

Workman Elementary School

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

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

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Workman Avenue Elementary School is located in the City of West Covina and is part of the Covina-Valley Unified School District, which includes nine elementary schools serving grades TK-5, three middle schools serving grades 6-8, three comprehensive high schools, and one alternative school. Workman Avenue Elementary School opened in 1956 and currently serves 443 students in Transitional Kindergarten through fifth grade. Workman's student population is represented by 79.8% Hispanic, 3.7% Caucasian, 4.7% Asian, 3.4% African American, 3.9% Filipino students, and 1.5% other subgroups. Approximately 20.2% of our students are English Language Learners. Workman is a Title I Schoolwide School that receives categorical funding from Title I based on its 84.7% socioeconomically disadvantaged population. The Special Education program consists of four SAI (Specialized Academic Instruction) classes serving students in Transitional Kindergarten through

2025-26 School Description and Mission Statement

fifth grade. The District strives to maintain a class size of 24 in Kindergarten through third grade. The average class size in fourth and fifth grade is 32 students. Workman's faculty includes general education teachers, special education teachers, music teachers, physical education teachers, a math intervention teacher, and a Title I Intervention Specialist. Teachers are credentialed and have assignments within their credential authorization.

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

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	89
Grade 1	42
Grade 2	76
Grade 3	87
Grade 4	79
Grade 5	82
Total Enrollment	455

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	52.1
American Indian or Alaska Native	0.2
Asian	4.8
Black or African American	3.5
Filipino	4
Hispanic or Latino	81.5
Two or More Races	1.5
White	3.7
English Learners	20.7
Foster Youth	0.4
Homeless	2.9
Socioeconomically Disadvantaged	86.6
Students with Disabilities	18.5

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.8	88.76	407.5	84.35	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1.8	0.38	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	10	2.09	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	23.1	4.79	11953.1	4.28
Unknown/Incomplete/NA	2	11.24	40.5	8.39	15831.9	5.67
Total Teaching Positions	17.8	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.5	83.78	394.5	84.5	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1	0.22	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	8	1.71	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	21.2	4.55	11746.9	4.23
Unknown/Incomplete/NA	3	16.22	42	9.02	14303.8	5.15
Total Teaching Positions	18.5	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.5	75.61	396.9	81.88	230039.4	100
Intern Credential Holders Properly Assigned	2	9.76	2.6	0.54	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	9.8	2.04	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	20.3	4.2	12112.8	4.34
Unknown/Incomplete/NA	3	14.63	54.9	11.34	13705.8	4.91
Total Teaching Positions	20.5	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
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

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

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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
Reading/Language Arts	TK-5: McGraw-Hill Education: California World of Wonders, c2017 (Adopted in 2017)	0%
Mathematics	TK-5: Great Minds: Eureka Math ² , c2023 (Adopted in 2025)	0%
Science	TK-5: Imagine Learning: Twig Education, c2023 (Adopted in 2024)	0%
History-Social Science	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

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

Year and month of the most recent FIT report June 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X		None
Interior: Interior Surfaces	X		Work orders submitted and assigned to the Maintenance Dept.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		Work orders submitted and assigned to the Maintenance Dept.
Electrical	X		Work orders submitted and assigned to the Maintenance Dept.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		Work orders submitted and assigned to the Maintenance Dept.
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 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
English Language Arts/Literacy (grades 3-8 and 11)	42	45	49	53	47	48
Mathematics (grades 3-8 and 11)	34	36	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
All Students	243	242	99.59	0.41	44.63
Female	117	117	100.00	0.00	49.57
Male	126	125	99.21	0.79	40.00
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	66.67
Black or African American	11	11	100.00	0.00	36.36
Filipino	--	--	--	--	--
Hispanic or Latino	196	196	100.00	0.00	42.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	40	39	97.50	2.50	15.38
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	213	213	100.00	0.00	40.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	44	100.00	0.00	9.09

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	243	243	100.00	0.00	36.21
Female	117	117	100.00	0.00	39.32
Male	126	126	100.00	0.00	33.33
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	75.00
Black or African American	11	11	100.00	0.00	18.18
Filipino	--	--	--	--	--
Hispanic or Latino	196	196	100.00	0.00	34.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	40	40	100.00	0.00	15.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	213	213	100.00	0.00	33.80
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	44	100.00	0.00	15.91

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	24	30.38	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	79	79	100.00	0.00	30.38
Female	33	33	100.00	0.00	39.39
Male	46	46	100.00	0.00	23.91
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	60	60	100.00	0.00	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	14	14	100.00	0.00	7.14
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	69	69	100.00	0.00	28.99
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	18.18

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	97.5%	100%	100%	97.5%	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

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

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	480	471	99	21.0
Female	231	227	52	22.9
Male	249	244	47	19.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	27	25	3	12.0
Black or African American	17	17	5	29.4
Filipino	18	18	0	0.0
Hispanic or Latino	390	383	88	23.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	17	17	3	17.6
English Learners	103	99	15	15.2
Foster Youth	--	--	--	--
Homeless	17	16	5	31.3
Socioeconomically Disadvantaged	416	409	91	22.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	95	95	23	24.2

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
1.44	1.18	0.42	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	0.42	0.00
Female	0.00	0.00
Male	0.80	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	5.88	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.26	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	0.48	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.05	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

The safety of students and staff is a primary concern at every school throughout the District. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Workman participates in monthly fire drills, 3 drop and cover drills, 2 disaster drills, 2 lockdown drills, and 2 active shooter drills throughout the school year. Each school annually participates in the "Great California ShakeOut". The school's Safe School Plans are reviewed annually by a law enforcement officer (usually our School Resource Officers from West Covina and Covina Police Departments). The document is "fluid" and updates are completed as needed. For example, updates are completed if a school discipline policy is added or modified, changes are made to the campus map, additions and/or modifications are made to the telephone trees, etc.

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

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	20	4	0	0
1	18	4	0	0
2	24	0	2	0
3	26	0	2	0
4	31	0	2	0
5	30	0	2	0
6	0	0	0	0
Other	18	3	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	13	3	0	0
1	23	0	2	0
2	21	2	1	0
3	22	0	3	0
4	28	0	2	0
5	26	0	2	0
6	0	0	0	0
Other	18	3	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	20	3		
1	21		1	
2	25		2	
3	23		3	
4	29		2	
5	30		2	
Other	19	3	3	

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	1550

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	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2.2

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	\$12553.42	\$4960.58	\$7592.84	\$108041.6
District	N/A	N/A	\$3287.24	\$109,552
Percent Difference - School Site and District	N/A	N/A	79.1	3.6
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-34.6	10.0

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
Beginning Teacher Salary	\$60,242	\$62,783
Mid-Range Teacher Salary	\$100,741	\$97,783
Highest Teacher Salary	\$130,573	\$128,020
Average Principal Salary (Elementary)	\$164,353	\$160,224
Average Principal Salary (Middle)	\$170,652	\$166,992
Average Principal Salary (High)	\$181,816	\$180,971
Superintendent Salary	\$338,273	\$313,465
Percent of Budget for Teacher Salaries	31.26%	30.05%
Percent of Budget for Administrative Salaries	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
Number of school days dedicated to Staff Development and Continuous Improvement	89	59	92