Ben Lomond 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	Ben Lomond Elementary School
Street	621 E. Covina Blvd.
City, State, Zip	Covina, CA 91722
Phone Number	626-974-4100
Principal	Tanya Martin
Email Address	tmartin@c-vusd.org
Website	www.c-vusd.org/benlomond
County-District-School (CDS) Code	19-64436-6012447

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)

Ben Lomond Elementary School is located in the City of Covina between the cities of Glendora and West Covina. Ben Lomond Elementary School opened in 1955 and it was modernized during the 1994-1995 school year. Beautification projects continue on campus and include a new mural, cafeteria renovation and two gardens. Ben Lomond has an enrollment of approximately 440 students in grades TK-5. There are eighteen General Education classrooms, three Deaf Hard of Hearing classes, one primary Specialized Academic Instruction classroom, and one upper grade Specialized Academic Instruction classroom. The school is part of the Covina-Valley Unified School District, which includes nine elementary schools serving grades TK-5, three middle schools serving grades 6-8, three comprehensive high schools, and one alternative school. Ben Lomond Elementary School provides students with learning opportunities focused on developing each student's knowledge and skills in literacy, science, social studies, computer science, technology, engineering, the arts, and math. Ben Lomond is recognized as a school that offers students a rigorous and well-rounded curriculum and a high quality character development program. Ben Lomond was recognized as a 2018 California Distinguished School and also received the following awards: California Exemplary Arts Education Award, California Exemplary Physical Activity, Nutrition Education Program, and Title I Academic Achievement School.

Ben Lomond is comprised of various diverse groups. The language fluency population of students is as follows: Initially Fluent English Proficiency students 3.9%; Reclassified Fluent English Proficiency students 11.2%; English Language Learners 13.3%; and English only students 71.6%. The socio-economically disadvantaged student population is 79%. Students at Ben Lomond have a diverse ethnic heritage represented by 78% Hispanic, 7% White, 5% Asian, 4% African-American, 4% Filipino, 1% Multi-Ethnic, and 1% Native American students. Approximately 3% of the student population participates in the Gifted and Talented Education (GATE) program, and 15% of students receive special education services. Ben Lomond Elementary is a Title I Schoolwide Program school.

Ben Lomond's teaching staff includes general education teachers, special education teachers, instrumental/choral music teachers, physical education teachers, and a Title I Specialist. All teachers are credentialed and have assignments within their credential authorization. Advanced degrees are held by 84% of the certificated staff. All teachers hold CLAD certificates. Additional personnel include the school principal, secretary, office clerk, custodians, food service staff, instructional aides, school helpers, and playground supervisors. In addition, a psychologist, behavior specialist, health aide, school nurse, speech and language pathologist, and adaptive physical education teacher are available to provide support in meeting the academic and social-emotional needs of the students. A crisis response team is also available. Support and resources are available for Mckinney-Vento families and members of the foster youth. Think Together is offered during after school hours for students in grades 1-5. It is a free after-school program that provides students with learning opportunities beyond the school day. Kids Korner provides before and after school care for a fee for students in grades TK-5.

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

Ben Lomond's essential priority is to increase the achievement of all students in the area of English Language Arts (ELA), in the area of mathematics, and in the Core. The school community also places an emphasis on the development of a college-going culture for all students, on character education, on STEAM (Science, Technology, Engineering, the Arts, and Math) learning opportunities, and on an increase of parent involvement. The school's student-centered educational program empowers students to develop academically, emotionally, and socially for the purpose of achieving academic success. Grade level teams of teachers collaborate to analyze data and to provide appropriate targeted instruction to accelerate student learning. The Title I Specialist provides focused enrichment in English Language Arts to students. Furthermore, Ben Lomond meets the needs of all students by teaching concepts effectively the first time that they taught to students, by implementing a Response to Intervention plan, which addresses universal support, as well as strategic and intensive intervention. Programs that are being codified at Ben Lomond include: Focused Schools, i-Ready Reading and Math, Thinking Maps, and Write from the Beginning and Beyond. Ben Lomond's staff members collaborate at high levels to ensure that all students are receiving an exceptional education.

BEN LOMOND VISION STATEMENT
Our vision is for all students and community members associated with Ben Lomond Elementary School to be scholars. Scholars want to achieve, learn, cooperate, and accept responsibility through the development of self-discipline and leadership in our diverse school community.

BEN LOMOND MISSION STATEMENT
Our mission is for all students to develop responsibility, achieve literacy, learn problem-solving skills through a rigorous curriculum, and become lifelong learners in a safe and nurturing environment. This is achieved through the reciprocal relationship between Ben Lomond Elementary School and the community, which includes students, staff members, parents, businesses, and public agencies.

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

Grade Level	Number of Students
Kindergarten	79
Grade 1	63
Grade 2	68
Grade 3	82
Grade 4	67
Grade 5	78
Total Enrollment	437

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	4.3
American Indian or Alaska Native	0.2
Asian	4.8
Filipino	4.1
Hispanic or Latino	78.3
White	7.1
Two or More Races	1.1
Socioeconomically Disadvantaged	77.3
English Learners	14.6
Students with Disabilities	15.8
Foster Youth	0.9
Homeless	2.7

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	25	25	24	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	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 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 in 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, c2018 (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)

Ben Lomond Elementary School was built in 1955 and modernized in 1994. Facilities are situated on 9.3 acres and span nearly 43,000 square feet. They consist of permanent and portable classrooms, a multipurpose room, basketball and volleyball courts, administrative offices, restrooms, and storage rooms. Facility improvement projects at Ben Lomond Elementary School include a new Library Media Center with a state-of-the-art computer laboratory, wireless internet and an amplification system installed. In July 2008 parking lots were patched, slurry sealed and all traffic/parking markings and curbs were painted. The campus exterior was repainted and all portable classrooms received new carpet in 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
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)	47	55	53	55	50	50
Mathematics (grades 3-8 and 11)	32	44	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	222	217	97.75	2.25	55.30
Male	101	98	97.03	2.97	51.02
Female	121	119	98.35	1.65	58.82
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	185	182	98.38	1.62	53.85
Native Hawaiian or Pacific Islander					
White	15	14	93.33	6.67	42.86

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races					
Socioeconomically Disadvantaged	183	178	97.27	2.73	54.49
English Learners	63	61	96.83	3.17	49.18
Students with Disabilities	49	47	95.92	4.08	25.53
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	222	219	98.65	1.35	43.84
Male	101	99	98.02	1.98	43.43
Female	121	120	99.17	0.83	44.17
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	185	182	98.38	1.62	42.86
Native Hawaiian or Pacific Islander					
White	15	15	100.00	0.00	26.67
Two or More Races					
Socioeconomically Disadvantaged	183	180	98.36	1.64	42.22
English Learners	63	63	100.00	0.00	30.16
Students with Disabilities	49	47	95.92	4.08	14.89
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	17.5	15.0	42.5

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 supportive of the educational program at Ben Lomond Elementary School. Numerous programs and activities are enriched by the generous contributions made by the following groups and organizations: Ben Lomond's Parent Teacher Association (PTA), Operation School Bell, Operation Santa Clothes, Covina Library, District Children's Center, Covina Police Department, McDonald's, Shakey's, McKinley Children's Center, Covina Sunrise Rotary, In-N-Out, the Bakken Family Grant, and many other local businesses and agencies.

The strong partnership that exists between the school and the community at large is the key to the school's increase in academic achievement. Ben Lomond boasts of an active PTA and parents who volunteer in classrooms and in the Library Media Center daily. Parents participate in Coffee with the Principal meetings, the School Site Council, and the English Language Advisory Committee. The school holds many events throughout the school year in which parents and community members can get involved. These events include: PTA family nights, PTA fundraisers, grade-level Parent Education programs, Parent Teacher Association (PTA) meetings, family reading nights, family math nights, the Science Olympiad, service projects, Kindergarten orientation parent meeting, Title I meeting, Back to School Night, Open House, and morning reading time in the library. The Principal's News Bulletin, the Quarterly PTA Newsletter, school-wide phone messages to Ben Lomond families, updated information on the school's website, and various flyers are sent home throughout the year to keep parents informed of these events.

Parents who wish to participate in Ben Lomond Elementary School's leadership teams, school committees, school activities, or become volunteers may contact the school office personnel at (626) 974-4100.

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	2.4	4.5	0.4	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 (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	24		4		16	4	1		16	4	1	
1	23		3		22		3		21	1	2	
2	24		3		21	1	3		22		3	
3	21	1	3		18	1	3		20	1	3	
4	30		2		31		2		30		2	
5	23	1	3		23	1	3		19	1	3	
Other**					4	2			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)	3.0

*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	$10,360	$3,009	$7,351	$91,401
District	N/A	N/A	$6,919	$86,785.00
Percent Difference - School Site and District	N/A	N/A	6.1	2.0
State	N/A	N/A	$7,506.64	$82,031.00
Percent Difference - School Site and State	N/A	N/A	-13.8	9.5

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)