Northview High School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Northview High School
Street	1016 W. Cypress Street
City, State, Zip	Covina, CA 91722
Phone Number	626-974-6120
Principal	Ryan Maddox (Interim Principal)
Email Address	rmaddox@c-vusd.org
School Website	www.nhsvikings.org
County-District-School (CDS) Code	19644361936418

2022-23 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

2022-23 School Overview

Northview High School has a strong focus on instruction, school culture, and thriving participation in extracurricular activities. We provide a relevant, high-quality education that inspires our diverse student body to be life-long learners who are prepared for college or career opportunities in a global society. Our staff is committed to providing all students with the necessary skills and knowledge to become problem solvers who effectively collaborate, critically think, and communicate. Northview High School sits on 43 acres in the northwest section of the City of Covina within the San Gabriel Valley. As one of three comprehensive high schools in the Covina-Valley Unified School District, Northview has a student enrollment of close to 1,300 students and 123 staff members. Northview offers 18 varsity sports that have won numerous league and CIF championships, as well as award winning Cheer and Band programs. Seventeen Advanced Placement (AP) courses are offered to freshmen, sophomores, juniors, and seniors, and Northview is one of the few schools in the area that offers the AP Capstone program. To better prepare students for the rigor of Advanced Placement, we offer the Pre-AP program for every 9th and 10th-grade student in English, World History, and Biology.

Northview High School offers the following CTE Pathways for students: (FAME) Fine Arts, Media, and Entertainment, including Animation, Visual Commercial Art, and Film/Video Production; Health Science and Medical Technology; Building and Construction; Public Services; Information Technology and Education. Northview's FAME pathway has led students to careers at KTLA, CBS, ABC, and Disney, and is a recipient of the California School Boards Association (CSBA) Golden Bell Award for its approach to fostering student excellence in media arts and broadcast journalism.

Students in need of specialized instruction are mainstreamed as much as possible into the general education setting per their IEP goals. Northview has significantly increased co-teach courses within the core courses, which allows special education teachers to work collaboratively with general education teachers in order to plan instruction and provide more support for special education students.

The percentage of students meeting CSU/UC requirements has remained steady despite recent school closures due to COVID-19: 63% in 2018, 72.6% in 2019, 69.2% in 2020, 73.2% in 2021, and 66% in 2022.

Based on previous WASC recommendations, the school is committed to our WASC Critical Areas for follow-up, which includes:
#1: Continue to ensure all students are college and/or career-ready.
#2: Continue to provide interventions to increase the proficiency of all populations in core classes with an emphasis on ELA

2022-23 School Overview

and Math
#3: Increase universal access across all core curriculum for our SPED and English Learners (ELL) populations.

NORTHVIEW VISION STATEMENT
Our students will be independent, resilient, life-long learners who have the skills necessary to succeed in a global society.

NORTHVIEW MISSION STATEMENT
The core purpose of Northview High School is to establish and empower a community of problem solvers who effectively collaborate, think critically, and communicate.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	303
Grade 10	312
Grade 11	327
Grade 12	326
Total Enrollment	1,268

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5
Male	52.5
American Indian or Alaska Native	0.2
Asian	2.1
Black or African American	1.8
Filipino	3.1
Hispanic or Latino	88.0
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.6
White	3.9
English Learners	6.1
Foster Youth	0.7
Homeless	1.7
Migrant	0.0
Socioeconomically Disadvantaged	73.1
Students with Disabilities	11.0

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	45.10	88.22	414.70	84.26	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.40	0.08	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.80	1.56	2.20	0.45	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	0.51	21.80	4.43	12115.80	4.41
Unknown	4.90	9.69	53.00	10.77	18854.30	6.86
Total Teaching Positions	51.20	100.00	492.20	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.80	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.80	

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.20	
Total Out-of-Field Teachers	0.20	

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.60	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.30	

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

2022-23 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 2022 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	October 2022

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

Visual and Performing Arts	TK-5: Macmillan/McGraw-Hill (Adopted in 2007)		

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 2022

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

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

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	42	N/A	50	N/A	47
Mathematics (grades 3-8 and 11)	N/A	10	N/A	30	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	318	306	96.23	3.77	42.48
Female	150	145	96.67	3.33	51.03
Male	167	160	95.81	4.19	34.38
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	72.73
Hispanic or Latino	284	273	96.13	3.87	41.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	10	90.91	9.09	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	232	222	95.69	4.31	42.34
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	38	35	92.11	7.89	2.86

2021-22 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	318	312	98.11	1.89	9.94
Female	150	147	98.00	2.00	8.84
Male	167	164	98.20	1.80	10.98
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	27.27
Hispanic or Latino	284	279	98.24	1.76	8.60
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	10	90.91	9.09	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	232	227	97.84	2.16	8.81
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	38	36	94.74	5.26	0.00

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	20.16	NT	23.75	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	654	630	96.33	3.67	20.16
Female	306	294	96.08	3.92	20.07
Male	347	335	96.54	3.46	20.3
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100	0	54.55
Black or African American	11	11	100	0	0
Filipino	20	19	95	5	57.89
Hispanic or Latino	579	556	96.03	3.97	17.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	24	24	100	0	45.83
English Learners	24	22	91.67	8.33	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	472	453	95.97	4.03	18.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	58	90.63	9.37	1.72

2021-22 Career Technical Education Programs

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 contain 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 and 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
3. Graphic Design

Arts, Media, and Entertainment - Film/Video Production:
1. Video Technology 1
2. Digital Filmmaking
3. TV Broadcasting Journalism Production
4. Video Production II

Public Services:
1. Advanced Forensic Science
2. Administration of Justice I
3. Administration of Justice III

Manufacturing and Product Development
1. Welding I
2. Metal Fab

Information Technology and Education:
1. Unmanned Aircraft - Foundations
2. Unmanned Aircraft - Application

Education, Child Development, and Family Services
1. Intermediate Education
2. Advanced Education

Health Science and Medical Technology:
1. Medical Careers
2. Body Systems and Disorders

Building and Construction:
1. Fine Woodworking 1
2. Wood Design Advance
3. Furniture Design and Construction

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	765
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	48.9
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	73.45

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.

2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	99.0%	99.0%	99.0%	99.0%	99.0%

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.

2022-23 Opportunities for Parental Involvement

Family support is an integral part of the educational process. Without this vital link, the goals set in the Mission and Vision statements of the school would be unachievable. Making parents feel welcome in the school is important and has been at the core of our strategy to send the message that family involvement is essential to advance the educational program. To promote parent involvement in their children's education, communication to parents occurs weekly through Parent Square emails. Other

2022-23 Opportunities for Parental Involvement

methods of communication include the PTA Newsletter, Principal's Newsletter, Back to School Night, Showcase, Sailing to Success College Night, Spring to Success College Night, Northview's website, and social media. 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, Parent Square, allows teachers to share positive comments, homework assignments, attendance, and discipline concerns with parents on a daily basis. AERIES Parent Portal is an online way for parents and students to access up to the minute grade status of their children and is used by 100% of the staff.

A coordinated effort between the community and the school provides a safe and nurturing environment for all children. Parents are leaders in decision-making in the PTA, LCAP Advisory Committee, Booster/Support Groups, School Site Council, ELAC, and DELAC meetings. Northview also hosts "Coffee with the Principal" meetings throughout the year which provides families with opportunities for parents to learn about programs, ask questions, and provide feedback directly to administrators and counselors. Actively working together with student and parent organizations help to support the successful implementation of our Mission and Vision. 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		0	2.6		1.1	2.9		8.9	7.8
Graduation Rate		99.3	96.2		97.4	95.6		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	340	327	96.2
Female	156	151	96.8
Male	184	176	95.7
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	298	286	96.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	14	13	92.9
English Learners	22	16	72.7
Foster Youth	--	--	--
Homeless	31	31	100.0
Socioeconomically Disadvantaged	290	280	96.6
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	31	28	90.3

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1339	1314	237	18.0
Female	638	628	123	19.6
Male	700	685	113	16.5
American Indian or Alaska Native	5	5	2	40.0
Asian	30	28	2	7.1
Black or African American	23	23	10	43.5
Filipino	39	39	3	7.7
Hispanic or Latino	1176	1153	208	18.0
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	7	7	1	14.3
White	53	53	11	20.8
English Learners	88	83	17	20.5
Foster Youth	12	11	3	27.3
Homeless	24	24	11	45.8
Socioeconomically Disadvantaged	1001	985	196	19.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	155	151	53	35.1

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.52	1.43	2.45
Expulsions	0.08	0.03	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.57	0.06	2.37	0.20	3.17
Expulsions	0.00	0.00	0.00	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.57	0.00
Female	1.25	0.00
Male	1.86	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.53	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.66	0.00
English Learners	2.27	0.00
Foster Youth	0.00	0.00
Homeless	4.17	0.00
Socioeconomically Disadvantaged	1.80	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.16	0.00

2022-23 School Safety Plan

Northview High School's Comprehensive School Safety Plan was developed by administrators, 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 is designed to ensure a safe and orderly learning environment for students and staff. 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, and an updated copy is available to the public at the school and district office.

At Northview High School, the safety of students and staff is our primary concern, and we take pride in our safe learning environment. Four campus supervisors and three administrators monitor the campus daily. Six campus custodians maintain a clean, sanitary, and safe campus. We have security cameras installed across campus, and we work closely with the Covina Police Department through our School Resource Officer. All visitors must check in at the school office to be screened by the Raptor Visitor Management System, and wear a visitor's badge while on school grounds. Our discipline policies curtail fighting and bullying, and are included in the Student Handbook that every student is responsible for reviewing and following. The school's Disaster Preparedness Plan includes steps for ensuring student and staff safety during a disaster. Staff members are trained in procedures and roles, and fire, lock down, and disaster drills are conducted regularly throughout the school year - including participation in the annual "Great California ShakeOut." Recently, with staff collaboration and input, we modified and streamlined our evacuation routes, and made improvements to fences and gates to allow safer ingress and egress. Every classroom now has the Disaster Preparedness Plan in a red folder on a clipboard hanging by the door for easy access. The Disaster Preparedness Plan is reviewed annually.

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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	33	11	11	22
Mathematics	31	15	9	20
Science	32	4	8	19
Social Science	33	3	9	18

2021-22 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	437.24

2021-22 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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.0
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7,433.46	$1,038.28	$6,395.18	$89,768.40
District	N/A	N/A	$2,931.59	$91,714
Percent Difference - School Site and District	N/A	N/A	74.3	-2.1
State	N/A	N/A	$6,594	$88,358
Percent Difference - School Site and State	N/A	N/A	-3.1	1.6

2021-22 Types of Services Funded

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

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

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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$50,370	$54,370
Mid-Range Teacher Salary	$84,232	$82,681
Highest Teacher Salary	$109,176	$106,610
Average Principal Salary (Elementary)	$142,261	$135,283
Average Principal Salary (Middle)	$149,061	$141,244
Average Principal Salary (High)	$155,465	$152,955
Superintendent Salary	$282,839	$264,367
Percent of Budget for Teacher Salaries	34%	33%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	49.6

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	1
English	5
Fine and Performing Arts	1
Foreign Language	2
Mathematics	2
Science	10
Social Science	9
Total AP Courses Offered Where there are student course enrollments of at least one student.	33

Professional Development

Covina-Valley provides over 70 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 (14 days)
* UCI Math (2 days)
* Principal Workshops (20 days)
* Google Technology (6 days)
* Restorative Practices (11 days)
* Threat Assessment (2 days)
* Math Intervention (4 days)
* NGSS (14 days)
* New Teacher Orientation (2 days)

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	72	52	75