

# Rowland Avenue Elementary

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 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/>.

## 2025-26 School Contact Information

<b>School Name</b>	Rowland Avenue Elementary
<b>Street</b>	1355 E. Rowland Ave
<b>City, State, Zip</b>	West Covina, CA 91790
<b>Phone Number</b>	626-974-4700
<b>Principal</b>	Kimberly Braswell
<b>Email Address</b>	kbraswell@c-vusd.org
<b>School Website</b>	www.c-vusd.org/rowland
<b>Grade Span</b>	K-5
<b>County-District-School (CDS) Code</b>	19 64436 6012587

## 2025-26 District Contact Information

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

## 2025-26 School Description and Mission Statement

Rowland Avenue Elementary School is located in the City of West Covina. Rowland Avenue has an enrollment of approximately 430 students in grades TK-5. There are seventeen General Education classrooms and one primary Specialized Academic Instruction Severely Handicapped classroom. The school 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. Rowland Avenue Elementary School provides students with learning opportunities focused on developing each student's knowledge and skills in literacy, math, science, social studies, technology, the arts, and social-emotional learning. Rowland Avenue's teaching includes general education teachers, special education teachers, instrumental/choral music teachers, physical education teachers, a Math Intervention teacher, and a Title I Specialist. All

## 2025-26 School Description and Mission Statement

teachers are credentialed and have assignments within their credential authorization. Advanced degrees are held by 70% of the certificated staff. Additional personnel include the school principal, secretary, office clerk, school liaison, custodians, food service staff, instructional aides, school helpers, and playground supervisors. In addition, a psychologist, elementary counselor, speech and language pathologist, and social worker are available to provide support. ELEVO offers a free after-school program for students in grades TK-5. Kids Korner provides fee-based before and after-school care for students in grades TK-5.

Rowland Avenue Elementary School has received the following recognitions: 2025 Best Elementary Schools by US News and World Report, 2025 Honor Roll by Educational Results Partnership (ERP), 2025 Innovative Public School, Top School in Math for Latino Students, 2025 Innovative Public School, Top School in ELA for Latino Students, Gold Ribbon School in 2016, California Distinguished School in 2006 and 2010, Title I Achieving School, Mr. Holland's Opus National Endorsement and Grant Recipient, Golden Bell winner, and CBEE recipient. Rowland Avenue serves a diverse student population. Rowland Avenue's Demographic Student Groups include: 17% English Language Learners, 17.7% Students With Disabilities, and 76.4% Socio-economically Disadvantaged. Rowland Avenue students represent diverse cultures: 11.8% Asian, 1% Black or African American, 2.8% Filipino, 77.1% Hispanic or Latino, 4.3% White (not Hispanic), and 2.6% two or more races.

### ROWLAND AVENUE VISION STATEMENT

Our vision is for all Rowland Avenue students to be motivated lifelong learners and responsible citizens ready to meet the challenges of the future. At Rowland Avenue, we create learning opportunities through which students develop the knowledge, critical thinking skills, and character necessary to engage in global society.

### ROWLAND AVENUE MISSION STATEMENT

Our mission is for all Rowland Avenue students to develop socially and emotionally, achieve literacy, and learn problem-solving skills in a safe and nurturing environment. This is achieved through collaborative relationships among all learning partners, which include students, staff members, parents, businesses, and public agencies.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	81
Grade 1	55
Grade 2	61
Grade 3	76
Grade 4	76
Grade 5	74
Total Enrollment	423

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8
Male	53.2
Asian	11.8
Black or African American	0.9
Filipino	2.8
Hispanic or Latino	77.1
Two or More Races	2.6
White	4.3
English Learners	17
Homeless	2.4
Socioeconomically Disadvantaged	76.4
Students with Disabilities	17.7

### 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17	94.44	407.5	84.35	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	1.8	0.38	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	5.56	10	2.09	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	23.1	4.79	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	40.5	8.39	15831.9	5.67
<b>Total Teaching Positions</b>	18	100	483.1	100	279044.8	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17	100	394.5	84.5	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	1	0.22	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	8	1.71	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	21.2	4.55	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	42	9.02	14303.8	5.15
<b>Total Teaching Positions</b>	17	100	466.8	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.3	100	396.9	81.88	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	2.6	0.54	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	9.8	2.04	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	20.3	4.2	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	54.9	11.34	13705.8	4.91
<b>Total Teaching Positions</b>	17.3	100	484.8	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	1.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	1.00	0	0

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	0	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.5	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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>.

## 2025-26 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 2025 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 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	TK-5: McGraw-Hill Education: California World of Wonders, c2017 (Adopted in 2017)	0%
<b>Mathematics</b>	TK-5: Great Minds: Eureka Math <sup>2</sup> , c2023 (Adopted in 2025)	0%
<b>Science</b>	TK-5: Imagine Learning: Twig Education, c2023 (Adopted in 2024)	0%
<b>History-Social Science</b>	TK-5: Studies Weekly: California Studies Weekly, c2017 (Adopted in 2018)	0%

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

## School Facility Conditions and Planned Improvements

Rowland Avenue Elementary School was built in 1958 and modernized in 1993. Facilities are situated on 10.3 acres and span more than 50,000 square feet. They consist of permanent and portable classrooms, a cafeteria, administrative offices, restrooms, and storage rooms. In 2023, new HVAC students were installed in all permanent classrooms. The facility strongly supports teaching and learning through its ample classrooms and playground space.

**Year and month of the most recent FIT report** September 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			None
<b>Interior:</b>	X			None

## School Facility Conditions and Planned Improvements

Interior Surfaces			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		None
<b>Electrical</b>	X		None
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		None
<b>Safety:</b> Fire Safety, Hazardous Materials	X		None
<b>Structural:</b> Structural Damage, Roofs	X		None
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		None

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### 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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	59	57	49	53	47	48
<b>Mathematics</b> (grades 3-8 and 11)	56	49	37	39	35	37

## 2024-25 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
<b>All Students</b>	229	228	99.56	0.44	56.58
<b>Female</b>	115	115	100.00	0.00	63.48
<b>Male</b>	114	113	99.12	0.88	49.56
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	17	17	100.00	0.00	64.71
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	190	189	99.47	0.53	55.56
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--

<b>White</b>	--	--	--	--	--
<b>English Learners</b>	22	22	100.00	0.00	27.27
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	20	20	100.00	0.00	55.00
<b>Socioeconomically Disadvantaged</b>	179	178	99.44	0.56	49.44
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	37	37	100.00	0.00	13.51

## 2024-25 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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	229	228	99.56	0.44	49.12
<b>Female</b>	115	115	100.00	0.00	47.83
<b>Male</b>	114	113	99.12	0.88	50.44
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	17	17	100.00	0.00	76.47
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	190	189	99.47	0.53	44.44
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	22	22	100.00	0.00	27.27
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	20	20	100.00	0.00	45.00

<b>Socioeconomically Disadvantaged</b>	179	178	99.44	0.56	42.13
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	37	37	100.00	0.00	18.92

## 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.

<b>Subject</b>	<b>School 2023-24</b>	<b>School 2024-25</b>	<b>District 2023-24</b>	<b>District 2024-25</b>	<b>State 2023-24</b>	<b>State 2024-25</b>
<b>Science</b> (grades 5, 8 and high school)	51.25	43.84	25.79	28.34	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	73	73	100.00	0.00	43.84
Female	40	40	100.00	0.00	50.00
Male	33	33	100.00	0.00	36.36
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	63	63	100.00	0.00	41.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	56	56	100.00	0.00	35.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

### 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.

## 2024-25 California Physical Fitness Test Participation Rates

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	97.3%	98.6%	100%	98.6%	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.

#### 2025-26 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 (SSC), 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, Rowland Avenue parents provide input and feedback through surveys, during Coffee with the Principal, School Site Council meetings, English Language Advisory Committee meetings, and the Title 1 Parent Meeting. Rowland Avenue benefits from a strong PTA and daily volunteers in classrooms and the library. Rowland Avenue staff, parents, and the community engage in a variety of events each year. These events include Parent Teacher Association (PTA) meetings, PTA family nights, PTA fundraisers, parent education programs, family reading and math nights, TK and Kindergarten orientation, the annual Title I meeting, the monthly Spirit and Pride Assembly, Back to School Night, Open House, after school homework help in the library, and more. 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.

Rowland Avenue's programs and activities are enriched by the generous contributions of Rowland Avenue's Parent Teacher Association (PTA), the Covina-Valley Health and Wellness Center, the Covina Rotary Club, Operation School Bell, and the JM Homegroup. We also receive student rewards and incentives from BJ's Restaurant, Denny's, John's Incredible Pizza, Lucille's Smokehouse BBQ, Norms Restaurant, and Outback Steakhouse. Rowland Avenue's home school communication includes monthly calendars, fliers for special events, Parent Square messages, an Instagram account. Parents who wish to participate in our leadership teams, school committees, school activities, or become a volunteer may contact our school office at (626) 974-4700.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	443	438	29	6.6
Female	203	202	8	4.0
Male	240	236	21	8.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	55	54	0	0.0
Black or African American	--	--	--	--
Filipino	12	12	1	8.3
Hispanic or Latino	337	334	25	7.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	12	11	0	0.0
White	21	21	3	14.3
English Learners	76	76	3	3.9
Foster Youth	--	--	--	--
Homeless	12	12	0	0.0
Socioeconomically Disadvantaged	341	337	27	8.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	100	98	18	18.4

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.52	1.33	0.9	2.64	3.04	2.49	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.04	0.04	0.03	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.90	0.00
Female	0.00	0.00
Male	1.67	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	1.19	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	1.17	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.00	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.

## 2025-26 School Safety Plan

Safety of students and staff is a primary concern at every school throughout the District. Each school complies with laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. All Rowland Avenue staff and guest teachers receive a reference document entitled, "Rowland Avenue Emergency Procedures." It provides a buddy list and a quick reference to emergency response procedures. Fire and disaster drills are conducted regularly throughout the school year. Rowland Avenue annually registers and participates in the "Great California ShakeOut". Rowland Avenue students, teachers, and staff received training on CVUSD Safety Measures. A Safety Measures training was also share with families. This training included the Standard Response Protocol and an overview of the Centegix Emergency Management System.

Rowland Avenue recognizes social emotional well being as a component of student safety. The District provides each elementary school with a full time counselor and access to a District Social Worker. Rowland Avenue's has a dedicated Wellness Room where students visit during during lunch and recess to take a break, visit the calming corner, and practice social emotional self care. The Wellness Room is also a space where the counselor meets with individuals and groups of students. Our Counselor also visits classrooms to teach RULER, or District social emotional curriculum, and connects families to support services.

Rowland Avenue's Comprehensive School Safety Plan was developed by administrators, 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 document is "fluid" and updates are completed as needed. For example, updates are completed if a school discipline policy is modified or if there are any changes made to the campus map. Using our Raptorware system, visitors must check in at the school office and wear a visitor's badge while on school grounds. To ensure a safe and orderly environment, students are supervised before and after school, during lunch and recesses. Rowland Avenue's School Site Council approved the Comprehensive Safety Plan on October 17, 2023. 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.

## 2022-23 Elementary 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 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	0
1	19	3	0	0
2	23	0	3	0
3	32	0	2	1
4	33	0	1	0
5	31	0	2	0
6	0	0	0	0
Other	24	1	1	0

## 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	24	0	2	0
1	22	0	2	0
2	23	0	2	0
3	22	0	3	0
4	31	0	2	0
5	32	0	2	0
6	0	0	0	0
Other	20	1	3	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	25		2	
2	22		2	
3	21		3	
4	28		2	
5	29		2	
Other	15	3	2	

## 2024-25 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	1436.67

## 2024-25 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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5.1

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$12246.24	\$3089.51	\$9156.73	\$117643.95
District	N/A	N/A	\$3287.24	\$109,552
Percent Difference - School Site and District	N/A	N/A	94.3	12.1
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-16.2	18.5

## Fiscal Year 2024-25 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
- Learning Recovery

## Fiscal Year 2024-25 Types of Services Funded

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

\* California Community Schools Partnership Program (CCSPP)

\* Arts and Music in Schools (Prop 28 - AMS)

\* ESSA Comprehensive Support & Improvement (CSI)

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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$60,242	\$62,783
<b>Mid-Range Teacher Salary</b>	\$100,741	\$97,783
<b>Highest Teacher Salary</b>	\$130,573	\$128,020
<b>Average Principal Salary (Elementary)</b>	\$164,353	\$160,224
<b>Average Principal Salary (Middle)</b>	\$170,652	\$166,992
<b>Average Principal Salary (High)</b>	\$181,816	\$180,971
<b>Superintendent Salary</b>	\$338,273	\$313,465
<b>Percent of Budget for Teacher Salaries</b>	31.26%	30.05%
<b>Percent of Budget for Administrative Salaries</b>	4.35%	5%

## Professional Development

Covina-Valley provides over 90 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:

- \* Eureka Math (19 days)
- \* Principal Workshops (26 days)
- \* Technology Mentor (11 days)
- \* Convocation (1 day)
- \* Reading Intervention (14 days)
- \* Math Intervention (3 days)
- \* Twig Science (4 days)
- \* New Teacher Orientation (2 days)
- \* Iready (11 days)
- \* Focused Schools (1 day)

## Professional Development

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	89	59	92