News and World Report in both 2022 and 2025, as well as earned the distinction of a "Pivotal Practice School" by the California Department of Education in 2022. Merwin has developed a systematic approach to address the needs of all students, which involves high-quality, researched-based instruction and an MTSS model, which addresses universal support, as well as strategic and intensive intervention. Students who are struggling have the opportunity to receive additional instruction in the classroom, attend special learning programs

Input Section 4: 2024-25 School Overview

provided by intervention teachers, and participate in computer-based, differentiated learning programs. Several intervention programs are in place to meet the diverse academic needs of students. These interventions include small group instruction in class based on checking for understanding, after-school homework club, small group tutoring based on student needs, Accelerated Reader (a motivational reading program), and i-Ready (a diagnostic ELA and Math program which delivers adaptive computer instruction is also provided, based on the needs of the students). Merwin Elementary School also promotes a college-bound culture through the implementation of classroom colleges, school-wide marketing, and morning announcements.

Merwin is a one-to-one school where all students are issued a personalized device and have access to the wifi network. Merwin students are proficient in technology and the use of devices is embedded into our instructional program. Additionally, all students use their 21st Century skills of collaboration, critical thinking, creativity, and communication in an environment where technology is supported.

The Merwin staff is highly qualified, with 100% of the teaching staff NCLB compliant, fully credentialed, and CLAD certified (or its equivalent). Our staff includes 4 Special Education teachers in our SDC and RSP programs. We also have a full-time Speech/Language Pathologist, School Psychologist, School Counselor, and visiting P.E. and Music teachers. Merwin also has a Title I Reading Intervention Specialist, as well as a Math Intervention Specialist, who supports teachers with small group instruction to students with the highest areas of need.

The staff at Merwin Elementary School is committed to preparing all students for success in the 21st Century. We believe every child deserves the opportunity to be educated in a way that prepares them for college. We know each student is capable of meeting the rigorous Common Core standards. We know we have the power to make each student's success a reality. To provide the skills necessary, we are using innovative instructional strategies to support all student learning. Using technology throughout the day is evident when walking through classrooms. Both teachers and students are actively engaged in the learning process. Our teachers collaborate to provide students with a daily universal access block of time for intervention and acceleration activities. Also, our teachers meet in PLC meetings to align curriculum, pace their instruction, plan and review assessment results to guide instruction and universal access time, monitor student response to intervention, plan lessons, and participate in professional development activities.

Our parents and PTA are very important partners in our students' education. Our parents volunteer in the classroom, organize special events, and raise funds to provide field trips, assemblies, and extracurricular events.

At Merwin, we take the education and social/emotional development of our students seriously and are dedicated to providing a rigorous academic program preparing students for success in college, career, and beyond!

MERWIN'S VISION AND MISSION STATEMENT

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

Shared Commitment: Teachers at Merwin Elementary School pledge to:

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

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

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.

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

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

Merwin conducts many events throughout the school year in which parents and community members can become involved. These events include the Health and Safety Fair, Book Fairs, Back to School Night, Open House, Holiday Programs, and Parent Nights. The weekly school newsletter, teacher communications, the school website, social media posts, ParentSquare, PTA newsletters, and various print flyers are communication efforts to keep the home and school connected. Child care and translation services are provided for special events.

Additionally, parent education courses connect parents with the school to focus on their children's education.

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

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).

Safety of students and staff is a primary concern at every school throughout the Covina-Valley Unified School District. Each school complies with laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted regularly throughout the school year. Each school annually participates in the "Great California ShakeOut". The school's Safe School Plans are reviewed annually by a law enforcement officer (usually our School Resource Officers from West Covina and Covina Police Departments). The document is "fluid" and updates are completed as needed. For example, updates are completed if a school discipline policy is added or modified, changes are made to the campus map, additions and/or modifications are made to the telephone trees, etc. All visitors must check in at the school office and wear a visitor badge while on school grounds. During lunch, recesses, and before and after school, staff members supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. The Comprehensive School Safety Plan was developed by administrators, other school staff members, and Los Angeles County Office of Education staff members. It is reviewed, approved, and evaluated by the School Site Council in cooperation with local law enforcement in

Input Section 6: 2024-25 School Safety Plan

order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include the following: child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and suspension and expulsion policies. The plan is reviewed annually with school staff. An updated copy is available to the public at the school and District Office.

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.

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

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 | | | Work orders submitted and assigned to the Maintenance Dept. |
| Interior: Interior Surfaces | X | | | Work orders submitted and assigned to the Maintenance Dept. |
| 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 | | | None |

Overall Facility Rate

These fields should be reviewed and updated by the LEA/School. Please make sure they match your most recent facilities inspection ratings.

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
|-----------|------|------|------|

Input Section 8: 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

This field should be reviewed and updated by the LEA/School. The narrative field is optional, but the table data is required. Please keep the narrative content to 2-3 paragraphs.

Note:

List all textbooks and instructional materials used in the school in core subjects (reading/language arts, math, science, and history-social science).

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

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) 6: TK-5: Imagine Learning: Twig Education, c2023 (Adopted in 2024) 7: TK-5: Imagine Learning: Twig Education, c2023 (Adopted in 2024) | Yes | 0% |

| | | | |
|--|---|-----|-----|
| | 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% |
| 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 | \$12,948.11 | \$4,474.33 | \$8,473.78 | \$105,578.26 |
| District | N/A | N/A | \$3,331.89 | \$104,191 |
| Percent Difference - School Site and District | N/A | N/A | 87.1 | 1.3 |
| State | N/A | N/A | \$10,771 | \$97,756 |
| Percent Difference - School Site and State | N/A | N/A | -23.9 | 7.7 |

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 | 99% | 100% | 100% | 99% | 100% |

Input Section 12: Professional Development

This field should be reviewed and updated by the LEA/School. The narrative field is optional, but the table data is required. Please keep the narrative content to 2-3 paragraphs.

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

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

To complete this section, provide:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

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

Merwin 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 | Merwin Elementary School |
| Street | 16125 E. Cypress |
| City, State, Zip | Covina, CA 91722 |
| Phone Number | 626-472-7660 |
| Principal | Kenneth Stratton |
| Email Address | kstratton@c-vusd.org |
| School Website | www.c-vusd.org/merwin |
| Grade Span | K-5 |
| County-District-School (CDS) Code | 19644366012553 |

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

Merwin Elementary School was opened in 1963 in the City of Covina and serves the communities of Irwindale and unincorporated Covina with an enrollment of over 450 students. Merwin is part of the Covina-Valley Unified School District, which includes nine elementary schools serving grades TK-5, three middle schools serving grades 6-8, three comprehensive high schools, and one alternative school. The campus hosts Covina-Valley Children's Center Extended Care Program, which

2024-25 School Description and Mission Statement

provides before and after-school child care, and ELEVO, a free-of-charge after-school program open to all school-age students that attend Merwin.

Merwin's student population is 90% Hispanic, 4% White, 4% Asian, and small percentages exist for other ethnicities. At Merwin Elementary School, approximately 85% of students are socioeconomically disadvantaged, approximately 15% are English Learners (with the majority speaking Spanish as their native language), approximately 5% are GATE-identified, and just under 20% are Students with Disabilities.

In the 2013-14 school year, Merwin School was recognized as a California Distinguished School and received the Title I Academic Achievement Award. In 2016, Merwin was recognized as a California Gold Ribbon Award recipient. Most recently, Merwin School was recognized as high performing elementary school by U.S. News and World Report in both 2022 and 2025, as well as earned the distinction of a "Pivotal Practice School" by the California Department of Education in 2022. Merwin has developed a systematic approach to address the needs of all students, which involves high-quality, researched-based instruction and an MTSS model, which addresses universal support, as well as strategic and intensive intervention. Students who are struggling have the opportunity to receive additional instruction in the classroom, attend special learning programs provided by intervention teachers, and participate in computer-based, differentiated learning programs. Several intervention programs are in place to meet the diverse academic needs of students. These interventions include small group instruction in class based on checking for understanding, after-school homework club, small group tutoring based on student needs, Accelerated Reader (a motivational reading program), and i-Ready (a diagnostic ELA and Math program which delivers adaptive computer instruction is also provided, based on the needs of the students). Merwin Elementary School also promotes a college-bound culture through the implementation of classroom colleges, school-wide marketing, and morning announcements.

Merwin is a one-to-one school where all students are issued a personalized device and have access to the wifi network. Merwin students are proficient in technology and the use of devices is embedded into our instructional program. Additionally, all students use their 21st Century skills of collaboration, critical thinking, creativity, and communication in an environment where technology is supported.

The Merwin staff is highly qualified, with 100% of the teaching staff NCLB compliant, fully credentialed, and CLAD certified (or its equivalent). Our staff includes 4 Special Education teachers in our SDC and RSP programs. We also have a full-time Speech/Language Pathologist, School Psychologist, School Counselor, and visiting P.E. and Music teachers. Merwin also has a Title I Reading Intervention Specialist, as well as a Math Intervention Specialist, who supports teachers with small group instruction to students with the highest areas of need.

The staff at Merwin Elementary School is committed to preparing all students for success in the 21st Century. We believe every child deserves the opportunity to be educated in a way that prepares them for college. We know each student is capable of meeting the rigorous Common Core standards. We know we have the power to make each student's success a reality. To provide the skills necessary, we are using innovative instructional strategies to support all student learning. Using technology throughout the day is evident when walking through classrooms. Both teachers and students are actively engaged in the learning process. Our teachers collaborate to provide students with a daily universal access block of time for intervention and acceleration activities. Also, our teachers meet in PLC meetings to align curriculum, pace their instruction, plan and review assessment results to guide instruction and universal access time, monitor student response to intervention, plan lessons, and participate in professional development activities.

Our parents and PTA are very important partners in our students' education. Our parents volunteer in the classroom, organize special events, and raise funds to provide field trips, assemblies, and extracurricular events.

At Merwin, we take the education and social/emotional development of our students seriously and are dedicated to providing a rigorous academic program preparing students for success in college, career, and beyond!

MERWIN'S VISION AND MISSION STATEMENT

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

Shared Commitment: Teachers at Merwin Elementary School pledge to:

- accept no limits on the learning potential of any child
- meet the individual learning needs of each child
- create rigorous classroom learning environments

2024-25 School Description and Mission Statement

- treat students, parents, and colleagues with courtesy and respect
- hold students, parents, and colleagues to the highest standards of performance
- collaborate regularly with colleagues to seek and implement more effective strategies for helping each child achieve his or her academic potential
- do whatever it takes - go the extra mile - to ensure that every student achieves or exceeds grade-level academic expectations

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

About this School

2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 98 |
| Grade 1 | 76 |
| Grade 2 | 67 |
| Grade 3 | 71 |
| Grade 4 | 62 |
| Grade 5 | 71 |
| Total Enrollment | 445 |

2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Female | 50.6 |
| Male | 49.4 |
| Asian | 4 |
| Black or African American | 1.8 |
| Filipino | 1.3 |
| Hispanic or Latino | 90.3 |
| Two or More Races | 0.7 |
| White | 1.6 |
| English Learners | 19.8 |
| Foster Youth | 2.7 |
| Homeless | 0.9 |
| Socioeconomically Disadvantaged | 85.4 |
| Students with Disabilities | 17.1 |

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

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) | 16.50 | 89.19 | 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 | 10.81 | 53.00 | 10.77 | 18854.30 | 6.86 |
| Total Teaching Positions | 18.50 | 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) | 15.00 | 88.24 | 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) | 1.00 | 5.88 | 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 | 1.00 | 5.88 | 40.50 | 8.39 | 15831.90 | 5.67 |
| Total Teaching Positions | 17.00 | 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) | 16.00 | 88.89 | 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 | 2.00 | 11.11 | 42.00 | 9.02 | 14303.80 | 5.15 |
| Total Teaching Positions | 18.00 | 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 | 1.00 | 0 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and | 0.00 | 1.00 | 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 | 5.8 | 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% |

| | | | |
|-----------------------------------|--|-----|-----|
| | <p>6: TK-5: Imagine Learning: Twig Education, c2023 (Adopted in 2024)</p> <p>7: TK-5: Imagine Learning: Twig Education, c2023 (Adopted in 2024)</p> <p>8: TK-5: Imagine Learning: Twig Education, c2023 (Adopted in 2024)</p> <p>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)</p> | | |
| History-Social Science | <p>TK-5: Studies Weekly: California Studies Weekly, c2017 (Adopted in 2018)</p> <p>6: TCI: History Alive! The Ancient World, c2017 (Adopted in 2019)</p> <p>7: TCI: History Alive! The Medieval World and Beyond, c2017 (Adopted in 2019)</p> <p>8: TCI: History Alive! The U.S. Through Industrialism, c2017 (Adopted in 2019)</p> <p>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)</p> | Yes | 0% |
| Foreign Language | <p>7-8: Vista Higher Learning: Descubre, Level 1, c2017 (Adopted in 2019)</p> <p>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)</p> | Yes | 0% |
| Health | <p>TK-5: Great Body Shop (Adopted in 1998)</p> <p>6-8: Prentice Hall (Adopted in 2007); Positive Prevention Plus (Adopted in 2018)</p> <p>9-12: Holt, Rinehart & Winston (Adopted in 2004); Positive Prevention Plus (Adopted in 2018)</p> | | 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

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

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 | | | Work orders submitted and assigned to the Maintenance Dept. |
| Interior: Interior Surfaces | X | | | Work orders submitted and assigned to the Maintenance Dept. |
| 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 | | | 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).

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) | 49 | 49 | 53 | 49 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | 44 | 40 | 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 | 208 | 202 | 97.12 | 2.88 | 49.01 |
| Female | 111 | 106 | 95.50 | 4.50 | 53.77 |
| Male | 97 | 96 | 98.97 | 1.03 | 43.75 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 185 | 179 | 96.76 | 3.24 | 46.37 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 32 | 28 | 87.50 | 12.50 | 21.43 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 183 | 177 | 96.72 | 3.28 | 45.76 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 43 | 43 | 100.00 | 0.00 | 6.98 |

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 | 208 | 206 | 99.04 | 0.96 | 39.81 |
| Female | 111 | 109 | 98.20 | 1.80 | 37.61 |
| Male | 97 | 97 | 100.00 | 0.00 | 42.27 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 185 | 183 | 98.92 | 1.08 | 36.61 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 32 | 32 | 100.00 | 0.00 | 25.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 183 | 181 | 98.91 | 1.09 | 39.23 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 43 | 43 | 100.00 | 0.00 | 16.28 |

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) | 36.76 | 31.88 | 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 | 70 | 69 | 98.57 | 1.43 | 31.88 |
| Female | 36 | 35 | 97.22 | 2.78 | 28.57 |
| Male | 34 | 34 | 100.00 | 0.00 | 35.29 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 67 | 66 | 98.51 | 1.49 | 31.82 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 62 | 61 | 98.39 | 1.61 | 32.79 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 17 | 17 | 100.00 | 0.00 | 0.00 |

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 | 99% | 100% | 100% | 99% | 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

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

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

2024-25 Opportunities for Parental Involvement

local businesses and agencies.

Merwin conducts many events throughout the school year in which parents and community members can become involved. These events include the Health and Safety Fair, Book Fairs, Back to School Night, Open House, Holiday Programs, and Parent Nights. The weekly school newsletter, teacher communications, the school website, social media posts, ParentSquare, PTA newsletters, and various print flyers are communication efforts to keep the home and school connected. Child care and translation services are provided for special events.

Additionally, parent education courses connect parents with the school to focus on their children's education.

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

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 | 461 | 457 | 43 | 9.4 |
| Female | 232 | 231 | 29 | 12.6 |
| Male | 229 | 226 | 14 | 6.2 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 19 | 19 | 0 | 0.0 |
| Black or African American | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 414 | 411 | 41 | 10.0 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| English Learners | 94 | 93 | 13 | 14.0 |
| Foster Youth | 14 | 13 | 0 | 0.0 |
| Homeless | 19 | 19 | 3 | 15.8 |
| Socioeconomically Disadvantaged | 399 | 396 | 36 | 9.1 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 96 | 94 | 9 | 9.6 |

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 | 0.25 | 0 | 0.43 | 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 | 0.43 | 0.00 |
| Female | 0.86 | 0.00 |
| Male | 0.00 | 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 | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.24 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.50 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 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

Safety of students and staff is a primary concern at every school throughout the Covina-Valley Unified School District. Each school complies with laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted regularly throughout the school year. Each school annually participates in the "Great California ShakeOut". The school's Safe School Plans are reviewed annually by a law enforcement officer (usually our School Resource Officers from West Covina and Covina Police Departments). The document is "fluid" and updates are completed as needed. For example, updates are completed if a school discipline policy is added or modified, changes are made to the campus map, additions and/or modifications are made to the telephone trees, etc. All visitors must check in at the school office and wear a visitor

2024-25 School Safety Plan

badge while on school grounds. During lunch, recesses, and before and after school, staff members supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. The Comprehensive School Safety Plan was developed by administrators, other school staff members, and Los Angeles County Office of Education staff members. It is reviewed, approved, and evaluated by the School Site Council in cooperation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include the following: child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and suspension and expulsion policies. The plan is reviewed annually with school staff. An updated copy is available to the public at the school and District Office.

D. Other SARC Information 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 | 23 | | 3 | |
| 1 | 21 | 1 | 1 | |
| 2 | 25 | | 2 | |
| 3 | 17 | 1 | 3 | |
| 4 | 31 | | 2 | |
| 5 | 36 | | | 2 |
| Other | 11 | 2 | | |

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 | 23 | | 4 | |
| 1 | 17 | 3 | | |
| 2 | 23 | | 2 | |
| 3 | 25 | | 2 | |
| 4 | 34 | | | 1 |
| 5 | 33 | | 1 | |
| Other | 13 | 3 | | |

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 | 22 | 1 | 2 | |
| 1 | 23 | | 3 | |
| 2 | 21 | 1 | 2 | |
| 3 | 23 | | 3 | |
| 4 | 30 | | 2 | |
| 5 | 32 | | 2 | |
| Other | 13 | 2 | | |

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 | 635.71 |

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) | 0.7 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist (non-teaching) | |
| Other | 4.1 |

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 | \$12,948.11 | \$4,474.33 | \$8,473.78 | \$105,578.26 |
| District | N/A | N/A | \$3,331.89 | \$104,191 |
| Percent Difference - School Site and District | N/A | N/A | 87.1 | 1.3 |
| State | N/A | N/A | \$10,771 | \$97,756 |
| Percent Difference - School Site and State | N/A | N/A | -23.9 | 7.7 |

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 |