

Fairvalley High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Fairvalley High School
Street	758 W. Grondahl Street
City, State, Zip	Covina, CA 91722
Phone Number	626-974-4800
Principal	Rebecca Handzel
Email Address	rhandzel@c-vusd.org
School Website	http://fairvalley.c-vusd.org
Grade Span	9-12
County-District-School (CDS) Code	19 64436-1931617

2024-25 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	www.c-vusd.org

2024-25 School Description and Mission Statement

Fairvalley High School currently serves a population of 107 high-risk students, ages 16 to 18, in a variety of alternative educational programs with a total of 9 FTE teachers and 1 part time Art teachers and 1 part time Ceramics teacher. Fairvalley annually enrolls approximately 150 students through a monthly or individualized orientation. The mobility rate for the at-risk youth is high; therefore, the school is proactive in helping the students stabilize through the use of available school resources, such as counseling, free transportation, and school supplies. Fairvalley utilizes the support of a principal, two full time counselors, a part time school psychologist, a part time social worker, and outside school support resources such as probation officers, etc.

Fairvalley works diligently with each and every student that is enrolled at the school. With the annual enrollment of approximately 150 students, some of these students will be considered long-term if they are enrolled at Fairvalley for 90+ days of instruction. There is tremendous turnover in the student population within any school year and certainly from year-to-year. The greater the number of days a student is enrolled at Fairvalley, the better opportunity they have of receiving the needed academic intervention and support, subsequently earning credits. Both of these are needs of the typical Fairvalley High School student. Success is ultimately measured by the outcomes for the students. Many students are successful, some for the very first time. It is this success that allows students to return to their comprehensive campuses, not only caught up on credits, but

2024-25 School Description and Mission Statement

also with a greater desire to graduate and prepare for post-high school education. Many students who find success at Fairvalley choose to stay and become Fairvalley graduates.

Fairvalley High School continuation program serves 16, 17, and 18 year-old students with the support of teachers and staff. The Special Education Programs serves 11th & 12th grade students. One teacher provides services for SWD, approximately 12.1% of the total student population. Approximately 6% of students have McKinney-Vento status and less than 1% of students are Foster Students.

Approximately 5% of our students are designated as EL. FHS EL students receive designated ELD classes for one period a day from a teacher with a CLAD credential. Additionally, all classroom teachers utilize SDAI strategies to support EL students across content areas.

The ethnicity of the student population at Fairvalley is representative of the community: 81.53% Hispanic, 8.28% White, 4% African American, and 1.27% Multi-Ethnic. The range of parent education is predominately high school graduation to junior college attendance. 84.9% of students are socio-economically disadvantaged. The majority of the Fairvalley High School students live in a single parent household or in a blended family.

Fairvalleys' Critical priorities are to get students to meet the standard in SBAC Math (in 2022-2023 0% met the standard) and to drive up the standard met or exceeded in SBAC ELA (18% met the standard in 2022-2023). To meet these goals, Fairvalley has gone to complete adoption on International Math I, II, III & curriculum and materials and have added a credentialed math teacher into sections of International Math I, II and III in order to lower class size. Math teachers regularly monitor student progress using the ALEKS Math program and collect quarterly data from student performance in this program as well as the conducting and collecting of SBAC Math interim assessment data. Our across the curriculum focus on writing should address our need to improve our ELA performance both in the SBAC and the DWA and the ELA teachers are also conducting quarterly writing assessments, utilizing the ERWC writing strategies and rubric in order to analyze student performance data and target instruction.

College and Career readiness is the continued overarching goal of Fairvalley and the school has an annual college and career day as well as scheduled visits to college campuses. The school has begun gathering data on students meeting A-G requirements and although students meeting A-G at Fairvalley is low, the research has helped site staff to motivate students to achieve A-G status.

FAIRVALLEY MISSION STATEMENT

Fairvalley creates a culture that emphasizes academic rigor and student learning. We provide an environment that supports each individual's unique emotional, social, and academic needs. Fairvalley and our community partners work to instill students with critical thinking skills, a global perspective, and a respect for core values so that they are equipped to tackle academic, personal, and emotional challenges.

FAIRVALLEY VISION STATEMENT

The vision of FHS is to forge strong, positive relationships with students and to prepare them to become lifelong learners in a rapidly changing, multi-cultural society.

STAFF COMMITMENT

As teachers, we believe in the power of collective teacher efficacy. Using the California Common Core State Standards as a guide, we create lessons using a variety of instructional strategies that meet the diverse needs of our students. Every classroom emphasizes writing across the curriculum. We believe this enhances learning in all subject areas and ensures that our students are prepared to excel in post-graduation, college and career opportunities. Our role as learning partners with students is the foundation for academic success.

STUDENT STATEMENT

We the students of Fairvalley are very hardworking and strive to do our best in every class. Our teachers motivate us to come every day to increase our learning. Our teachers influence us positively and help us make good choices. We are surrounded by a culture of support and positive energy which pushes us to excel. In addition, we are encouraged and guided by the entire staff in setting goals for our future.

This belief is at the heart of Fairvalley mission of helping and empowering each student. Therefore, the school provides a nurturing and encouraging environment embedded with high expectations to guide the students to become lifelong learners and stakeholders in the global, multi-cultural society of the 21st Century.

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Fairvalley High School also participates in the Focused Schools paradigm. Fairvalley High School has adopted an across the curriculum focus on literacy, in particular written expression. The school's Instructional Leadership Team (ILT) has made writing across the curriculum a priority. Classrooms have paragraph and essay writing templates, thinking maps, and scoring rubrics to assist students in the writing process. This year Fairvalley High School is committed to ensuring that each subject has standards-based writing prompts and that each teacher also uses the Common Core standards for writing addressed. In addition, part of the scoring for writing pieces is to include a progression in a Depth of Knowledge (DOK) Element. Data walls are also being put into place in order to track student progress in both subject matter proficiency and writing proficiency.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	2
Grade 11	26
Grade 12	131
Total Enrollment	159

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.1
Male	57.9
Asian	2.5
Black or African American	4.4
Filipino	0.6
Hispanic or Latino	82.4
Two or More Races	0.6
White	8.8
English Learners	8.2
Foster Youth	4.4
Homeless	10.7
Socioeconomically Disadvantaged	84.9
Students with Disabilities	32.7

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.

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)	5.90	40.44	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)	0.00	0.00	2.20	0.45	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	8.60	58.95	21.80	4.43	12115.80	4.41
Unknown/Incomplete/NA	0.10	0.68	53.00	10.77	18854.30	6.86
Total Teaching Positions	14.60	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)	6.00	45.06	407.50	84.35	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.80	0.38	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	10.00	2.09	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	7.30	54.87	23.10	4.79	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	40.50	8.39	15831.90	5.67
Total Teaching Positions	13.40	100.00	483.10	100.00	279044.80	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.70	39.08	394.50	84.50	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.22	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.80	5.68	8.00	1.71	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.10	41.51	21.20	4.55	11746.90	4.23
Unknown/Incomplete/NA	2.00	13.59	42.00	9.02	14303.80	5.15
Total Teaching Positions	14.70	100.00	466.80	100.00	277698.00	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0.8
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0.8

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	8.60	7.30	6.1
Total Out-of-Field Teachers	8.60	7.30	6.1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	12.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 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 2024 and determined that each school within the District has sufficient and good quality textbooks, instructional materials, and science lab equipment, pursuant to the settlement of Williams vs. the State of California. All students, including English Learners are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom or to take home. The governing Board approves all textbook adoptions for grades TK-12, which includes verification that instructional materials are aligned with California Content Standards and the State Frameworks.

Year and month in which the data were collected

October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts/ELD	9-12: Houghton Mifflin Harcourt: English 3D (ELD), c2022 (Adopted in 2024) 9-12: College Board: Pre-AP English 9, Platform (Adopted 2019) 9-12: College Board: Pre-AP English 10 Platform (Adopted 2020) 9-12: SAVVAS: myPerspectives Volume 1 and 2 and Grammar Plus Workbook, c2023 (Adopted 2024) 9-12: CSU: Expository Reading and Writing Course (ERWC) Modules (Adopted 2012) 11-12: Cengage Learning, Compact Bedford Intro to Literature, c2005 (Adopted 2007) 11-12: Bedford/St. Martin's: Language of Composition: Reading, Writing, Rhetoric, c2005 (Adopted 2007) 11-12: Longman: Everyday Use: Rhetoric at Work in Reading and Writing College, c2005 (Adopted 2007) 9-12: McGraw-Hill Learning Solutions: Literature Reading Fiction, Poetry, and Drama, 6th Edition, c2007 (Adopted 2014)	Yes	0%
Mathematics	6-12: Pearson/Prentice Hall: Integrated Mathematics, Level 1 Common Core, c2014 (Adopted in 2014) 6-12: Pearson/Prentice Hall: Integrated Mathematics, Level 2 Common Core, c2014 (Adopted in 2015) 6-12: Pearson/Prentice Hall: Integrated Mathematics, Level 3 Common Core, c2014 (Adopted in 2016)	Yes	0%

	<p>9-12: Houghton Mifflin: Pre-Calculus Limits: A Graphing Approach, c2005 (Adopted 2010)</p> <p>9-12: Pearson Prentice Hall: Thinking Mathematically, c2005 (Adopted 2010)</p> <p>9-12: Cengage: Calculus, AP Edition, c2023 (Adopted 2024)</p> <p>11-12: David Martin, Robert Haese, Sandra Haese, Michael Haese, Mark Humphries: Mathematics HL Core, 3rd Edition, c2012 (Adopted 2014)</p>		
Science	<p>9-12: College Board: Pre-AP Biology Platform (Adopted 2019)</p> <p>9-12: College Board: Pre-AP Chemistry Platform (Adopted 2020)</p> <p>9-12: Addison-Wesley: Conceptual Physics, c 1987 (Adopted 1989)</p> <p>9-12: Pearson: Campbell Biology in Focus, c2024 (Adopted 2024)</p> <p>9-12: Cengage: Chemistry, AP Edition, c2011 (Adopted 2011)</p> <p>9-12: Cengage: College Physics, c2009 (Adopted 2015)</p> <p>9-12: W. H. Freeman: Environmental Science for AP, c2015 (Adopted 2015)</p> <p>9-12: Pearson: Pearson Baccalaureate Biology HL, c2014 (Adopted 2014)</p>	Yes	0%
History-Social Science	<p>9-12: TCI: History Alive! World Connections, c2019 (Adopted in 2019)</p> <p>9-12: TCI: History Alive! Pursuing American Ideals, c2019 (Adopted in 2019)</p> <p>9-12: TCI: Gov Alive! Power, Politics, and You, c2013 (Adopted in 2019)</p> <p>9-12: TCI: Econ Alive! The Power to Choose, c2015 (Adopted in 2019)</p> <p>9-12: McGraw-Hill: Traditions and Encounters, a Global Perspective on the Past, c2003(Adopted 2004)</p> <p>9-12: Bedford/St. Martin's: America's History 6th Ed., c2008 (Adopted 2009)</p> <p>9-12: Pearson Education and Prentice Hall: The Cultural Landscape, An Introduction to Human Geography 10th Ed., c2010 (Adopted 2011)</p> <p>9-12: South-Western College Pub: Principles of Economics 4th Ed., c2006 (Adopted 2006)</p> <p>9-12: Longman: Government in America, c2007 (Adopted 2023)</p> <p>11: Hodder Education: The Second World War and the Americas 1933-1945, c2016 (Adopted 2020)</p> <p>11:Cambridge University Press: Civil Rights and Social Movements in the Americas, c2012 (Adopted 2020)</p> <p>11: Cambridge University Press: History for the IB Diploma The Cold War and the Americas 1945-81, c2012 (Adopted 2020)</p> <p>12: Hodder Education: The Second World War and the Americas 1933-1945, c2016 (Adopted 2020)</p> <p>12: Cambridge University Press: Civil Rights and Social Movements in the Americas, c2012 (Adopted 2020)</p> <p>12: Cambridge University Press: History for the IB Diploma The Cold War and the Americas 1945-81, c2012 (Adopted 2020)</p>	Yes	0%

Foreign Language	<p>9-12: Longman: AP Spanish: A Guide for the Language Course, c1989 (Adopted 1994)</p> <p>9-12: John Wiley & Sons Inc: Avanzando, Gramatica Espanoa y Lectura, c1997 (Adopted 2007)</p> <p>9-12: Prentice Hall: AP Spanish Preparing for the Language and Culture, c2014 (Adopted 2014)</p> <p>9-12: Holt McDougal: Abriendo puertas: Ampliando perscpectivas, c2007 (Adopted 2007)</p> <p>9-12: Oxford University Press: IB Spanish B: Skills and Practice: Oxford IB Diploma Program, c2012 (Adopted 2014)</p> <p>9-12: Pearson: Español B: Pearson International Baccalaureate Diploma Series, c2011 (Adopted 2014)</p> <p>9-12: Cheng & Tsui: Integrated Chinese Level 1 Part 1, c2008 (Adopted 2014)</p> <p>9-12: Cheng & Tsui: Integrated Chinese Level 1 Part 2, c2009 (Adopted 2014)</p> <p>9-12: Cheng & Tsui: Integrated Chinese Level 2 Part 1, c2008 (Adopted 2014)</p> <p>9-12: Cheng & Tsui: Integrated Chinese Level 2 Part 2, c2009 (Adopted 2014)</p> <p>9-12: Pearson Education: Chinese Link: Intermediate Chinese, c2012 (Adopted 2015)</p> <p>11-12: Joint Publishing (H.K.): Chinese Made Easy, c2006 (Adopted 2015)</p> <p>9-12: DawgSign Press: Signing Naturally levels 1-2, c2013 (Adopted 2013)</p> <p>9-12: DawgSign Press: Signing Naturally levels 3, c2003 (Adopted 2013)</p>	Yes	0%
Health	9-12: Positive Prevention PLUS: Sexual Health Education for America's Youth: High School and Community Settings, c2018 (Adopted 2018)	Yes	0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)	Inventory List	Yes	0%

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

School Facility Conditions and Planned Improvements

Fairvalley High School was formerly Valencia Elementary School built in 1959 and modernized in 2015. School facilities are situated on 10 acres and span nearly 38,000 square feet. They consist of permanent and portable classrooms, a cafeteria, a multi-purpose room, administrative offices, a library media center, restrooms, and storage rooms.

Year and month of the most recent FIT report

November 2024

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			None
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None
Electrical	X			None
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			None
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).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	15	2	53	49	46	47
Mathematics (grades 3-8 and 11)	0	2	35	37	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	46	44	95.65	4.35	2.27
Female	28	26	92.86	7.14	3.85
Male	18	18	100.00	0.00	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	42	41	97.62	2.38	2.44
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	42	40	95.24	4.76	2.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	46	44	95.65	4.35	2.27
Female	28	26	92.86	7.14	0.00
Male	18	18	100.00	0.00	5.56
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	42	41	97.62	2.38	2.44
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	42	40	95.24	4.76	2.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	2.54	0.93	26.15	25.79	30.29	30.73

2023-24 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	111	108	97.30	2.70	0.93
Female	51	51	100.00	0.00	0.00
Male	60	57	95.00	5.00	1.75
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	96	93	96.88	3.12	1.08
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	93	90	96.77	3.23	1.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 Career Technical Education Programs

The Career and Technical Education (CTE) courses offered by the Tri Community Adult Education Center for students at Fairvalley 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

2023-24 Career Technical Education Programs

Tri Community Adult Education offers CTE courses in Building and Construction. The following CTE courses are offered for students at FHS:

Building and Construction:

1. Welding
2. Advanced Welding
3. Meta Fab
4. HVAC

Business Management

Personal Services:

1. Cosmetology

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	74
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	71.7
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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.

2023-24 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. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

2024-25 Opportunities for Parental Involvement

Covina-Valley prioritizes Parental Involvement by actively engaging parents in decision-making processes at both the district and school levels. The collaborative efforts include the establishment of School Site Councils, English Learner Advisory Committees (ELAC), District Advisory Council/District English Learner Advisory Committee (DAC/DELAC), and participation in the Local Control and Accountability Plan (LCAP) advisory. In addition, we regularly seek parent input through surveys and involve them in other advisory councils and committees.

Parents and the community are supportive of the educational programs at Fairvalley High School. Numerous programs and activities are enriched by the generous contributions made by local businesses, community members, and parents.

Parents and students attend orientation and meet with the principal and school counselor to begin working together to set goals and prepare to be successful students at Fairvalley. Parents make up at least a quarter of the School Site Council. Parents are welcome to visit the school during the year, participate in the reflection and evaluation of the school via WASC and Model Continuation High School programs, and participate in the governance of the campus by providing insight and feedback benefiting the students and school. Parents are also invited to our FAFSA night, College and Career Day, Back-to-School Night, and our Spring Showcase.

Parents who wish to participate in Fairvalley High School's leadership teams, school committees such as School Site Council (SSC) and English Learner Advisory Committee (ELAC), school activities, or become volunteers may contact school office personnel at (626) 974-4800.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	17.5	23.1	9.1	2.9	2.6	2.3	7.8	8.2	8.9
Graduation Rate	80.7	67.3	86.4	95.6	95.8	95.1	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	66	57	86.4
Female	30	26	86.7
Male	36	31	86.1
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	54	47	87.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	20	20	100.0
Socioeconomically Disadvantaged	65	56	86.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	199	188	129	68.6
Female	89	82	60	73.2
Male	110	106	69	65.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	163	152	112	73.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	18	18	9	50.0
English Learners	18	16	9	56.3
Foster Youth	13	12	10	83.3
Homeless	26	25	21	84.0
Socioeconomically Disadvantaged	175	166	118	71.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	58	56	27	48.2

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	3.63	1.92	4.02	2.37	2.64	3.04	3.17	3.6	3.28
Expulsions	0	0	0	0.02	0.04	0.04	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.02	0.00
Female	6.74	0.00
Male	1.82	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.29	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	23.08	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.57	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.72	0.00

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

2024-25 School Safety Plan

The safety of students and staff is a primary concern at every school throughout the District. Each school complies with laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted regularly throughout the school year. Each school annually participates in the "Great California ShakeOut". The school's Safe School Plans are reviewed annually by a law enforcement officer (usually our School Resource Officers from West Covina and Covina Police Departments). The document is "fluid" and updates are completed as needed. For example, updates are completed if a school discipline policy is added or modified, changes are made to the campus map, additions and/or modifications are made to the telephone trees, etc. All visitors must check in at the school office and wear a visitor badge while on school grounds. During lunch, and before and after school, staff members supervise students and school grounds, including the cafeteria, quad and LMC, to ensure a safe and orderly environment. The Comprehensive School Safety Plan was developed by administrators, other school staff members, and the Los Angeles County Office of Education staff members. It is reviewed, approved, and evaluated by the School Site Council in cooperation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. The CSSP was approved by the SSC on September 18, 2023. Components of the Comprehensive School Safety Plan include the following: child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and suspension and expulsion policies. The plan is reviewed annually with school staff. An updated copy is available to the public at the school site as well as the District Office.

2021-22 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	15	7	1	
Mathematics	11	9		
Science	12	3		
Social Science	19	8	1	2

2022-23 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	20	7		2
Mathematics	23	5	1	1
Science	29	2		1
Social Science	28	5	2	4

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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	17	8		
Mathematics	16	6		
Science	15	5		
Social Science	16	11		

2023-24 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	318

2023-24 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	0.1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$24,709.28	\$4,699.18	\$20010.10	\$103719.13
District	N/A	N/A	2,715.53	\$104,191
Percent Difference - School Site and District	N/A	N/A	152.2	-0.5
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	60.0	5.9

Fiscal Year 2023-24 Types of Services Funded

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

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

Fiscal Year 2023-24 Types of Services Funded

- Strong Workforce
- Golden Pathways
- Middle College and Dual Opportunities
- CCAP College and Careers
- CAI California Apprentice 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, and additional hours for before/after school tutoring. Materials and supplies include supplemental reading, math, the arts, CTE, and mental health programs.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$56,698	\$59,551
Mid-Range Teacher Salary	\$94,815	\$93,855
Highest Teacher Salary	\$122,892	\$120,219
Average Principal Salary (Elementary)	\$154,685	\$151,525
Average Principal Salary (Middle)	\$160,614	\$158,215
Average Principal Salary (High)	\$171,121	\$171,087
Superintendent Salary	\$318,374	\$300,043
Percent of Budget for Teacher Salaries	33.35	31
Percent of Budget for Administrative Salaries	4.7	4.91

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

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 (4 days)
- * UCI Math (2 days)
- * Principal Workshops (19 days)
- * Technology Mentor (8 days)
- * Staff Leadership (2 days)
- * Write from the Beginning and Beyond (7 days)
- * Math Intervention (1 day)
- * Twig Science (14 days)
- * New Teacher Orientation (2 days)
- * Iready (ongoing monthly)

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	75	89	59