

Mesa Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Mesa Elementary School
Street	409 S. Barranca Street
City, State, Zip	West Covina, CA 91791
Phone Number	626-974-4600
Principal	Chris Hert, Ed.D
Email Address	chert@c-vusd.org
Website	www.c-vusd.org/mesa
County-District-School (CDS) Code	19 64436 6012561

Entity	Contact Information
District Name	Covina-Valley Unified School District
Phone Number	626-974-7000
Superintendent	Richard M. Sheehan, Ed.D.
Email Address	webmasterdo1@c-vusd.org
Website	www.c-vusd.org

School Description and Mission Statement (School Year 2019-20)

Mesa Elementary School currently serves 750 Transitional Kindergarten through fifth grade students with a strong emphasis on academic excellence and outstanding student achievement. Many families have had several generations of students attend Mesa Elementary School due to the quality education the school provides. A high level of community involvement and strong educational partnerships enrich Mesa's learning environment. Hundreds of volunteers are dedicated to the ongoing support of the school's vision as they donate thousands of hours each year.

Mesa's commitment to providing outstanding educational opportunities is reflected in the dedication of its teachers who routinely work well beyond the established school day. The staff is comprised of 25 regular classroom teachers, a Title I Intervention Teacher, two Special Education Teachers, a School Psychologist, a Speech and Language Specialist, two Transitional Kindergarten Teachers, five Dual Language Teachers, and 1 Adaptive Physical Education teacher. The Mesa staff is highly qualified with 100% of the teaching staff NCLB compliant, fully credentialed, and CLAD certified (or its equivalent). All of the teachers have been teaching five years or more. Mesa provides a strong support network for all teachers through collaboration and on-site mentorships. The staff is committed to preserving Mesa's tradition of academic excellence by maintaining high expectations and standards for student achievement. Teachers employ a wide range of effective teaching strategies and instructional methodologies and engage in professional development activities to maintain a working knowledge of the findings of current educational research. Our critical priority this year is to provide effective first instruction, as well as develop critical thinking skills. Mesa teachers have been trained in Total Education System Support (TESS), and our teachers have helped the district develop and design lessons, pacing guides, and common assessments which will support Effective First Instruction. This year all of our teachers attended Common Core Training, Write from the Beginning and Beyond training, and Thinking Maps. All Mesa teachers will be trained for 12 hours throughout the year as we embark on a schoolwide mission to improve students' thinking and writing skills with an emphasis on narrative and expository writing (WFTBB).

Mesa's staff serves a diverse population as indicated by the 11 different languages spoken by Mesa students. Predominant groups include Hispanic (67%), Caucasian (14%), Asian (11%), Filipino (3%), and African American (3%). Services are provided for Gifted and Talented students (8%) who are clustered into GATE classes and receive differentiated instruction daily. English Language Learners (8%) are provided specially designed academic instruction in English by CLAD certified teachers. Our SED population has increased from last year with 48% of our students currently receiving Free and Reduced Lunch. We were awarded the Title I Achievement School Award, and this is the third year we will receive Title I funding. Students respect one another and take pride in their school. Mesa's exemplary CAASPP scores are just one indicator of students' determination to fulfill their highest potential. Mesa's students continue to learn and have become student leaders, academic scholarship winners, and star athletes at the high school level.

Mesa is proud of its many accomplishments. Through the fundraising efforts of dedicated volunteers, PTA has continued to provide students with access to specialized and up-to-date learning materials. Over the past three years our PTA and community have helped students raise over \$45,000 to support educational opportunities including field trips for every classroom, as well as high quality assemblies. In 2003, Mesa opened a new and significantly larger library facility, which houses over 11,500 books, magazines, and reference materials for student use. Donations from our Spring Read-a-Thon purchased individual headphones for the incoming Transitional Kindergarten students, as well as computers, iPads, and new library books. Students have internet access in all classrooms. The Read-a-Thon, Book Fair, Family Movie Night, Walk-to-School Day, Book Character Parade, and Red Ribbon Week celebrations are just a few of the many activities regularly occurring on campus.

The genuine caring and respect among the community, the skilled teaching staff, the extensive collection of educational resources, and the strong collaboration among all members of the Mesa community continue to support students in achieving academic excellence.

MESA VISION AND MISSION STATEMENT

Mesa Elementary School endeavors to provide a safe, educational environment which nurtures and empowers students to become balanced and productive citizens. As part of this vision, we hope to instill in our students a sense of integrity and compassion, a quest for knowledge and achievement, a respect for diversity, and an appreciation of their community. We strive to help students not only develop their intellectual intelligence, but their emotional intelligence as well. It is our expectation that when students leave Mesa Elementary School they will have a firm foundation of academic skills, as well as the ability to establish positive interpersonal relationships and collaborate with others. They will be able to discern right from wrong and make ethical judgments to become contributing members of society. Mesa Elementary School provides the keys to successfully unlocking the doors of the future and each child holds a key.

INSTRUCTIONAL FOCUS

Students at Mesa Elementary School will effectively communicate their reasoning through speaking, writing, and visual representation. These strategies will be applied in all content areas and supported through 3 research-based instructional strategies: 1) Thinking Maps; 2) Write from the Beginning and Beyond; and 3) ACE (Answer, Cite, Explain).

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	186
Grade 1	109
Grade 2	113
Grade 3	109
Grade 4	112
Grade 5	117
Total Enrollment	746

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.4
Asian	17.2
Filipino	2.5
Hispanic or Latino	62.1
Native Hawaiian or Pacific Islander	0.4
White	13.5
Two or More Races	1.5
Socioeconomically Disadvantaged	45.6
English Learners	10.5
Students with Disabilities	8.3
Foster Youth	0.3
Homeless	2.1

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	30	34	37	10
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 10/30/19

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 2019 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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-5: McGraw-Hill Education: California World of Wonders, c2017 (Adopted in 2017) 6-8: McGraw-Hill Education: StudySync, c2017 (Adopted in 2017) 9-12: McDougal Littell: The Literature of Language CA Edition, c2002 (Adopted in 2003); Glencoe McGraw-Hill Writer's Choice, c2001 (Adopted in 2001)	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: Macmillan/McGraw-Hill: California Science, c2008 (Adopted in 2007) 6: Prentice-Hall California Science Explorer - Focus on Earth Science, c2008 (Adopted in 2007) 7: Prentice-Hall California Science Explorer - Focus on Life Science, c2008 (Adopted in 2007) 8: Prentice-Hall California Science Explorer - Focus on Physical Science, c2008 (Adopted in 2007) 9-12: Glencoe-Biology: An Everyday Experience, c2005 (Adopted in 2005); Prentice Hall Biology: AP Edition, c2005 (Adopted in 2007); Thomson/Delmar	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	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%

School Facility Conditions and Planned Improvements (Most Recent Year)

Mesa Elementary School was built in 1960, with portable buildings added in 1989, 1994, 1998, and 2003. School facilities are situated on 10 acres and span nearly 45,500 square feet. They consist of permanent and portable classrooms, a cafeteria, a new Library Media Center, administrative offices, restrooms, and storage rooms. The school facilities modernization project was completed in Spring of 2004 with the grand opening of the Library Media Center. It has a state-of-the-art computer laboratory, wireless internet and an amplification system. The school received new hardscape and playground equipment. In August 2007, parking lots were patched, slurry sealed and all traffic/parking markings and curbs painted. In June 2008, the administration office and workroom were renovated with new paint, carpet, furniture, light fixtures, and a new entry door. The facility strongly supports teaching and learning through its ample classrooms and playground space. The exterior was repainted with a new color scheme in the Summer of 2013 and all portable classrooms received new carpet during the Summer of 2014.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	65	69	53	55	50	50
Mathematics (grades 3-8 and 11)	59	59	37	39	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	336	328	97.62	2.38	68.60
Male	167	164	98.20	1.80	61.59
Female	169	164	97.04	2.96	75.61
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	41	38	92.68	7.32	86.84
Filipino	--	--	--	--	--
Hispanic or Latino	218	214	98.17	1.83	64.02
Native Hawaiian or Pacific Islander					
White	51	51	100.00	0.00	68.63

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	170	165	97.06	2.94	63.03
English Learners	36	31	86.11	13.89	58.06
Students with Disabilities	39	38	97.44	2.56	36.84
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Note: 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.

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	336	331	98.51	1.49	58.91
Male	167	163	97.60	2.40	58.90
Female	169	168	99.41	0.59	58.93
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	41	41	100.00	0.00	87.80
Filipino	--	--	--	--	--
Hispanic or Latino	218	213	97.71	2.29	50.70
Native Hawaiian or Pacific Islander					
White	51	51	100.00	0.00	68.63
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	170	167	98.24	1.76	53.29
English Learners	36	34	94.44	5.56	67.65
Students with Disabilities	39	36	92.31	7.69	22.22
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.7	14.8	45.2

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents and the community are very supportive of the educational program at Mesa Elementary School. Numerous programs and activities are enriched by the generous contributions made by the Parent Teacher Association (PTA) and local businesses. Mesa currently has an active PTA, School Site Council, and English Learners Advisory Committee. Our Library Media Specialist recruits and trains over 75 parents to work in our LMC with students and teachers. The school holds many events throughout the school year in which parents and community members can get involved. These events include Kindergarten Parent Nights, Back-to-School Night, Book Character Parade, PTA Fundraisers, Classroom Performances, Read-a-Thon, Walk-to-School Day, Night of Giving, Book Fairs, and Family Nights. The PTA newsletter, monthly calendar, and flyers are sent home throughout the year to keep parents informed of these events. Parents who wish to participate in Mesa Elementary School's leadership teams, school committees, school activities, or become volunteers may contact school office personnel at (626) 974-4600.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.6	0.3	3.5	3.6	2.3	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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. 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 from the West Covina Police Department. 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 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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23	1	5		19	6	2		21	3	6	
1	26		4		23		5		18	6		
2	21	1	4		26		4		19	1	5	
3	19	3	3		22	1	4		27		4	
4	31		3		36			3	35			3
5	23	2	1	2	25	1	3		31	1		3
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	3.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,895	\$1,337	\$6,558	\$83,806
District	N/A	N/A	\$6,919	\$86,785.00
Percent Difference - School Site and District	N/A	N/A	-5.4	-3.8
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-24.4	3.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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

- Title I, II, III, IV
- State Compensatory Education
- Special Education
- Home-to-School Transportation
- Tobacco Use Prevention Education
- Carl Perkins
- Regional Occupational Program

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, additional hours for before/after school tutoring. Materials and supplies include supplemental programs for reading, math, and mental health.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,376	\$51,374
Mid-Range Teacher Salary	\$82,396	\$80,151
Highest Teacher Salary	\$102,687	\$100,143
Average Principal Salary (Elementary)	\$130,968	\$126,896
Average Principal Salary (Middle)	\$134,300	\$133,668
Average Principal Salary (High)	\$141,900	\$143,746
Superintendent Salary	\$298,464	\$245,810
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	113	113	107

Covina-Valley provides over 100 days of dedicated professional development each year. Professional development is aligned to 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:

- Focused Schools Workshops (6 days)
- Computer Science and Coding (15 days)
- Thinking Maps/Write from the Beginning and Beyond (5 days)
- i-Ready Workshops (9 days)
- Student Achievement Systems and Data (12 days)
- UCI Math (20 days)
- NGSS Standards (20 days)
- Principal Workshops (20 days)