Covina High School
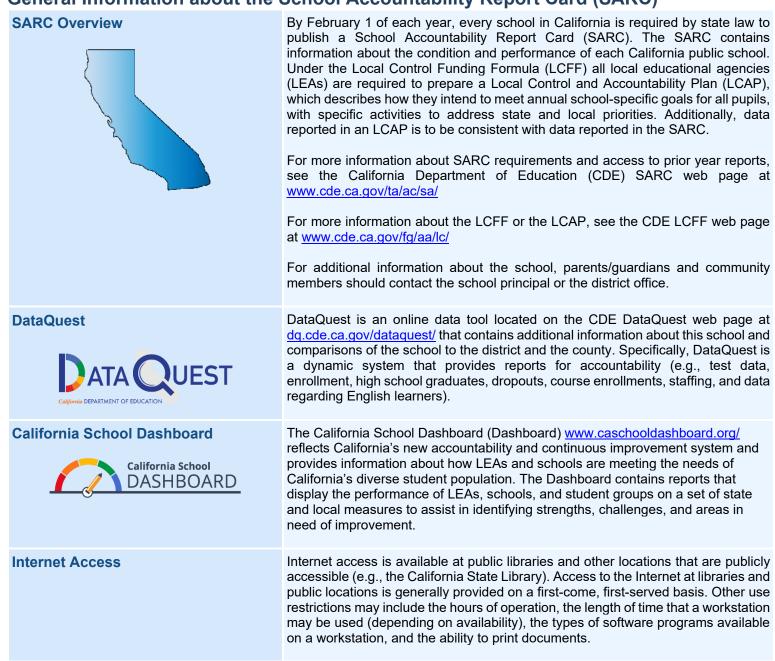## 2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Covina High School
Street	463 S. Hollenbeck Ave.
City, State, Zip	Covina, CA 91723
Phone Number	626-974-6020
Principal	Daisy Carrasco
Email Address	dcarrasco@c-vusd.org
School Website	www.covinahigh.net
County-District-School (CDS) Code	19-64436-1932086

2021-22 District Contact Information

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

2021-22 School Overview

For more than a century, Covina-Valley Unified School District has served the communities of Covina, West Covina, San Dimas, and Irwindale. Covina-Valley Unified School District, established in 1896, serves approximately 12,000 students in Transitional Kindergarten through 12th grade on traditional school calendar systems. The District is comprised of nine elementary schools, three middle schools, three comprehensive high schools, a continuation high school, and an adult education program. The District also focuses on early childhood education to ensure that students have the readiness skills necessary to succeed in their TK-12 educational programs.

Covina High School has been at the hub of the San Gabriel Valley for over a century. Established in 1897, Covina High School served a community of citrus growers in a rural setting, which remained stable until after World War II. The post-war population boom hit the City of Covina significantly in the 1950's. Covina's population grew tenfold, stabilizing at its current population of just over 30,000. To meet this demand, a new campus was developed at its present location in 1956. Moreover, two additional comprehensive high schools were instituted by Covina-Valley Unified School District (C-VUSD) in the 1960's. An alternative high school campus and an adult education school complement the three comprehensive schools.

The campus retains a park-like setting featuring over 140 trees and a renovated student quad that promotes healthy student interaction. The environment is safe and positive. With a staff that features multiple Covina Alumni, loyalty to the school is a hallmark of the community. Covina High School is a school that values innovation, but also holds dear the respect of tradition. Enrollment in the current school year is approximately 1,200 students. Student demographics include 78% Hispanic, 8% White, 8% Asian, 3% African American and 3% of other diverse ethnic backgrounds. Covina High School is currently 78% socio-economically disadvantaged.

To attain accurate and valid measures of educational progress, Covina High School offers students multiple opportunities to meet our instructional focus of "expressing authentic ideas to real world situations." Multiple measures of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of the instructional program.

Academically, At-Risk students are provided the following supports: a mandatory second English Language Intervention for all English Language Learners (ELL); Guided Study; Study Skills; Math Tutoring; Study Hall; ALEKS; READ 180; Khan Academy; Academic Saturday School; and Credit Recovery.

Specialized Department Statements:

Advanced Placement Program
Advanced Placement (AP) is a College Board program that offers Covina High School students the opportunity to take rigorous, college-level courses and earn college credit while in high school. Our AP teachers are highly trained and utilize research-based strategies to reach all students. Advanced Placement classes are open to all students. The content in AP courses is structured similarly to college coursework. Students who complete an AP course and take the end-of-course examination may qualify for college credit from postsecondary institutions, provided their score meets the institution's credit policy. These courses prepare students for further education and college admission offices often look favorably on a history of AP coursework on student transcripts.

Agricultural Program
Our Agricultural Program was chosen as the #1 single teacher program in the FFA Orange Section and the #2 single teacher program in the Southern FFA Region. Our farm allows us to offer Agriculture Science and Animal Science courses. These courses acquaint students with the six classes of livestock, plant science, and the various fields and phases of Agriculture. The students are introduced to Agriculture Science in a changing world, Biological Science, Plant Science, Animal Science, and ways to create improved plants and animals through technology. The Agriculture Science course also serves as an introductory course to the Biological Sciences. Opportunities are provided for students to participate in the National Future Farmers of America (FFA) and in vocational agriculture projects. The National FFA Organization helps develop students' potential for leadership, personal growth and career success through the education of agriculture. Covina High School students have the chance to raise animals to take to the Orange County Fair each year for judging and they can earn money from selling their products to various supporters from the community. FFA members at Covina High School follow the National FFA motto which is "Learning to Do, Doing to Learn, Earning to Live, Living to Serve."

Advancement Via Individual Determination – AVID Program
AVID is a specialized national program designed to motivate students on the fringe of academic success for admission to a four-year university and college. AVID offers the extra resources to realize and achieve their potential. Approximately 25% of our student population is involved in the program. The AVID program is designed to increase schoolwide learning and performance for students in grades 9th-12th. The purpose of the AVID program is to restructure the teaching methods of an entire school and to open access to the curricula that will ensure four-year college eligibility for almost all students. The mission of AVID is to ensure that all students, especially those historically underserved, are capable of completing a college preparatory path. Students will succeed in rigorous curriculum, will enter mainstream activities of the school, will increase their enrollment in a four-year college, and will become educated, responsible participants and leaders in a democratic society.

ELL Program
The English Language Development program at Covina High School provides English Language support at three levels. Beginner and Early Intermediate students are placed in ELD I for two periods of support per day. ELD II, for Intermediate students, is offered as support to their language development. Early Advanced and Advanced students are placed into ELD III. Students in ELD II and ELD III are placed into a college preparatory English class, utilizing SDAIE strategies at their grade level. Covina High School also utilizes Read 180 and i-Ready.

Engineering & Robotics (PLTW)
This pathway currently offers four sequential courses: Introduction to Engineering, Principles of Engineering, Robotics Engineering and the capstone course, Engineering Design and Development

Special Education Program
Special Education is a program to provide additional services and support to students who qualify due to learning and/or other disabilities. Specialized academic instruction is provided to students based on their level of need. Covina High School supports an inclusion model for all students (we currently have 11 co-teach sections in our master schedule), including those enrolled in our L.E.A.P. program (non-diploma track). The school has the support of 7 SAI teachers, a full-time Psychologist, a district Speech and Language Pathologist, and an Adaptive Physical Education teacher.

Sports and Health Occupation Education (S.H.O.E.)
This pathway is designed for students who want to investigate the college and career field of Nursing or Sports Medicine. Students complete an early pathway of Health Science and Anatomy. In their junior year, students choose an area of focus and complete two specialized courses. Covina High School hopes to empower students to pursue higher education and become industry leaders in the areas of Health Science.

Visual and Performing Arts (VAPA)
This pathway is designed to provide a comprehensive experience in multiple courses that focus on Visual and Performing Arts. The pathways include Choir, Band, Theater, Film, Art, and Technology. Our students are introduced to industry experts and

2021-22 School Overview

state of the art equipment.

WASC Critical Areas of Need (6-year clear certification granted in 2017 - Self Study Progress Report due in Spring 2020):
Priority #1 - Build a schoolwide intervention program to increase first time student success in 9th and 10th grade.
Priority #2 - Continue to build and implement skills, based on common assessments aligned to content standards and the school's instructional focus. Data from those assessments will then drive adjustments to curriculum and teaching practices.
Priority #3 - Use the "schoolwide instructional focus" to select and implement evidence-based instructional practices to increase engagement, motivation, and achievement.
Priority #4 - The Administration and Staff needs to continue to develop parent outreach and education to assist all parents in understanding how to help their students achieve academic success and personal growth through workshops, meetings, and activities.

COVINA VISION AND MISSION STATEMENT
"Every Student, Every Day"

Covina High School Vision Statement:
"Covina High School is a community inspiring, passionate, innovative and life-long learners."

Covina High School Core Values:
Compassion, Creativity, Determination, Integrity, Responsibility, Teamwork

Covina High School Instructional Focus Statement:
"All students at Covina High School will show measurable growth in their ability to express authentic ideas applied to real-world situations, through speaking, writing and/or artistic expression, as measured by internal and external assessments."

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	286
Grade 10	313
Grade 11	330
Grade 12	276
Total Enrollment	1,205

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.5
Asian	7.8
Black or African American	2.9
Filipino	3.2
Hispanic or Latino	77
Two or More Races	0.9
White	7.6
English Learners	3.2
Foster Youth	0.5
Homeless	0.7
Socioeconomically Disadvantaged	66.7
Students with Disabilities	13

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

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

2020-21 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)	47.2	89.2	414.7	84.3	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.4	0.1	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.5	1.0	2.2	0.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.2	21.8	4.4	12115.8	4.4
Unknown	5.0	9.6	53.0	10.8	18854.3	6.9
Total Teaching Positions	52.9	100.0	492.2	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.5
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.5

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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

2021-22 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 2021 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	10/30/21

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-5: McGraw-Hill Education: California World of Wonders, c2017 (Adopted in 2017) 6-8: McGraw-Hill Education: StudySync, c2017 (Adopted in 2017) 9-12: McDougal Littell: The Literature of Language CA Edition, c2002 (Adopted in 2003); Glencoe McGraw-Hill Writer's Choice, c2001 (Adopted in 2001)	Yes	0%
Mathematics	TK-5: Pearson: enVision Math California Common Core, c2015 (Adopted in 2015) 6-8: McGraw-Hill Education: California Math Course 1, 2, and 3, c2015 (Adopted in 2015) 9-12: Pearson/Prentice Hall, Integrated Mathematics Level 1 Common Core, c2014 (Adopted in 2014); Pearson/Prentice Hall: Integrated Mathematics, Level 2 Common Core, c2014 (Adopted in 2015); Pearson/Prentice Hall: Integrated Mathematics, Level 3 Common Core, c2014 (Adopted 2016)	Yes	0%
Science	TK-5: Macmillan/McGraw-Hill: California Science, c2008 (Adopted in 2007) 6: Prentice-Hall California Science Explorer - Focus on Earth Science, c2008 (Adopted in 2007) 7: Prentice-Hall California Science Explorer - Focus on Life Science, c2008 (Adopted in 2007) 8: Prentice-Hall California Science Explorer - Focus on Physical Science, c2008 (Adopted in 2007) 9-12: Glencoe-Biology: An Everyday Experience, c2005 (Adopted in 2005); Prentice Hall Biology: AP Edition, c2005 (Adopted in 2007); Thomson/Delmar 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%
History-Social Science	TK-5: Studies Weekly: California Studies Weekly, c2017 (Adopted in 2018) 6: TCI: History Alive! The Ancient World, c2017 (Adopted in 2019) 7: TCI: History Alive! The Medieval World and Beyond, c2017 (Adopted in 2019) 8: TCI: History Alive! The U.S. Through Industrialism, c2017 (Adopted in 2019)	Yes	0%

	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)		
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)		
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Covina High School was built in 1957 and modernized in 1994. School facilities are situated on 40 acres and span more than 132,000 square feet. They consist of permanent and portable classrooms, a gymnasium, a cafeteria, administrative offices, restrooms, and storage rooms. Recent renovations include new paint on the classroom doors, cement work around the buildings, resurfacing the student parking lot, and beautification of the campus to create a park-like setting. In the summer of 2007, there were athletic field improvements, the parking lots were patched and slurry sealed, and traffic/parking markings and curbs were painted. In June 2008, the roofs on buildings M and P were replaced. The interior of the kitchen, cafeteria, teachers' lounge, and restrooms were painted. ASB continued on the beautification of the campus by purchasing tables and benches, installing them in the quad for students to enjoy. In 2010, a 3.5 million dollar gym renovation project was completed which was supported by our Bond measure. In the summer of June 2011 modernization began on 8 classrooms to provide a Business Academy to our campus, the project was completed in July of 2012. Safety and cleanliness of our campus is a priority. Monthly inspections are made on classrooms and restrooms to meet district safety and cleanliness guidelines. District Maintenance and Grounds maintain the facilities and keep them in good repair. The facility strongly supports teaching and learning through its ample classrooms and recreational space.

Year and month of the most recent FIT report	November 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	323	NT	NT	NT	NT
Female	158	NT	NT	NT	NT
Male	165	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	26	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	248	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	29	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	21	NT	NT	NT	NT
Socioeconomically Disadvantaged	211	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	323	NT	NT	NT	NT
Female	158	NT	NT	NT	NT
Male	165	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	26	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	248	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	29	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	21	NT	NT	NT	NT
Socioeconomically Disadvantaged	211	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Inspect Grade 11 ELA/Math Broad Coverage Assessment Student Groups	Inspect Grade 11 ELA/Math Broad Coverage Assessment Total Enrollment	Inspect Grade 11 ELA/Math Broad Coverage Assessment Number Tested	Inspect Grade 11 ELA/Math Broad Coverage Assessment Percent Tested	Inspect Grade 11 ELA/Math Broad Coverage Assessment Percent Not Tested	Inspect Grade 11 ELA/Math Broad Coverage Assessment Percent At or Above Grade Level
All Students	320	306	95.63	4.37	9
Female	158	153	98.73	1.27	10

Male	162	153	94.44	5.56	8
American Indian or Alaska Native	1	1	100	0	0
Asian	26	25	96.15	3.85	36
Black or African American	8	8	100	0	0
Filipino	10	10	100	0	30
Hispanic or Latino	246	235	95.53	4.47	6
Native Hawaiian or Pacific Islander	0	0	N/A	N/A	N/A
Two or More Races	0	0	N/A	N/A	N/A
White	29	27	93.1	6.9	11
English Learners	6	6	100	0	0
Foster Youth	1	1	100	0	0
Homeless	0	0	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	23	22	95.65	4.35	5
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	44	35	79.55	20.45	3

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Inspect Grade 11 ELA/Math Broad Coverage Assessment Student Groups	Inspect Grade 11 ELA/Math Broad Coverage Assessment Total Enrollment	Inspect Grade 11 ELA/Math Broad Coverage Assessment Number Tested	Inspect Grade 11 ELA/Math Broad Coverage Assessment Percent Tested	Inspect Grade 11 ELA/Math Broad Coverage Assessment Percent Not Tested	Inspect Grade 11 ELA/Math Broad Coverage Assessment Percent At or Above Grade Level
All Students	320	307	95.94	4.06	16
Female	158	154	97.47	2.53	18
Male	162	153	96.15	5.56	14
American Indian or Alaska Native	1	1	100	0	0
Asian	26	25	96.15	3.85	60
Black or African American	8	8	100	0	0
Filipino	10	10	100	0	50
Hispanic or Latino	246	235	95.53	4.47	10
Native Hawaiian or Pacific Islander	0	0	N/A	N/A	N/A
Two or More Races	0	0	N/A	N/A	N/A
White	29	28	96.55	3.45	21

English Learners	6	6	100	0	0
Foster Youth	1	1	100	0	0
Homeless	0	0	N/A	N/A	N/A
Military	0	0	N/A	N/A	N/A
Socioeconomically Disadvantaged	23	22	95.65	4.35	27
Students Receiving Migrant Education Services	0	0	N/A	N/A	N/A
Students with Disabilities	44	36	81.82	18.18	0

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	593	NT	NT	NT	NT
Female	292	NT	NT		
Male	301	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	49	NT	NT	NT	NT
Black or African American	15	NT	NT	NT	NT
Filipino	21	NT	NT	NT	NT
Hispanic or Latino	454	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	45	NT	NT	NT	NT
English Learners	12	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	23	NT	NT	NT	NT
Socioeconomically Disadvantaged	272	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	78	NT	NT	NT	NT

2020-21 Career Technical Education Programs

The Career and Technical Education (CTE) courses offered by Covina High School follow the appropriate CTE course standards and offer a rigorous curriculum and work experience. The CTE courses provide a vehicle for students to develop the knowledge and skills needed to become educated and employable. The programs contains comprehensive offerings that integrate academics with occupation specific knowledge and employable skills.

The Career Technical Education Advisory Committee validates current courses and provides additional recommendations in order to maintain a relevant CTE program. The Advisory Committee meets three times per year and includes representation from all pathways, as well as Cal Poly Pomona and Mt. San Antonio College (Mt. Sac).

The Industries represented on the Advisory Committee include the following:
Agriculture and Natural Resources
Arts, Media and Entertainment
Building and Construction
Business and Finance
Health Science and Medical Technology
Hospitality, Tourism and Recreation
Information and Communication Technology
Public Services

CHS offers CTE courses in Agriculture and Natural Resources; Health Science and Medical Technology, Arts, Media and Entertainment; and Engineering. The following CTE courses are offered at CHS:

Agriculture and Natural Resources:
1. Chemistry
2. Agriscience
3. Biology
4. Sustainable Agriculture

Health Science and Medical Technology:
1. Health Science
2. Health Career
3. Sports Physical Therapy
4. Sports Medicine
5. Nurse Assistance

Arts, Media, and Entertainment:
1. Introduction to Theater Arts
2. Play Production
3. Advanced Acting

Engineering:
1. Robotics
2. Introduction to Engineering and Design - PLTW
3. Principles of Engineering and Design
4. Engineering Design and Development - PLTW

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	503
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	84.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	97.25
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	73.99

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Parents and the community are supportive of the educational programs at Covina High School. Parents have the opportunity for communication through our Parent Portal Access; email links; CHS Anonymous Tip Line; telephone to all teachers, counselors, and administrators; PTSA newsletters; School newsletters; Coffee with the Principal; auto-dialer telephone messages; and access through the web site to school bulletins and announcements.

Parents have opportunities for collaboration and feedback through many student/parent activities provided on our campus. Our Parent Teacher Student Association meets on the first Wednesday of each month and provide scholarships and support for our students throughout the year. Parents of our English Learners have an opportunity to participate in our ELAC (English Language Learner Acquisition Committee) to communicate with our staff regarding CELDT scores and progress students are making to reach proficiency in English. School Site Council meets four times a year and is responsible for working together with the school site to approve our School Plans and monitor our School Site Budget. Parents of our honor and AP students have an opportunity to attend our GATE Advisory Council which shares important information regarding identification of GATE students and ways to enrich these students curriculum to help them accelerate learning. Our Booster Organizations for sports and extracurricular activities meet on a monthly basis as support groups and raise funds to help maintain a viable program. We provide other activities to help open lines of communication such as Back to School Night and our 8th Grade Parent Orientation

2021-22 Opportunities for Parental Involvement

Night. We have athletic, musical, and theatrical events throughout the year that allows parents to watch their students' performances. At the end of the year we have a Senior Awards Ceremony that parents attend to celebrate the accomplishments of their students throughout their career at Covina High School.

Our counseling department has a College Career Fair and College and Financial Aid night for our parents and feeder schools to provide valuable information on colleges and the process of application and career planning. We also provide the Naviance Succeed Program which is a premier student success planning solution that provides support and guidance to students, families, and school staff to promote student achievement and post-secondary success. Counselors go to our feeder elementary schools and talk about college to prepare students for college readiness. Each student and parent meet once a year with their student's counselors to discuss their Individual Learning Plans and to monitor progress towards meeting graduation requirements and post secondary opportunities. Our counselors also go to nearby private schools and share our programs to recruit students to our campus.

Once a year all freshmen attend a suicide prevention program sponsored by With Hope Foundation to make students aware of the high rate of suicide among teens and steps on how to help students who are showing signs of at-risk behavior. There is a follow up meeting for all parents to share this important information with them so all stakeholders are informed. Counselors are available for any support needed after this information is received.

If you have any questions regarding any of our parent opportunities please feel free to contact 626-974-6020.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	1.1	0.7	1.8	1.5	1.1	1.3	9.0	8.9	9.4
Graduation Rate	97.4	97.2	95.4	97.5	97.4	96.2	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	282	269	95.4
Female	140	132	94.3
Male	142	137	96.5
American Indian or Alaska Native	--	--	--
Asian	23	22	95.7

Black or African American	--	--	--
Filipino	11	11	100.0
Hispanic or Latino	216	206	95.4
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	18	18	100.0
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	18	16	88.9
Socioeconomically Disadvantaged	238	226	95.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	37	31	83.8

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1226	1216	39	3.2
Female	586	584	22	3.8
Male	640	632	17	2.7
American Indian or Alaska Native	6	6	2	33.3
Asian	95	95	1	1.1
Black or African American	36	36	2	5.6
Filipino	37	37	1	2.7
Hispanic or Latino	947	938	29	3.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	12	11	1	9.1
White	91	91	3	3.3
English Learners	45	43	3	7.0
Foster Youth	9	9	2	22.2
Homeless	10	9	2	22.2
Socioeconomically Disadvantaged	825	819	33	4.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	162	162	15	9.3

| | C. Engagement | State Priority: School Climate |

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.67	0.41	2.25	0.06	3.47	0.20
Expulsions	0.08	0.00	0.09	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.63	1.43	2.45
Expulsions	0.00	0.03	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.41	0.00
Female	0.00	0.00
Male	0.78	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	2.78	0.00
Filipino	2.70	0.00
Hispanic or Latino	0.21	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.10	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.48	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.62	0.00

2021-22 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 brunch, lunch, and before and after school, staff members supervise students and school grounds, including the cafeteria 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.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	13	20	16
Mathematics	27	12	16	17
Science	29	6	10	10
Social Science	26	10	13	17

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	13	23	14
Mathematics	29	14	11	20
Science	32	6	4	16
Social Science	28	8	10	20

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	13	23	15
Mathematics	29	11	10	22
Science	29	8	10	12
Social Science	27	8	19	11

2020-21 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	634.2

2020-21 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)	1.9
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	$13,237	$3,294	$9,943	$74,445
District	N/A	N/A	$9,699	$89,740
Percent Difference - School Site and District	N/A	N/A	2.5	-18.6
State			$8,444	$86,376
Percent Difference - School Site and State	N/A	N/A	16.3	-14.8

2020-21 Types of Services Funded

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
- AG Incentive Grant
- Elementary and Secondary School Emergency Relief II, III
- Expanded Learning Opportunities Grant

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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	$49,285	$52,562
Mid-Range Teacher Salary	$85,717	$83,575
Highest Teacher Salary	$106,826	$104,166
Average Principal Salary (Elementary)	$139,793	$131,875
Average Principal Salary (Middle)	$146,907	$137,852
Average Principal Salary (High)	$150,137	$150,626
Superintendent Salary	$332,486	$260,243
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	5%	5%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	44.6

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	2
English	6
Fine and Performing Arts	1
Foreign Language	4
Mathematics	3
Science	6
Social Science	10
Total AP Courses Offered	32

Professional Development

Covina-Valley provides over 50 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 (12 days)
* UCI Math (7 days)
* Principal Workshops (20 days)
* AVID (2 days)
* Illuminate DnA (2 days)
* Signs of Suicide (4 days)
* Special Education (1 day)
* Technology (1 day)
* 6-12 Writing (2 days)

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	107	72	52

Covina-Valley Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5749	NT	NT	NT	NT
Female	2811	NT	NT	NT	NT
Male	2936	NT	NT	NT	NT
American Indian or Alaska Native	14	NT	NT	NT	NT
Asian	339	NT	NT	NT	NT
Black or African American	144	NT	NT	NT	NT
Filipino	159	NT	NT	NT	NT
Hispanic or Latino	4601	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	76	NT	NT	NT	NT
White	408	NT	NT	NT	NT
English Learners	493	NT	NT	NT	NT
Foster Youth	42	NT	NT	NT	NT
Homeless	200	NT	NT	NT	NT
Military	335	NT	NT	NT	NT
Socioeconomically Disadvantaged	4116	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	808	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5749	NT	NT	NT	NT
Female	2811	NT	NT	NT	NT
Male	2936	NT	NT	NT	NT
American Indian or Alaska Native	14	NT	NT	NT	NT
Asian	339	NT	NT	NT	NT
Black or African American	144	NT	NT	NT	NT
Filipino	159	NT	NT	NT	NT
Hispanic or Latino	4601	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	76	NT	NT	NT	NT
White	408	NT	NT		NT
English Learners	493	NT	NT	NT	NT
Foster Youth	42	NT	NT	NT	NT
Homeless	200	NT	NT	NT	NT
Military	335	NT	NT	NT	NT
Socioeconomically Disadvantaged	4116	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	808	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.