

# Northview 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/](http://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/fq/aa/lc/](http://www.cde.ca.gov/fq/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/](http://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/](http://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

<b>School Name</b>	Northview High School
<b>Street</b>	1016 W. Cypress Street
<b>City, State, Zip</b>	Covina, CA 91722
<b>Phone Number</b>	626-974-6120
<b>Principal</b>	Ryan Parry, Ed.D.
<b>Email Address</b>	rparry@c-vusd.org
<b>School Website</b>	www.nhsvikings.org
<b>County-District-School (CDS) Code</b>	19644361936418

## 2021-22 District Contact Information

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

## 2021-22 School Overview

Nestled in one of the many valleys of the San Gabriel Mountains, Northview High School sits on 43 acres in the northwest section of the City of Covina in the County of Los Angeles. Northview welcomed its first class of students in the 1959-60 school year, and it has been serving the community with excellence in education ever since. As one of three comprehensive high schools in the Covina-Valley Unified School District, Northview has experienced change and growth throughout its years of service to the community. The demographics of Northview shifted since the late to mid-eighties but has remained relatively constant in recent years. The English Learner (EL) population has increased recently with a current rate of 5.8% of the school population designated as EL. For the current school year, our demographics reflect the following: Hispanic/Latino 82.6%; American Indian/Alaskan Native <1%; Asian 2%; Black/African-American 3.8%; and White 8.2%. Northviews' Free and Reduced Lunch population decreased slightly to 72%.

Orange groves once covered the area that is now inhabited by the school and as the physical landscape has changed so has the socioeconomic makeup of the surrounding community. Once populated by predominantly White middle-income property owners, the community is now largely made up of Latino-inhabited subdivisions and apartment buildings. In addition, to drawing students from the cities of Covina and Irwindale, the school also attracts students from surrounding cities, including Azusa, West Covina, and Baldwin Park for programs that are not offered at their zoned schools. As a result, Northview High School is home to an amalgamation of background, and it continues to strive for a definitive multicultural atmosphere.

The campus, which is admired for its park-like atmosphere teeming with beautiful blossoming trees and shrubs, garden areas, and benches, accommodates a population close to 1,250 students and 123 staff/faculty/administrative members. The site is comprised of 57 permanent classrooms and laboratories, 10 portable classrooms, 1 administrative building, a cafeteria, a gymnasium, a library, a music building, a track and field course, a junior varsity football field, a state-of-the-art varsity baseball field, a junior varsity baseball field, a junior varsity softball field, a varsity softball field, and multiple tennis courts. The "B" building houses a television studio as part of the FAME Academy (Fine Arts, Media, and Entertainment). Each facility provides students and faculty with the enrichment needed to succeed academically and athletically. Measure C has brought with it new athletic facilities, a pool, a new entrance set up, and updates to infrastructure such as roofing, paint, and carpet. The community has responded positively to the projects and is very supportive of the changes that are taking place.

Northview High School has maintained strong ties with the major communities it serves. Irwindale, which lies to the northwest of the school, and Covina are the communities that provide an array of support to the school. The school works closely with

## 2021-22 School Overview

both the Irwindale and Covina Lions Clubs through their Annual Scholarship Speech Contest. Northview also supports student involvement in both the Irwindale and Covina Teen/Youth Government Clubs. The communities work closely with the school to offer supplemental tutoring programs through the Irwindale and Covina Libraries, and a myriad of business, mostly from the beautifully scenic strand of Downtown Covina, provide our sports with sponsorships and meal services. Northview takes pride in working with the Rotarians and Kiwanis clubs in our community and will continue to reach out to all who are vested in the success of our students and our combined success as a community.

Northview High School has been recognized by WASC for providing quality education for decades. Since 1970, each visiting committee has graciously seen fit to grant Northview six-year terms. Northview High School was both nominated for and received California Distinguished School status. As the school continues to hold these accolades as a barometer of success, the school stakeholders continue to work hard to create and maintain programs that will help the school garner continued success.

The school's vision statement is always a work in progress. As the school community strives and attains the vision it has created throughout the years, the vision begins to evolve as the community aspires to reach new heights in creating not only academically and socially savvy citizens, but also citizens who are prepared to enter a technologically calculating future. When Northviews' community of parents, business partners, teachers, administrators, and students gather to create a vision of what a future Northview should be, our purpose becomes clear.

Much of the recent success at Northview can be attributed to a change in the school schedule and in teacher collaboration. For the past 11 years, Northview has been on a challenging seven-period day schedule that had been voted in by staff each year. This schedule was designed to assist students in need of intervention by allowing for tutoring and other forms of intervention within the school day, particularly those described as struggling. In addition, the schedule would allow NHS to pursue WASC Visiting Committee critical areas of need: increase achievement and reduce the gap between SWD and ELD students; increase rigor and achievement in ELA and Math with special emphasis on ELD and SWD students; and build an academic and college-going culture on campus. Students have the opportunity to take an intervention or enrichment course, or have a free period depending on his/her academic needs. Students are rewarded for their academic progress by earning an off-campus lunch pass. In addition, the 7th period day has allowed all departments to share common planning time in order to develop common formative assessments, examine data, and identify best teaching practices in their curriculum using the Professional Learning Community model.

The percentage of students meeting CSU/UC requirements has steadily increased. The graduation senior class was at 30% in 2011, 37% in 2012, 47% in 2013 and 53.3% in 2014, 55% in 2015, nearly 64% in 2016, 68% in 2017, and 63% in 2018. The increase has been remarkable.

Based on previous WASC recommendations, the school and district culture are in support of building a college going student body that continues to support Advanced Placement (AP) opportunities for all. The AP program has increased in recent years through the hard work of our counselors and AP teachers who follow an open enrollment policy. Current offerings in Advanced Placement have been expanded to include AP Art 2D to increase students taking advantage of the rigorous curriculum in Fine Arts. We were recently accepted into the AP Capstone program and have implemented the first course, AP Seminar, this school year.

We have remained committed to our WASC Critical Areas for follow-up including the following:

- #1: Northview needs to increase the number of students meeting A-G requirements.
- #2: Northview needs to incorporate differentiated instructional strategies in all departments.
- #3: Northview needs to increase the academic rigor for all students, including English Learners (EL) and students with disabilities.
- #4: Northview needs to create a college going culture to increase the number of students pursuing higher education.

Professional Development is ongoing. Currently the school is transforming our focus to problem solving through our work with Focused Schools. We have committed to the implementation of schoolwide strategies that will promote critical thinking, collaboration, and communication. Our instructional focus is driving our professional development calendar.

Through our work with Focused Schools, we began to analyze data and question what we wanted for our students. Over the course of several on site professional development meetings, it became sufficiently clear that every stakeholder wanted our students to be able to succeed in whatever endeavor he or she planned to take on after their four years at Northview High School. We collectively decided that in order for our population to in fact be successful we had to first define success. Through a series of workshops led by our Instructional Leadership Team (ILT), we developed the following Leadership Message on Success: Success is a personal journey, which requires self-discipline and perseverance; Success is embodied in personal and social responsibility, integrity, and commitment to the education necessary to attain one's life goals.

## 2021-22 School Overview

Once we were able to determine our Leadership Message on success, we then set out to determine how we, as a united staff, could insure this brand of success for all of our students. Led once again by our ILT, we came to the consensus that in order for every single student to be successful, they needed to be expert PROBLEM SOLVERS. Once this was agreed upon, we then set out to determine what makes an expert problem solver. Through extensive analysis of the work of John Hattie and his work on Visible Learning, and through our own analysis of what effective teaching strategies work on our campus, we determined that in order to teach our students to be expert problem solvers, we needed to insure that they could effectively collaborate, communicate and think critically. From this determination, our instructional focus statement was then drafted.

### NORTHVIEW VISION STATEMENT

The school's vision statement, updated yearly through collaboration between all members of the school community, businesses, parents, administrators, and students--encapsulates the school's constant drive towards success: The staff has created a "Success Statement" that permeates throughout the campus and is foundational for what happens each day at Northview High School. It reads as follows: Success is a personal journey which requires self-discipline and perseverance; Success is embodied in personal and social responsibility, integrity, and commitment to the education necessary to attain one's life goals.

### NORTHVIEW MISSION STATEMENT

Northview High School is committed to providing its students with a comprehensive education that ensures a lifetime of excellence. We strive to establish a rigorous and progressive curriculum that is both challenging and relevant to all students, one which promotes within a safe learning environment the intellectual, creative, and emotional growth of each individual, so that each may attain the skills necessary to realize his or her dreams and goals for future success.

### NORTHVIEW LEADERSHIP

Northviews' Instructional Leadership Team (ILT) has led the way with a focus on problem-solving. We are committed to creating expert problem solvers through the implementation of strategies that promote Critical Thinking, Collaboration and Communication as measured by department common assessments, districtwide writing assessments, A-G completion rates, D/F ratios, and CAASPP testing results.

The focus on problem-solving and student success also appears in the school's tenets, renamed on this campus to SLOs. Our current Student Learning Outcomes have been a cornerstone on our campus for many years. With the ushering in of Focused Schools, our site will be moving toward updating our SLOs to reflect the focus of students who can problem solve through collaboration, communication, and critical thinking.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	329
Grade 10	337
Grade 11	342
Grade 12	297
Total Enrollment	1,305

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	2.5
Black or African American	1.7
Filipino	3.3
Hispanic or Latino	87.7
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.5
White	3.8
English Learners	4.5
Foster Youth	0.3
Homeless	2.6
Socioeconomically Disadvantaged	73.5
Students with Disabilities	9.4

### 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

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	45.1	88.2	414.7	84.3	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	0.4	0.1	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.8	1.6	2.2	0.5	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.2	0.5	21.8	4.4	12115.8	4.4
<b>Unknown</b>	4.9	9.7	53.0	10.8	18854.3	6.9
<b>Total Teaching Positions</b>	51.2	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
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	0.8
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.8

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

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	0.2
<b>Total Out-of-Field Teachers</b>	0.2

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.6
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.3



## 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. C-VUSD is currently piloting English Textbooks expected to be adopted in 2018-2019. Math is also reconsidering the adopted Prentice Text and are expected to pilot material in the very near future.

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
<b>Reading/Language Arts</b>	TK-5: McGraw-Hill Education: California World of Wonders, c2017 (Adopted in 2017) 6-8: McGraw-Hill Education: StudySync, c2017 (Adopted in 2017) 9-12: McDougal Littell: The Literature of Language CA Edition, c2002 (Adopted in 2003); Glencoe McGraw-Hill Writer's Choice, c2001 (Adopted in 2001)	Yes	0%
<b>Mathematics</b>	TK-5: Pearson: enVision Math California Common Core, c2015 (Adopted in 2015) 6-8: McGraw-Hill Education: California Math Course 1, 2, and 3, c2015 (Adopted in 2015) 9-12: Pearson/Prentice Hall, Integrated Mathematics Level 1 Common Core, c2014 (Adopted in 2014); Pearson/Prentice Hall: Integrated Mathematics, Level 2 Common Core, c2014 (Adopted in 2015); Pearson/Prentice Hall: Integrated Mathematics, Level 3 Common Core, c2014 (Adopted 2016)	Yes	0%
<b>Science</b>	TK-5: Macmillan/McGraw-Hill: California Science, c2008 (Adopted in 2007) 6: Prentice-Hall California Science Explorer - Focus on Earth Science, c2008 (Adopted in 2007) 7: Prentice-Hall California Science Explorer - Focus on Life Science, c2008 (Adopted in 2007) 8: Prentice-Hall California Science Explorer - Focus on Physical Science, c2008 (Adopted in 2007) 9-12: Glencoe-Biology: An Everyday Experience, c2005 (Adopted in 2005); Prentice Hall Biology: AP Edition, c2005 (Adopted in 2007); Thomson/Delmar Learning: Science of Earth Systems, c2004 (Adopted in 2005); Holt McDougal-McDougal Littell Biology, c2008 (Adopted in 2009); Prentice Hall Chemistry-California Edition, c2007 (Adopted in 2007)	Yes	0%
<b>History-Social Science</b>	TK-5: Studies Weekly: California Studies Weekly, 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)	Yes	0%

	8: TCI: History Alive! The U.S. Through Industrialism, c2017 (Adopted in 2019) 9-12: TCI: History Alive! World Connections, c2020 (Adopted in 2019); TCI: History Alive! Pursuing American Ideals, c2019 (Adopted in 2019); TCI: Gov Alive! Power, Politics, and You, c2020 (Adopted in 2019); TCI: Econ Alive! The Power to Choose, c2020 (Adopted in 2019)		
<b>Foreign Language</b>	7-8: Vista Higher Learning: Descubre, Level 1, c2017 (Adopted in 2019) 9-12: Vista Higher Learning: Descubre, Levels 1-2-3, c2017 (Adopted in 2019); EMC Publishing: T'es branche? Levels 1-2-3-4, c2014 (Adopted in 2017)	Yes	0%
<b>Health</b>	TK-5: Great Body Shop (Adopted in 1998) 6-8: Prentice Hall (Adopted in 2007); Positive Prevention Plus (Adopted in 2018) 9-12: Holt, Rinehart & Winston (Adopted in 2004); Positive Prevention Plus (Adopted in 2018)		N/A
<b>Visual and Performing Arts</b>	TK-5: Macmillan/McGraw-Hill (Adopted in 2007)		
<b>Science Laboratory Equipment</b> (grades 9-12)			

## School Facility Conditions and Planned Improvements

Northview High School was built in 1960 and modernized in 1994. School facilities are situated on 43 acres and span more than 155,000 square feet. They consist of permanent and portable classrooms, a cafeteria, administrative offices, restrooms, and storage rooms. Large-scale modernizations are taking place as well as daily upkeep of facilities such as restrooms, cafeteria, classrooms, and offices. The site is checked by a safety team monthly and the work order system is effective and efficient for general upkeep of all areas of the school. The gym modernization included a new hardwood floor, bleachers, air-conditioning, upgraded snack stand, a new digital scoreboard with message board, state-of-the-art computerized audio/visual equipment, upgraded handicap accessible restrooms, and new sports equipment. A new wrestling room has been added as the program is expanding and was completed in December 2016. Our cafeteria facility is set to remodel this school year with new furniture, graphics, and serving locations. We have completed a new front entrance to the school. We have completed a new all-weather track and turf football field. A pool has been added to the site along with a pool house, locker room, and snack bar. A brand new quad with a ship as a stage has been added this year, along with the renovation of the library and a science lab.

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



School Facility Conditions and Planned Improvements

Structural Damage, Roofs				
<b>External:</b> 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	337	NT	NT	NT	NT
Female	157	NT	NT	NT	NT
Male	180	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	297	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	13	NT	NT	NT	NT
English Learners	15	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	23	NT	NT	NT	NT
Socioeconomically Disadvantaged	255	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	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	337	NT	NT	NT	NT
Female	157	NT	NT	NT	NT
Male	180	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	297	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	13	NT	NT	NT	NT
English Learners	15	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	23	NT	NT	NT	NT
Socioeconomically Disadvantaged	255	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	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	336	317	94.35	5.56	12
Female	156	149	95.51	4.49	11

<b>Male</b>	180	168	93.33	6.67	13
<b>American Indian or Alaska Native</b>	2	2	100	0	0
<b>Asian</b>	4	4	100	0	50
<b>Black or African American</b>	10	8	80	20	0
<b>Filipino</b>	10	10	100	0	30
<b>Hispanic or Latino</b>	296	279	94.26	5.74	11
<b>Native Hawaiian or Pacific Islander</b>	1	1	100	0	0
<b>Two or More Races</b>	0	0	N/A	N/A	N/A
<b>White</b>	13	13	100	0	23
<b>English Learners</b>	14	12	85.71	14.29	0
<b>Foster Youth</b>	1	1	100	0	0
<b>Homeless</b>	0	0	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	24	24	100	0	21
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	29	21	72.41	27.59	0

\*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.

<b>Inspect Grade 11 ELA/Math Broad Coverage Assessment Student Groups</b>	<b>Inspect Grade 11 ELA/Math Broad Coverage Assessment Total Enrollment</b>	<b>Inspect Grade 11 ELA/Math Broad Coverage Assessment Number Tested</b>	<b>Inspect Grade 11 ELA/Math Broad Coverage Assessment Percent Tested</b>	<b>Inspect Grade 11 ELA/Math Broad Coverage Assessment Percent Not Tested</b>	<b>Inspect Grade 11 ELA/Math Broad Coverage Assessment Percent At or Above Grade Level</b>
<b>All Students</b>	336	319	94.94	5.06	9
<b>Female</b>	156	147	94.23	5.77	8
<b>Male</b>	180	172	95.56	4.44	10
<b>American Indian or Alaska Native</b>	2	2	100	0	0
<b>Asian</b>	4	4	100	0	0
<b>Black or African American</b>	10	9	90	10	11
<b>Filipino</b>	10	10	100	0	40
<b>Hispanic or Latino</b>	296	280	94.59	5.41	8
<b>Native Hawaiian or Pacific Islander</b>	1	1	100	0	100
<b>Two or More Races</b>	0	0	N/A	N/A	N/A
<b>White</b>	13	13	100	0	15



<b>English Learners</b>	14	13	92.86	7.14	0
<b>Foster Youth</b>	1	1	100	0	0
<b>Homeless</b>	0	0	N/A	N/A	N/A
<b>Military</b>	0	0	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	24	23	95.83	4.17	13
<b>Students Receiving Migrant Education Services</b>	0	0	N/A	N/A	N/A
<b>Students with Disabilities</b>	29	25	86.21	13.79	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.

<b>Subject</b>	<b>School 2019-20</b>	<b>School 2020-21</b>	<b>District 2019-20</b>	<b>District 2020-21</b>	<b>State 2019-20</b>	<b>State 2020-21</b>
<b>Science</b> (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	627	NT	NT	NT	NT
Female	302	NT	NT		
Male	325	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	17	NT	NT	NT	NT
Black or African American	12	NT	NT	NT	NT
Filipino	19	NT	NT	NT	NT
Hispanic or Latino	549	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	22	NT	NT	NT	NT
English Learners	25	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	23	NT	NT	NT	NT
Socioeconomically Disadvantaged	341	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	NT	NT	NT	NT





The Career and Technical Education (CTE) courses offered by Northview 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

NVHS offers CTE courses in Arts, Media and Entertainment (Professional Theater, Animation, Visual Commercial Art and Film/Video Production); Health Science and Medical Technology; Building and Construction; Public Services; and Information Technology and Education. The following CTE courses are offered at NVHS:

Arts, Media and Entertainment - Animation:

1. Introduction to Animation 1
2. Digital Animation
3. Advanced Digital Animation

Arts, Media and Entertainment - Visual Commercial Art:

1. Photo Communication Art
2. Digital Photography II

Arts, Media and Entertainment - Film/Video Production:

1. Video Technology 1
2. Digital Filmmaking
3. TV Broadcasting
4. Video Production II

Health Science and Medical Technology:

1. Medical Careers
2. Body Systems and Disorders
3. Medical Assisting

Building and Construction:

1. Fine Woodworking 1
2. Advanced Woodworking
3. Furniture Design and Construction

Public Services:

1. Administration of Justice
2. Forensic Science

Information Technology and Education:

1. Unmanned Aircraft - Foundations
2. Unmanned Aircraft - Application
3. Intermediate Education
4. Advanced Education

Education, Child Development and Family Services

1. Intermediate Education
2. Advanced Education

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	781
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	41.5
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	99.92
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	68.84

## 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

Formal school-home communication occurs numerous times yearly through the PTA Newsletter, Principal's Newsletter, Blackboard Connect, Back to School Night, Showcase, Sailing to Success College Night, Spring to Success College Night,



## 2021-22 Opportunities for Parental Involvement

Northviews' website, and other means. Parents are informed of every statewide assessment tool currently used by the school. Daily communication between school and home takes place as teachers, counselors, and administrators call home to deal with individual student needs. The school-home communication tool Blackboard allows teachers to share positive comments, homework assignments, attendance, and discipline concerns with parents on a daily basis. ABI parent portal is an online way for students to access up to the minute grade status of their children and is used by 100% of the staff.

In addition to the communication from school to home, parents are notified of and have the opportunity to be involved in the Northview Community via Booster/Support Groups, School Site Council, ELAC, and PTA. Last year, Northview High School set a district record for the highest number of PTA memberships in the history of the Covina-Valley Unified School District. In 2017-18, Northview High School brought on board the PIQE Program which provides families with the knowledge and skills to partner with schools and communities to ensure their children achieve their full potential. Parents who wish to participate in Northviews' school committees, school activities, or become volunteers may contact school office personnel at (626) 974-6120.

## 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
<b>Dropout Rate</b>	0.6	0.0	0.7	1.5	1.1	1.3	9.0	8.9	9.4
<b>Graduation Rate</b>	99.4	99.3	99.3	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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	293	291	99.3
<b>Female</b>	144	142	98.6
<b>Male</b>	149	149	100.0
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	13	12	92.3
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	11	11	100.0
<b>Hispanic or Latino</b>	254	253	99.6
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00

Two or More Races	--	--	--
White	--	--	--
English Learners	16	15	93.8
Foster Youth	--	--	--
Homeless	32	32	100.0
Socioeconomically Disadvantaged	239	237	99.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	33	33	100.0

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1338	1329	33	2.5
Female	635	630	17	2.7
Male	703	699	16	2.3
American Indian or Alaska Native	2	2	0	0.0
Asian	33	33	0	0.0
Black or African American	22	22	2	9.1
Filipino	43	43	0	0.0
Hispanic or Latino	1176	1167	28	2.4
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	7	7	0	0.0
White	51	51	3	5.9
English Learners	65	63	2	3.2
Foster Youth	8	7	1	14.3
Homeless	36	36	5	13.9
Socioeconomically Disadvantaged	995	989	31	3.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	134	132	11	8.3

## 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
<b>Suspensions</b>	2.81	0.00	2.25	0.06	3.47	0.20
<b>Expulsions</b>	0.30	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
<b>Suspensions</b>	1.52	1.43	2.45
<b>Expulsions</b>	0.08	0.03	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	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, lock down and disaster drills are conducted regularly throughout the school year. Each school annually participates in the "Great California ShakeOut". In the spring of 2016, Northview engaged in its first Run, Hide, Fight, active shooter drill and we continue to have yearly drills. The school added gates and fences to keep out unwanted guests and for campus security. 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). Northview added the Remind App in order to be able to communicate with all staff in case of an emergency. 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. 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 and School Site Council. 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	27	15	10	23
Mathematics	25	21	11	20
Science	27	11	7	18
Social Science	28	7	11	19

## 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	37	7	6	26
Mathematics	30	14	10	24
Science	35	2	6	21
Social Science	29	8	5	23

## 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	30	13	11	23
Mathematics	29	9	21	19
Science	35	3	4	25
Social Science	28	6	12	16

## 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	450

## 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)	2.9
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	1
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
<b>School Site</b>	\$12,670	\$3,097	\$9,573	\$77,504
<b>District</b>	N/A	N/A	\$9,699	\$89,740
<b>Percent Difference - School Site and District</b>	N/A	N/A	-1.3	-14.6
<b>State</b>			\$8,444	\$86,376
<b>Percent Difference - School Site and State</b>	N/A	N/A	12.5	-10.8

## 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
- Regional Occupational Program
- 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	35.9
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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	1
English	5
Fine and Performing Arts	1
Foreign Language	3
Mathematics	2
Science	4
Social Science	7
Total AP Courses Offered	30

## 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
---------------	---------------------------------------

<b>Phone Number</b>	626-974-7000
<b>Superintendent</b>	Elizabeth Eminhizer, Ed.D.
<b>Email Address</b>	eeminhizer@c-vusd.org
<b>District Website Address</b>	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
<b>All Students</b>	5749	NT	NT	NT	NT
<b>Female</b>	2811	NT	NT	NT	NT
<b>Male</b>	2936	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	14	NT	NT	NT	NT
<b>Asian</b>	339	NT	NT	NT	NT
<b>Black or African American</b>	144	NT	NT	NT	NT
<b>Filipino</b>	159	NT	NT	NT	NT
<b>Hispanic or Latino</b>	4601	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	76	NT	NT	NT	NT
<b>White</b>	408	NT	NT	NT	NT
<b>English Learners</b>	493	NT	NT	NT	NT
<b>Foster Youth</b>	42	NT	NT	NT	NT
<b>Homeless</b>	200	NT	NT	NT	NT
<b>Military</b>	335	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	4116	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	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.