

West Covina High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <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).

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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	West Covina High School
Street	1609 East Cameron Avenue
City, State, Zip	West Covina, CA 91791
Phone Number	(626) 859-2900
Principal	Ryan D'Errico, Ed.D.
E-mail Address	rderrico@wcusd.org
Web Site	http://wchs.wcusd.org/
CDS Code	19-65094-1939537

District Contact Information	
District Name	West Covina Unified School District
Phone Number	(626) 939-4600
Superintendent	Charles Hinman, Ed.D.
E-mail Address	chinman@wcusd.org
Web Site	http://www.wcusd.org/

School Description and Mission Statement (School Year 2018-19)

West Covina High School is a 2013 California Distinguished School that is fully accredited until 2024 by the Western Association of Colleges and Universities and is proud to serve the community of West Covina. Our focus is to build a strong comprehensive academic program with supports for students in need.

West Covina offers the full range of college preparatory, Honors, and Advanced Placement programs help guide our students persist at many of the nation’s finest colleges and universities. We currently have 23 Advanced Placement course offerings, totaling 52 sections, with a committed staff of teachers also teaching a variety of Honors courses to assist with preparing our students. Through the support and choice of our Board of Education, we are able to continue our 25:1 student to teacher ratio in our Freshman English and Freshman Math classes.

We are pleased to assist parents in the challenge of raising children in the 21st century. Visitors are always welcome at our school, guided tours of the entire campus are available, and we want you to become involved in the many successes here at West Covina High School.

The school year lasts 184 days starting two weeks before Labor Day and ending the first week of June. The school day starts at 7:50 am and ends at 2:46 pm. When there is a minimum day, school ends at 12:33 pm. Our school doors open at 7:30 am and close at 4:00 pm.

Major Achievements:

- Obtained U.S. News and World Report Magazine’s “Best High Schools” (2014, 2015, 2016, 2017) Silver Medal Award
- Obtained Newsweek Magazine’s “Beating the Odds 2015: Top High School for Low-Income” List, #160 nationwide of 500
- 2013 California Distinguished School
- Our graduates are attending some of the most prestigious institutions of higher education such as Columbia, Stanford, USC, UCLA, UCI, UC Berkeley, Claremont Colleges; just to name a few
- 2015 Chezy Champs Western Regional FIRST Robotics Champions

2016 Honor Roll

- 2017 FIRST STEAMWORKS World Championships (participant)
- 2004, 2011, and 2012 CIF Champions in Football and Wrestling. Multiple Hacienda League championships
- 2017 National Dance/Drill Silver Medalists (Female)
- 2017 International and National Champions: Hip Hop (COED and ALL-MALE) Team
- We continue to improve our classroom environment, technology, athletic fields, student commons, and overall campus facility
- Improved Career Technical Education course offerings and ROP articulation to meet the needs of our students with courses such as the AFJROTC, Computer Applications/Health for all Freshman, Accounting, Digital Photography, Multimedia Graphic Arts, Forensics/Criminal Justice, Sign Language, Athletic Training, Sports Medicine, Introduction to Robotics, Robotics in Business, Computer Assisted Design, Electronics.

Focus for Improvement:

- Implementation of the "Bulldog Literacy Initiative" for all students in order to support the transition to the Common Core State Standards, preparation for assessments (SBAC, AP, SAT, ACT) and development of 21st Century Skills
- Student-centered teaching and learning
- Professional Learning Communities (PLCs)
- AVID Strategies Schoolwide
- Increased staffing and instructional focus on EL students
- Increased staffing, collaborative classes, and instructional focus on Special Ed students
- Common curriculum (common essential standards) by core content area
- Common pacing by core content area
- Common formative assessments by core content area
- Using the results of formative assessments to drive curricular and instructional practices
- Infusion of technology as a tool to enhance teaching and learning
- Increased counseling focusing on targeted populations
- School-wide accountability for academic success
- Expansion of before school, after school, and Saturday intervention programs for targeted students (Academic, Behavioral, etc.)
- Implementation of Anti-Bullying/Tolerance Program to improve campus climate
- Addition of full-time West Covina Police Department School Resource Officer to enhance campus safety
- We are continuing with initiatives such that are also in place to broaden the school's offerings in support of student achievement:
- Advanced Placement (AP) Capstone- an innovative diploma program that provides students with an opportunity to engage in rigorous scholarly practice and acquire skills necessary for college.
- Career Pathways in Robotics, Performing Arts, Digital Media Design, and Construction Technology- two new four-year career pathways designed to prepare students with the skills necessary to be competitive for college and career.

Students in need of specialized instruction are mainstreamed as much as possible into the general education setting per their IEP goals. The Special Education teachers work collaboratively with the General Education teachers to plan instructional opportunities aligned to the core curriculum. Modifications are made to make the core curriculum accessible to students. In addition, as appropriate, our Special Education students attend an Extended School Year (ESY) program in the summer to help maintain the knowledge learned during the regular school year. The Teacher On Special Assignment (TOSA) has welcome meetings with foster youth to ensure they have all the necessary resources to be successful at West Covina High. Moreover, she monitors their academic progress and recommends for intervention as needed to help address any achievement gaps.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 9	540
Grade 10	591
Grade 11	569
Grade 12	527
Total Enrollment	2,227

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	0.2
Asian	11.3
Filipino	5.1
Hispanic or Latino	73.6
Native Hawaiian or Pacific Islander	0.3
White	6.1
Socioeconomically Disadvantaged	67.5
English Learners	5.4
Students with Disabilities	11.1
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	94		90	424
Without Full Credential	0		3	11
Teaching Outside Subject Area of Competence (with full credential)	0	1	1	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	1	1
Total Teacher Misassignments *	0	1	0
Vacant Teacher Positions	1	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: September 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt, Rinehart & Winston, Literature and Language Arts (2010)		0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	CPM Educational Programs, Core Connections Integrated (2015) Cengage, Financial Algebra (2017) Cengage, Precalculus with Limits (2017) Cengage, Calculus for AP (2017) Cengage, Introduction to Statistics and Data Analysis (2017)		0%
Science	McDougal Littell, Biology (2008) Benjamin Cummings, Biology (2008) Pearson, Biology: Concepts and Connections (2008) Glencoe/McGraw-Hill, Chemistry: Matter and Change (2008) Cengage, Chemistry and Chemical Reactivity (2009) Pearson, Chemistry - The Central Science (2008) Holt, Rinehart, and Winston, Environmental Science (2013) McGraw-Hill, Physics, Principles, and Problems (2008) John Wiley and Sons, Physics (2008) Cengage, Living in the Environment (2005)		0%
History-Social Science	Prentice Hall, World History: The Modern World (2007) Prentice Hall, Economics: Principles in Action (2007) Holt, American Anthem: Modern American History (2007) Prentice Hall, Magruder's American Government (2007) Thompson South-Western, Principles of Economics (2007) Pearson, Government in America: People, Politics, and Policy: Advanced Placement Edition (2007) Houghton Mifflin, The American Pageant: A History of the Republic: Advanced Placement Edition (2007) Bedford, Freeman, and Worth, Ways of the World (2014) Pearson, The Cultural Landscape (2017)		0%
Science Laboratory Equipment (grades 9-12)	The Science department utilizes a comprehensive list of equipment and resources to support the state standards in each content area. The following is a general list of equipment that we use in each of the sciences. In the Life Science we use microscopes, dissection kits, specimens, slides, and petri dishes. In Chemistry we use an expansive list of chemicals, scales, thermometers, beakers, test tubes, flasks, and burners. In Physics we use scales, computer software, motion tracks, electric current equipment, timers, barometers, calorimeters, and spectrometers. In Earth Science we use various rocks, minerals, density kits, convection kits, topographical maps, metric rulers, earth and space models and		0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	magnifying lenses. In all the sciences we use technology equipment such as LCD projectors to facilitate power points, software, and animations to support curricula.		

School Facility Conditions and Planned Improvements (Most Recent Year)

West Covina High School takes great effort and pride to ensure that all parts of the school are clean, safe, and functional. To assist in this effort, WCHS uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available at the school office, at the Administrative office, or on the Internet at wchs.wcusd.org

WCHS in partnership with the WCUSD maintenance staffs ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

WCHS has adopted cleaning standards for all facilities on campus. A summary of these standards is available at the Administrative office. Administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: November 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 2018	
Overall Rating	Good

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, which 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); and
- 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.

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	57.0	64.0	52.0	53.0	48.0	50.0
Mathematics (grades 3-8 and 11)	36.0	38.0	38.0	38.0	37.0	38.0

Note: 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.

Note: 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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	515	503	97.67	64.21
Male	267	260	97.38	59.23
Female	248	243	97.98	69.55
Black or African American	14	13	92.86	53.85
American Indian or Alaska Native	--	--	--	--
Asian	54	54	100.00	85.19
Filipino	28	27	96.43	77.78
Hispanic or Latino	376	366	97.34	60.11
Native Hawaiian or Pacific Islander	--	--	--	--
White	37	37	100.00	67.57
Two or More Races	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	349	339	97.13	58.11
English Learners	44	37	84.09	18.92
Students with Disabilities	48	45	93.75	13.33
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	516	506	98.06	37.75
Male	267	262	98.13	40.08
Female	249	244	97.99	35.25
Black or African American	14	13	92.86	15.38
American Indian or Alaska Native	--	--	--	--
Asian	54	54	100	77.78
Filipino	28	27	96.43	59.26
Hispanic or Latino	377	369	97.88	30.35
Native Hawaiian or Pacific Islander	--	--	--	--
White	37	37	100	40.54
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	350	342	97.71	33.63
English Learners	44	40	90.91	20
Students with Disabilities	49	45	91.84	6.67
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

Career Technical Education Programs (School Year 2017-18)

West Covina High School offers a variety of Career Technical Education programs for our students to enroll in. Career Pathways in Robotics, Performing Arts, Digital Media Design, and Construction Technology- two new four-year career pathways designed to prepare students with the skills necessary to be competitive for college and career.

WCHS is continuing with initiatives such that are also in place to broaden the school's offerings in support of student achievement: Advanced Placement (AP) Capstone- an innovative diploma program that provides students with an opportunity to engage in rigorous scholarly practice and acquire skills necessary for college.

Bulldog Bistro is the capstone course for Restaurant Management and requires completion of one year of the course titled: Foods I prior to enrollment into the Bulldog Bistro.

Photography is the capstone to the occupational program of Arts, Media and Entertainment Industry. The introductory course begins with Art I or Computer Application, after completion of one of these courses, students are then led into concentration course Multi-Media Graphic Arts. Students who are enrolled in this course are preparing for and have the opportunity to take the exam offered by Mount San Antonio College. A student who enrolled in this course the entire year, earned a grade of "B" or higher, and passed the exam will have earned college unit(s).

WCHS is looking at expanding our offerings by including a Film Production and Editing course.

Our Therapeutic Service program was developed by the Athletic Training program. Students are encouraged to enroll and complete both Human Anatomy and Sports Medicine to gain basic knowledge of the human anatomy prior to hands-on experience in Athletic Training.

Most recently, we also offer Forensics Science and Criminal Justice through our partnership with ROP. Collaboration between academic and ROP/CTE teachers has become a common practice. Our ROP/CTE courses incorporate both CTE and California State standards. CTE instructors have presented Project-Based Learning (PBL) at staff development session and how PBL lends itself to Common Core. Currently, 53 East San Gabriel Valley ROP/CTE courses meet the A-G compliance requirements.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	1096
% of pupils completing a CTE program and earning a high school diploma	94.0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	20%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	98.5
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	46.7

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	23.2	21.4	29.2

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Parents are always welcomed to visit and to be involved with any of our programs at West Covina High School. We have a number of organized parent involvement groups, that we strongly encourage all parents to join:

- PTSA
- Parent Advisory Committee
- English Language Advisory Committee (ELAC)
- District English Language Advisory Committee (DELAC) representative
- District LCAP committee representative
- Basketball Boosters (Girls and Boys)
- Baseball Boosters
- Football Boosters
- Band Boosters
- Choral Boosters
- Cheer Parent Group
- Softball Parent Group
- Drama Parent Group
- District Superintendent's Forum
- After School Tutoring
- Dance/Drill Boosters
- Disaster Preparedness Team
- Michael Okura Memorial Committee

In addition, we strongly encourage parents to monitor their child's academic progress through the School Loop online grading system. ALL WCHS teachers utilize the School Loop systems that parents and students can access 24 hours a day.

Keeping parents informed of upcoming school events is of paramount importance to us. Our new school website (wchs.wcusd.org) is frequently updated with articles, announcements, events, schedules, and achievements. Additionally, all teachers maintain a class webpage. Phone messages are delivered by the principal through the School Messenger system to further ensure parents are always aware of school functions and events. Our digital marquee is also frequently updated to provide parents with valuable information related to upcoming school events. We are also utilizing social media to better engage and inform our students and stakeholders.

To find out how you can volunteer at our school, contact the school office.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	2.4	1.8	2.6	3.2	3.5	10.2	10.7	9.7	9.1
Graduation Rate	95.7	96.7	95.7	92.0	91.9	82.3	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	96.1	90.8	88.7
Black or African American	76.5	80.6	82.2
American Indian or Alaska Native	100.0	66.7	82.8
Asian	98.4	100.0	94.9
Filipino	91.7	89.5	93.5
Hispanic or Latino	97.4	90.4	86.5
Native Hawaiian/Pacific Islander	100.0	60.0	88.6
White	94.4	94.6	92.1
Two or More Races	33.3	85.7	91.2
Socioeconomically Disadvantaged	100.0	93.1	88.6
English Learners	55.6	50.0	56.7
Students with Disabilities	78.4	75.2	67.1
Foster Youth	0.0	88.9	74.1

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	3.7	2.4	3.5	2.2	1.7	1.3	3.7	3.7	3.5
Expulsions	0.1	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

West Covina High School's Comprehensive Safety Plan was updated September 2018. The Safety Handbook was explained at a staff meeting in September, distributed electronically to all staff, as well as a hard copy provided for each staff member, along with an updated Safety flipchart which was posted in each classroom. The comprehensive safety plan was reviewed and approved by School Safety Committee as well as the Parent-Teacher-Student Advisory Committee.

The site plan includes procedures for: Lockdown, Armed Intruder, Fire, Earthquake, Bomb Threat as well as standard daily procedures for campus safety.

The 2018-19 Drill log completed and planned are:

- Friday, August 17, 2018- Lockdown Drill- Completed
- Thursday, October 18, 2018- "Great Shakeout - Earthquake - 10:18 am - Completed
- Friday, January 11, 2019- Lockdown- Completed
- Thursday, February 21, 2019- Fire Drill
- Thursday, April 4, 2019- Intruder Drill

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.0	47	32	35	25.0	27	44	29	26.0	24	39	30
Mathematics	26.0	10	28	19	23.0	13	8	11	29.0	12	29	30
Science	26.0	20	22	35	29.0	13	19	40	28.0	13	29	30
Social Science	23.0	25	18	22	26.0	14	28	13	25.0	19	16	25

Note: Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	400
Counselor (Social/Behavioral or Career Development)	4	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	3	N/A
Psychologist	2.4	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	2	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,251	\$982	\$6,269	\$79,365
District	N/A	N/A	\$6,464	\$78,647
Percent Difference: School Site and District	N/A	N/A	-3.1	0.9
State	N/A	N/A	\$7,125	\$76,522
Percent Difference: School Site and State	N/A	N/A	-12.8	3.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

West Covina High School operates with the strong financial support of the West Covina USD, and a variety of funding sources: General, Transportation, Supplemental & Concentration funds, Lottery, and Vocational Education. The instructional staff has also written, and been awarded, various technology grants, school improvement grants, Work-ability grants with relationship to special education and safety.

Site funding and expenditures are overseen by the Parent Advisory Committee, with continued support from the District Business Services office.

Types of services provided to students include the following:

- Intervention (Tutoring Hub, APEX Credit Recovery, EL CELDT Prep, ELAC, Parent Education)
- Enrichment (Honors and Advanced Placement, Advanced Placement Boot Camp, AP Capstone, Robotics, Solar Boat, Fine and Applied Arts, Link Crew, Renaissance, Journalism, AVID, College Field Trips and Workshops, Academic and Attendance Recognition Events, AFJROTC, Academic Decathlon)
- Voc. Ed/CTE (Technology and Equipment, Project Lead the Way, Field Trips)
- Parent Outreach (Back to School Night, Open House, ELAC, PTAC, College Knowledge Series, Coffee with the Principal)

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,682	\$47,547
Mid-Range Teacher Salary	\$78,802	\$74,775
Highest Teacher Salary	\$97,502	\$93,651
Average Principal Salary (Elementary)	\$123,918	\$116,377
Average Principal Salary (Middle)	\$127,896	\$122,978
Average Principal Salary (High)	\$149,527	\$135,565
Superintendent Salary	\$252,299	\$222,853
Percent of Budget for Teacher Salaries	33.0	35.0
Percent of Budget for Administrative Salaries	6.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	7	N/A
Fine and Performing Arts	4	N/A
Foreign Language	4	N/A
Mathematics	8	N/A
Science	15	N/A
Social Science	14	N/A
All courses	56	31.7

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Teachers and administrators at our school participate in a variety of staff development activities. West Covina High School begins each year with two full days of staff development and one full day in January after the first semester. Four minimum days throughout the year provide ongoing staff development time. All teachers participate in Friday Morning Content Round Tables/Professional Learning Communities (45 minutes); total of 38 meetings per year. Teachers also attend monthly (10 months) scheduled faculty, department or grade-level meetings, and technology professional developments. This has been consistent for the 2016-17, 2017-18, and 2018-19 school years.

Teachers have opportunities to attend conferences, in-services, workshops, and curriculum development team meetings throughout the school year. Teachers also attend PLC development where their content areas meet for a full day release, four times a year, to collaborate and generate common curriculum and assessments. This has been implemented for the 2018-19 school year.

West Covina High School's major areas of focus are: Implementation of the Common Core State Standards, Next Generation Science Standards, STEAM, the Bulldog Literacy Initiative (Thinking Maps, My Access, Write for the Future, Content Specific Vocabulary, Close Reading and Annotation, AVID Strategies), Student Centered Teaching and Learning, Engaging Qualities, Differentiated Instruction, Professional Learning Communities and the use of technology for instruction and assessment. We are focused on lesson design and optimal windows for learning (owl) in a concerted effort to engage our students.