

Barranca Elementary

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Barranca Elementary
Street	727 S. Barranca Avenue
City, State, Zip	Covina, CA 91723
Phone Number	626-974-4000
Principal	Courtney Sawyer
Email Address	csawyer@c-vusd.org
School Website	www.c-vusd.org/barranca
Grade Span	K-5
County-District-School (CDS) Code	19644366012439

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

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 565 students from diverse neighborhoods in the Covina area. A diverse population represents Barranca students with 73% Hispanic, 14% Caucasian, 5% African American, 4% Asian, and 2% Filipino. 10% 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

2025-26 School Description and Mission Statement

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 reading intervention teacher, math intervention teacher, 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. Five special education teachers and a speech pathologist provide specialized academic instruction and/or therapy for qualifying students with special needs. Barranca has two transitional kindergarten classes for 4-year-old students who will be turning 5 between September 2nd and April 2nd. 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. Kids Korner, a District Day Care Program, has developed a specialized curriculum to provide an enrichment program after school. Currently, 56 students attend the program located on campus. The Elevate after school program provides free after-school care for eligible families. A school-wide SEL & PBIS program (PRIDE) encourages students to make good choices and become self-motivated and self-disciplined.

Based on the evaluation of student progress, Barranca's programs are reviewed and revised each year. The current focus remains on closing the achievement gap, moving English Language Learners towards proficiency, and meeting the social-emotional learning needs of all students.

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

All Barranca students have one-to-one computer laptops and access software and tools to enhance learning in all curricular areas. 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-based learning is a part of every student's daily practice.

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, 2012, and 2021. 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, a Title I Academic Achievement Award School in 2012 and 2016, a California Pivotal Practice School in 2022, and a U.S. News and World Report Best Elementary School in 2022.

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 and personal 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 and personal excellence using a rigorous academic curriculum built on a foundation of "effective first instruction" delivered by 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.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	121
Grade 1	71
Grade 2	81
Grade 3	81
Grade 4	86
Grade 5	89
Total Enrollment	529

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45
Male	55
American Indian or Alaska Native	0.2
Asian	5.3
Black or African American	3
Filipino	4
Hispanic or Latino	77.1
Native Hawaiian or Pacific Islander	0.4
Two or More Races	4.2
White	4.7
English Learners	8.1
Foster Youth	0.8
Homeless	4.3
Socioeconomically Disadvantaged	75.4
Students with Disabilities	17.4

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23	92	407.5	84.35	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1.8	0.38	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	10	2.09	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	23.1	4.79	11953.1	4.28
Unknown/Incomplete/NA	2	8	40.5	8.39	15831.9	5.67
Total Teaching Positions	25	100	483.1	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.5	100	394.5	84.5	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1	0.22	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	8	1.71	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	21.2	4.55	11746.9	4.23
Unknown/Incomplete/NA	0	0	42	9.02	14303.8	5.15
Total Teaching Positions	22.5	100	466.8	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.5	100	396.9	81.88	230039.4	100
Intern Credential Holders Properly Assigned	0	0	2.6	0.54	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	9.8	2.04	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	20.3	4.2	12112.8	4.34
Unknown/Incomplete/NA	0	0	54.9	11.34	13705.8	4.91
Total Teaching Positions	22.5	100	484.8	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

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

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Covina-Valley Unified School District ensures that textbooks and materials are sufficient, current, and available to each student in all core classes. Covina-Valley Unified School District held a Public Hearing in the fall of 2025 and determined that each school within the District has sufficient and good-quality textbooks, instructional materials, and science lab equipment, pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom or to take home. The governing Board approves all textbook adoptions for grades TK-12, which includes verification that instructional materials are aligned with California Content Standards and the State Frameworks.

Year and month in which the data were collected October 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-5: McGraw-Hill Education: California World of Wonders, c2017 (Adopted in 2017)	0%
Mathematics	TK-5: Great Minds: Eureka Math ² , c2023 (Adopted in 2025)	0%
Science	TK-5: Imagine Learning: Twig Education, c2023 (Adopted in 2024)	0%
History-Social Science	TK-5: Studies Weekly: California Studies Weekly, c2017 (Adopted in 2018)	0%

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

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report June 2025

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

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X		None
Interior: Interior Surfaces	X		Work orders submitted and assigned to the Maintenance Dept.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		None
Electrical	X		None
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		Work orders submitted and assigned to the Maintenance Dept.
Safety: Fire Safety, Hazardous Materials	X		None
Structural: Structural Damage, Roofs	X		None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	51	59	49	53	47	48
Mathematics (grades 3-8 and 11)	41	52	37	39	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	260	259	99.62	0.38	59.46
Female	120	119	99.17	0.83	65.55
Male	140	140	100.00	0.00	54.29
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	212	211	99.53	0.47	57.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	45.45

White	--	--	--	--	--
English Learners	14	14	100.00	0.00	7.14
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	193	192	99.48	0.52	54.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	43	97.73	2.27	18.60

2024-25 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	260	259	99.62	0.38	51.55
Female	120	119	99.17	0.83	53.78
Male	140	140	100.00	0.00	49.64
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	212	211	99.53	0.47	48.10
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	54.55
White	--	--	--	--	--
English Learners	14	14	100.00	0.00	23.08
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	193	192	99.48	0.52	46.07
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	43	97.73	2.27	11.90

CAASPP Test Results in Science for All Students

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	30.11	34.44	25.79	28.34	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	91	90	98.90	1.10	34.44
Female	44	43	97.73	2.27	39.53
Male	47	47	100.00	0.00	29.79
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	75	74	98.67	1.33	33.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	69	68	98.55	1.45	29.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	14	93.33	6.67	28.57

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

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

2025-26 Opportunities for Parental Involvement

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
 - Target
 - In-N-Out
 - Chili's
 - Shakey's Pizza
 - Starbucks
 - Islands Restaurant
 - Chatfield Wealth Management
 - Operation Santa Clothes
 - Assistance League of Covina Valley
 - Christ's Church of the Valley
 - Christ's First Baptist Church of Covina
- * Chick-Fil-A

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 Movie Night, Family Holiday Night, Academic Decathlon, Barranca Bonanza, Coffee with the Principal, the Parent Institute for Quality Education, and Parent Teacher Association (PTA) meetings and events. Parent Education Night topics include: Social-Emotional Learning, Thinking Maps and Close Reading, and Family Literacy. The Sunday Bronco 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	593	560	100	17.9
Female	264	255	52	20.4
Male	329	305	48	15.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	33	30	4	13.3
Black or African American	29	17	7	41.2
Filipino	22	22	1	4.5
Hispanic or Latino	441	429	76	17.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	23	22	4	18.2
White	31	30	6	20.0
English Learners	52	47	2	4.3
Foster Youth	--	--	--	--
Homeless	41	25	6	24.0
Socioeconomically Disadvantaged	453	425	94	22.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	119	114	26	22.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.17	0.34	2.64	3.04	2.49	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.04	0.04	0.03	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.34	0.00
Female	0.00	0.00
Male	0.61	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.45	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.44	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.84	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

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 was reviewed and updated with school staff and the school site council on October 25, 2023 and approved by the school board on November 13, 2023. 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.

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	25	0	4	0
1	21	2	2	0
2	20	3	1	0
3	26	0	3	0
4	27	0	3	0
5	32	0	2	0
6	0	0	0	0
Other	12	3	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	1	2	0
1	21	0	3	0
2	23	0	3	0
3	23	0	3	0
4	29	0	3	0
5	30	0	3	0
6	0	0	0	0
Other	17	4	1	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	2	
1	22		3	
2	26		3	
3	25		3	
4	31		2	
5	34			1
Other	20	2	1	

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	1863.33

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	5.5

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12021.51	\$4223.96	\$7797.55	\$109973.09
District	N/A	N/A	\$3287.24	\$109,552
Percent Difference - School Site and District	N/A	N/A	81.4	5.4
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-32.0	11.8

Fiscal Year 2024-25 Types of Services Funded

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

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

Fiscal Year 2024-25 Types of Services Funded

- Career Technical Education Incentive Grant (CTEIG)
- Strong Workforce
- Golden Pathways
- Middle College and Dual Opportunities
- CCAP College and Careers
- CAI California Apprentice Grant

* California Community Schools Partnership Program (CCSPP)

* Arts and Music in Schools (Prop 28 - AMS)

* ESSA Comprehensive Support & Improvement (CSI)

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$60,242	\$62,783
Mid-Range Teacher Salary	\$100,741	\$97,783
Highest Teacher Salary	\$130,573	\$128,020
Average Principal Salary (Elementary)	\$164,353	\$160,224
Average Principal Salary (Middle)	\$170,652	\$166,992
Average Principal Salary (High)	\$181,816	\$180,971
Superintendent Salary	\$338,273	\$313,465
Percent of Budget for Teacher Salaries	31.26%	30.05%
Percent of Budget for Administrative Salaries	4.35%	5%

Professional Development

Covina-Valley provides over 90 days of dedicated professional development each year. Professional development aligns with the Local Control Accountability Plan (LCAP), Common Core State Standards, student needs, and professional needs. Professional Development is provided during the school day and on modified Tuesdays.

The district provided professional development in the following areas:

- * Eureka Math (19 days)
- * Principal Workshops (26 days)
- * Technology Mentor (11 days)
- * Convocation (1 day)
- * Reading Intervention (14 days)
- * Math Intervention (3 days)
- * Twig Science (4 days)
- * New Teacher Orientation (2 days)

Professional Development

- * Iready (11 days)
- * Focused Schools (1 day)

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	89	59	92