

# Ben Lomond Elementary School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

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

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

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 includes the school principal, secretary, office clerk, custodian, food service staff, instructional aides, school helpers, and playground supervisors. In addition, a psychologist, social worker, elementary counselor, 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

## 2023-24 School Description and Mission Statement

resources are available for Mckinney-Vento families and members of the foster youth. ASES 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.

Ben Lomond Elementary is an AVID Elementary School. 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 appropriately 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.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	104
Grade 1	68
Grade 2	56
Grade 3	66
Grade 4	62
Grade 5	64
<b>Total Enrollment</b>	<b>420</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.7%
Male	49.3%
American Indian or Alaska Native	0.2%
Asian	4.5%
Black or African American	5%
Filipino	4.3%
Hispanic or Latino	79%
Two or More Races	1.7%
White	4.5%
English Learners	11.9%
Foster Youth	0.7%
Homeless	1%
Socioeconomically Disadvantaged	69.8%
Students with Disabilities	15.7%

### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.00	78.05	414.70	84.26	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.40	0.08	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	2.20	0.45	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	21.80	4.43	12115.80	4.41
<b>Unknown</b>	4.50	21.95	53.00	10.77	18854.30	6.86
<b>Total Teaching Positions</b>	20.50	100.00	492.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.00	76.19	407.50	84.35	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.80	0.38	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	4.76	10.00	2.09	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	23.10	4.79	11953.10	4.28
<b>Unknown</b>	4.00	19.05	40.50	8.39	15831.90	5.67
<b>Total Teaching Positions</b>	21.00	100.00	483.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	6.2
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.7	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Covina-Valley Unified School District ensures that textbooks and materials are sufficient, current and available for each student in all core classes. Covina-Valley Unified School District held a Public Hearing in the fall of 2023 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.

<b>Year and month in which the data were collected</b>	October 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	TK-5: McGraw-Hill Education: California World of Wonders, c2017 (Adopted in 2017) 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%
<b>Mathematics</b>	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%
<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, 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%
<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%

<b>Health</b>	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
<b>Visual and Performing Arts</b>	TK-5: Macmillan/McGraw-Hill (Adopted in 2007)		0%

## School Facility Conditions and Planned Improvements

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.

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

November 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			None
<b>Interior:</b> Interior Surfaces	X			Work orders submitted and assigned to the Maintenance Dept.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			None
<b>Electrical</b>	X			None
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Work orders submitted and assigned to the Maintenance Dept.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			None
<b>Structural:</b> Structural Damage, Roofs	X			None
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Work orders submitted and assigned to the Maintenance Dept.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	46	46	50	53	47	46
<b>Mathematics</b> (grades 3-8 and 11)	28	37	30	35	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	194	191	98.45	1.55	46.07
<b>Female</b>	97	97	100.00	0.00	48.45
<b>Male</b>	97	94	96.91	3.09	43.62
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	152	150	98.68	1.32	42.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	20	17	85.00	15.00	5.88
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	12	12	100.00	0.00	41.67
<b>Socioeconomically Disadvantaged</b>	132	130	98.48	1.52	40.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	35	35	100.00	0.00	22.86

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	194	191	98.45	1.55	36.65
<b>Female</b>	97	97	100.00	0.00	28.87
<b>Male</b>	97	94	96.91	3.09	44.68
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	152	150	98.68	1.32	32.67
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	20	17	85.00	15.00	5.88
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	12	12	100.00	0.00	25.00
<b>Socioeconomically Disadvantaged</b>	132	130	98.48	1.52	34.62
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	35	35	100.00	0.00	17.14

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	33.33	34.92	23.75	26.15	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	64	63	98.44	1.56	34.92
<b>Female</b>	33	33	100.00	0.00	30.30
<b>Male</b>	31	30	96.77	3.23	40.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	47	47	100.00	0.00	34.04
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	46	45	97.83	2.17	28.89
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	13	13	100.00	0.00	23.08

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97%	100%	100%	100%	100%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

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, Circle K, Merging Vets & Players, Chick Fil A, 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.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	449	438	93	21.2
Female	228	220	37	16.8
Male	221	218	56	25.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	21	20	0	0.0
Black or African American	23	22	2	9.1
Filipino	18	17	2	11.8
Hispanic or Latino	353	345	81	23.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	7	7	1	14.3
White	22	22	3	13.6
English Learners	60	59	16	27.1
Foster Youth	7	7	4	57.1
Homeless	9	9	5	55.6
Socioeconomically Disadvantaged	326	317	84	26.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	82	82	32	39.0

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.22	0.67	0.06	2.37	2.64	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.02	0.04	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.67	0
Female	0.44	0
Male	0.9	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.85	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.92	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 School Safety Plan

Safety of students and staff is a primary concern at every school throughout the District. Each school complies with laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. 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, recess, and before and after school, staff members supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment.

The Comprehensive School Safety Plan was developed by administrators, other school staff members, and Los Angeles County Office of Education staff members. It is reviewed, approved, and evaluated by the School Site Council in cooperation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff 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, which includes supporting classrooms, school & community is reviewed annually with school staff. As well, is reviewed, updated at our School Site Council meeting(s) in October, 2022. An updated copy is available to the public at the school and District Office.

## D. Other SARC Information Information Required in the SARC

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

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	4		
1	23		3	
2	23		2	
3	24		2	
4	34		1	1
5	37			2
Other	9	5	1	

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		4	
1	18	3		
2	20	2	1	
3	24		2	
4	30		2	
5	32		2	
Other	6	5		



## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	4	0
1	19	3	0	0
2	24	0	2	0
3	23	0	2	0
4	30	0	2	0
5	31	0	2	0
6	0	0	0	0
Other	12	4	1	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	1400

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	3

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$12,327.44	\$4,714.20	\$7,613.23	\$99,922.24
<b>District</b>	N/A	N/A	2715.53	\$93,275
<b>Percent Difference - School Site and District</b>	N/A	N/A	94.8	8.6
<b>State</b>	N/A	N/A	\$7,607	\$90,632
<b>Percent Difference - School Site and State</b>	N/A	N/A	14.3	12.3

## Fiscal Year 2022-23 Types of Services Funded

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

- Title I, II, III, IV
- Special Education
- Home-to-School Transportation
- Carl Perkins
- Expanded Learning Opportunities
- Universal PreKindergarten Planning & Implementation
- A-G Success
- Arts, Music & Instructional Materials
- Educators Effectiveness
- Homeless Children and Youth
- Learning Recovery
- Career Technical Education (CTE)
- Strong Workforce

These funds are used for personnel, materials, supplies, equipment, parent involvement, and professional development to help close the achievement gap for all students. Personnel costs include Title I Intervention teachers, EL TOSA, additional counselor hours, and additional hours for before/after school tutoring. Materials and supplies include supplemental reading, math, the arts, CTE, and mental health programs.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$50,370	\$55,550
<b>Mid-Range Teacher Salary</b>	\$84,232	\$84,645
<b>Highest Teacher Salary</b>	\$109,176	\$111,284
<b>Average Principal Salary (Elementary)</b>	\$155,978	\$139,860
<b>Average Principal Salary (Middle)</b>	\$157,946	\$146,440
<b>Average Principal Salary (High)</b>	\$167,875	\$158,447
<b>Superintendent Salary</b>	\$282,839	\$278,268
<b>Percent of Budget for Teacher Salaries</b>	32.65%	32.21%
<b>Percent of Budget for Administrative Salaries</b>	4.7%	4.89%

## Professional Development

Covina-Valley provides over 80 days of dedicated professional development each year. Professional development aligns with the Local Control Accountability Plan (LCAP), Common Core State Standards, student needs, and professional needs. Professional Development is provided during the school day and on modified Tuesdays.

The district provided professional development in the following areas:

- \* Lindamood-Bell (27 days)
- \* UCI Math (13 days)
- \* Principal Workshops (19 days)
- \* Technology Mentor AI (4 days)
- \* Steve Ventura ( 10 days)
- \* Staff Leadership (3 days)
- \* Write from the Beginning and Beyond ( 4 days)
- \* Math Intervention (2 days)
- \* Science Adoption ( 3 days)
- \* New Teacher Orientation (2 days)
- \* Iready (2 days)

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	52	75	89