

# Barranca 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	Barranca Elementary School
Street	727 S. Barranca Avenue
City, State, Zip	Covina, CA 91723
Phone Number	626-974-4000
Principal	Kim Sheehan
Email Address	ksheehan@c-vusd.org
Website	<a href="http://www.c-vusd.org/barranca">www.c-vusd.org/barranca</a>
County-District-School (CDS) Code	19644366012439

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

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

Barranca Elementary School, built in 1950, is located in the suburban City of Covina in the San Gabriel Valley. The community has accepted the challenge of guiding students from the once largely prosperous citrus-growing community into a new age of a rapidly changing suburban area. Barranca currently has a population of 630 students from diverse neighborhoods in the Covina area. 74% of Barranca students are in the Free and Reduced Lunch Program. A diverse population represents Barranca students with 73% Hispanic, 14% Caucasian, 5% African American, 4% Asian, and 2% Filipino. 12% of Barranca students are English Language Learners.

For more than a century, Covina-Valley Unified School District has served the communities of Covina, West Covina, Glendora, San Dimas, and Irwindale. Covina-Valley Unified School District, established in 1896, serves approximately 12,000 students in Kindergarten through 12th grade on traditional school calendar systems. The District is comprised of nine elementary schools, three middle schools, three comprehensive high schools, one continuation high school, an independent study program, and an adult education program.

Barranca provides several specialized programs to students from Kindergarten through 5th grade. A Gifted and Talented Education (GATE) Program serves 43 students in clustered groups in fourth and fifth grade classes. Every student at Barranca needing instructional support receives it based upon the Response to Intervention Model for English Language Arts, Math, and English Language Development. Small group instruction is provided by classroom teachers, the learning specialist, and instructional aides to help students who are struggling academically. English Language Mainstream students receive instruction from teachers trained in English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE). Structured English Immersion students receive ELD, SDAIE, and primary language support. Two special education teachers and a speech pathologist provide specialized academic instruction and/or therapy for qualifying students with special needs. Barranca hosts two transitional kindergarten classes for 4 year old students who will be turning 5 between September 2nd and January 31st. Students learn a modified kindergarten curriculum and transition to a traditional kindergarten program the following fall. Recent legislation has provided for an extension of TK enrollment. Currently C-VUSD has extended TK enrollment through January 31st. Kids Korner, a District Day Care Program, has developed a specialized curriculum to provide an enrichment program after school. Currently, 88 students attend the program located on campus. A student discipline and empowerment program (PRIDE) encourages students to make good choices and become self-motivated and self-disciplined.

Based on evaluation of student progress, Barranca's programs are reviewed and revised each year. Current focus remains on closing the achievement gap and moving English Language Learners towards proficiency.

A library media center includes a computer lab, research and production center, presentation center, MakerSpace, library, and workroom. A learning specialist assigned to the library media center provides comprehension instruction to non-proficient students and coordinates intervention programs for struggling students. The learning specialist supports the staff by consulting with teachers on appropriate strategies to integrate technology across all curricular areas, collaborates with staff regarding researched based instructional strategies, and serves as a coach to support student learning.

In partnership with Code to the Future, Barranca Elementary is a Computer Science Magnet School. Barranca students have one to one Chromebooks and are learning CODE as their second language. While creating a college going culture, it is essential that Barranca students in grades TK-5 use their 21st Century skills of collaboration, critical thinking, creativity, and communication. Computer Science is a normal discipline in every classroom every day.

An active Parent Teacher Association and strong business partnerships are supportive of the school and contribute to the funding needs of specialized programs. Many teachers serve on district committees and provide leadership roles on curricular issues. Barranca was identified as a California Business for Educational Excellence Honor Roll School in 2009 and 2012. The strong community support and excellent school staff contributed to Barranca School being recognized as a 2004, 2008, and 2012 California Distinguished School, a Gold Ribbon School in 2016, and a Title I Academic Achievement Award School in 2012 and 2016.

#### **BARRANCA VISION STATEMENT**

Barranca Elementary School, in partnership with parents, students, and our community will provide a safe, nurturing environment that promotes responsibility, accountability, respect and a long-lasting motivation for learning. We will deliver a challenging, balanced academic program enabling students to gain academic excellence, pride through achievement, and the opportunity to achieve their greatest potential.

#### **BARRANCA MISSION STATEMENT**

Barranca Elementary School is a learning community committed to students achieving academic excellence using a rigorous academic curriculum built on a foundation of "effective first instruction" delivered by a highly qualified staff in a safe, nurturing environment. Barranca will serve our community by collaborating with teachers, parents, and community partners. Together as a team, we will prepare students to live, work, and thrive in a highly connected world.

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	124
<b>Grade 1</b>	113
<b>Grade 2</b>	102
<b>Grade 3</b>	86
<b>Grade 4</b>	110
<b>Grade 5</b>	113
<b>Total Enrollment</b>	648

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	0.5
Asian	5.9
Filipino	2.9
Hispanic or Latino	75.6
Native Hawaiian or Pacific Islander	0.6
White	8
Two or More Races	2.2
Socioeconomically Disadvantaged	70.1
English Learners	9.7
Students with Disabilities	10
Foster Youth	1.2
Homeless	3.7

## 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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	28	28	28	10
Without Full Credential	0	0	1	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	0
Total Teacher Misassignments*	0	0	0
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 to 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%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Science</b>	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 Learning: Science of Earth Systems, c2004 (Adopted in 2005); Holt McDougal-McDougal Littell Biology, c2008 (Adopted in 2009); Prentice Hall Chemistry-California Edition, c2007 (Adopted in 2007)	Yes	0%
<b>History-Social Science</b>	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%
<b>Foreign Language</b>	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%

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

Barranca Elementary School was built in 1949 with additions built in 1953. Buildings were modernized in 1994. School facilities are situated on 14.3 acres and span more than 45,500 square feet. They consist of permanent and portable classrooms, a multipurpose room, basketball courts, a baseball diamond, a playground, a Library/ Media Center, administrative offices, restrooms, and storage rooms. Improvements at the school include a new air conditioning system, new playground equipment, and new hard court. In June 2008 the entire interior of the cafeteria was painted and the stage was re-varnished. Parking lots were patched and slurry sealed, and all traffic/parking markings and curbs were painted. All portable classrooms had carpet installed during the summer of 2014. The facility strongly supports teaching and learning through its ample classrooms and playground space.

### 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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)	62	65	53	55	50	50
Mathematics (grades 3-8 and 11)	55	51	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	305	302	99.02	0.98	64.90
Male	143	142	99.30	0.70	63.38
Female	162	160	98.77	1.23	66.25
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	18	18	100.00	0.00	94.44
Filipino	--	--	--	--	--
Hispanic or Latino	237	235	99.16	0.84	62.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	24	23	95.83	4.17	73.91
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	216	215	99.54	0.46	62.33
English Learners	54	54	100.00	0.00	57.41
Students with Disabilities	39	37	94.87	5.13	27.03
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	306	302	98.69	1.31	50.99
Male	143	141	98.60	1.40	56.03
Female	163	161	98.77	1.23	46.58
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	83.33
Filipino	--	--	--	--	--
Hispanic or Latino	238	235	98.74	1.26	46.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	24	23	95.83	4.17	69.57

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	217	215	99.08	0.92	47.44
English Learners	54	54	100.00	0.00	44.44
Students with Disabilities	39	36	92.31	7.69	25.00
Students Receiving Migrant Education Services					
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	19.3	17.5	44.7

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 Barranca Elementary School. Numerous programs and activities are enriched by the generous contributions made by the following organizations:

- Parent Teacher Association
- Office Depot
- Walmart
- Southern California Edison
- Target
- In-N-Out
- Chili's
- Shakey's Pizza
- Starbucks
- Islands Restaurant
- Covina Sunrise Rotary Club
- Covina Breakfast Lions Club
- Operation Santa Clothes
- Assistance League of Covina Valley
- Christ's Church of the Valley
- Christ's First Baptist Church of Covina

The school holds many events throughout the school year in which parents and community members can become involved. These events include Parent Education Nights, Family Tile Night, Family Harvest Festival, Academic Decathlon, Barranca Bonanza, and Parent Teacher Association (PTA) meetings and events. Parent Education Night topics include: accessing Internet Based Academic Support and Family Literacy. The Bronco e-News, PTA newsletter, and various publicity flyers are sent home throughout the year to keep parents informed of these events.

Parents who wish to participate in Barranca Elementary School's leadership teams, school committees, and school activities, or if they wish to become volunteers, may contact our school office at (626) 974-4000.

### 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
<b>Suspensions</b>	0.6	0.1	1.0	3.5	3.6	2.3	3.6	3.5	3.5
<b>Expulsions</b>	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 (usually our School Resource Officers from West Covina and Covina Police Departments). The document is "fluid" and updates are completed as needed. For example, updates are completed if a school discipline policy is added or modified, changes are made to the campus map, additions and/or modifications are made to the telephone trees, etc. All visitors must check in at the school office and wear a visitor badge while on school grounds. During lunch, recesses, and before and after school, staff members supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. The Comprehensive School Safety Plan was developed by administrators, other school staff members, and Los Angeles County Office of Education staff members. It is reviewed, approved, and evaluated by the School Site Council in cooperation with local law enforcement in 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	21	2	4		20	3	4		21	1	5	
1	26		3		21	2	2		22		5	
2	24		4		21	1	3		27		3	
3	21	1	4		26		4		25		4	
4	34			3	33		1	2	36			3
5	28		4		26	1	1	2	37			3
Other**	5	1			7	1			7	2		

\*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)	3.5

\*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	\$6,897	\$945	\$5,952	\$85,356
District	N/A	N/A	\$6,919	\$86,785.00
Percent Difference - School Site and District	N/A	N/A	-15.0	-2.1
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-4.7	5.5

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)