

Covina-Valley Learning Options Academy

2024-2025 School Accountability Report Card (Published During the 2025-2026 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/ .

2025-26 School Contact Information

School Name	Covina-Valley Learning Options Academy
Street	758 W. Grondahl St.
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	K-12
County-District-School (CDS) Code	19 64436-1931617

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Covina-Valley Learning Options Academy strives to create a culture that fosters academic rigor and student learning within an online learning environment. We provide a virtual environment that supports each individual's unique emotional, social, and academic needs. Covina-Valley Learning Options Academy and its community partners believe that improving literacy and written expression helps cultivate success in all subject areas.

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.

2025-26 School Description and Mission Statement

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.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 2	1
Grade 3	2
Grade 4	2
Grade 5	2
Grade 6	5
Grade 7	8
Grade 8	8
Grade 9	6
Grade 10	10
Grade 11	13
Grade 12	13
Total Enrollment	70

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.6
Male	52.6
Non-Binary	1.8
Black or African American	3.5
Hispanic or Latino	86
White	10.5
English Learners	3.5
Homeless	3.5
Socioeconomically Disadvantaged	91.2
Students with Disabilities	8.8

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.

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	60	407.5	84.35	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1.8	0.38	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	20	10	2.09	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2	20	23.1	4.79	11953.1	4.28
Unknown/Incomplete/NA	0	0	40.5	8.39	15831.9	5.67
Total Teaching Positions	10	100	483.1	100	279044.8	100

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)	1.1	30.2	394.5	84.5	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1	0.22	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	8	1.71	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.7	69.8	21.2	4.55	11746.9	4.23
Unknown/Incomplete/NA	0	0	42	9.02	14303.8	5.15
Total Teaching Positions	3.9	100	466.8	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	1.3	46.44	396.9	81.88	230039.4	100
Intern Credential Holders Properly Assigned	0	0	2.6	0.54	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	9.8	2.04	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.5	53.56	20.3	4.2	12112.8	4.34
Unknown/Incomplete/NA	0	0	54.9	11.34	13705.8	4.91
Total Teaching Positions	2.9	100	484.8	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	2.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	2.00	2.7	1.5
Total Out-of-Field Teachers	2.00	2.7	1.5

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	22.2	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 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 2025 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 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>ACELLUS K-12 (Adopted in 2022) Copyright 2003 Acellus Corporation</p> <p>TK-5: McGraw-Hill Education: California World of Wonders, c2017 (Adopted in 2017)</p> <p>6-8: McGraw-Hill Education: StudySync, c2017 (Adopted in 2017)</p> <p>6-12: Houghton Mifflin Harcourt: English 3D (ELD), c2022 (Adopted in 2024)</p> <p>9: College Board: Pre-AP English 9, Platform (Adopted 2019)</p> <p>10: College Board: Pre-AP English 10 Platform (Adopted 2020)</p> <p>11: SAVVAS: myPerspectives Volume 1 and 2 and Grammar Plus Workbook, c2023 (Adopted 2024)</p> <p>12: CSU: Expository Reading and Writing Course (ERWC) Modules (Adopted 2012)</p> <p>11-12: Cengage Learning, Compact Bedford Intro to Literature, c2005 (Adopted 2007)</p> <p>11-12: Bedford/St. Martin's: Language of Composition: Reading, Writing, Rhetoric, c2005 (Adopted 2007)</p> <p>11-12: Longman: Everyday Use: Rhetoric at Work in Reading and Writing College, c2005 (Adopted 2007)</p> <p>9-12: McGraw-Hill Learning Solutions: Literature Reading Fiction, Poetry, and Drama, 6th Edition, c2007 (Adopted 2014)</p>	0%
Mathematics	ACELLUS K-12. (Adopted in 2022) Copyright 2003 Acellus Corporation	0%

	<p>TK-5: Pearson: enVision Math California Common Core, c2015 (Adopted in 2015)</p> <p>6-8: McGraw-Hill Education: California Math Course 1, 2, and 3, c2015 (Adopted in 2015)</p> <p>6-12: Pearson/Prentice Hall: Integrated Mathematics, Level 1 Common Core, c2014 (Adopted in 2014)</p> <p>6-12: Pearson/Prentice Hall: Integrated Mathematics, Level 2 Common Core, c2014 (Adopted in 2015)</p> <p>6-12: Pearson/Prentice Hall: Integrated Mathematics, Level 3 Common Core, c2014 (Adopted in 2016)</p> <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>ACELLUS K-12 (Adopted in 2022) Copyright 2003 Acellus Corporation</p> <p>TK-5: Imagine Learning: Twig Education, c2022 (Adopted in 2024)</p> <p>6-8: Imagine Learning: Twig Education, c2022 (Adopted in 2024)</p> <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>	0%
History-Social Science	<p>ACELLUS K-12 (Adopted in 2022) Copyright 2003 Acellus Corporation</p> <p>TK-5: Studies Weekly: California Studies Weekly, c2017 (Adopted in 2018)</p> <p>6: TCI: History Alive! The Ancient World, c2017 (Adopted in 2019)</p> <p>7: TCI: History Alive! The Medieval World and Beyond, c2017 (Adopted in 2019)</p> <p>8: TCI: History Alive! The U.S. Through Industrialism, c2017 (Adopted in 2019)</p> <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>	0%

	<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>	
Foreign Language	<p>ACELLUS K-12 (Adopted in 2022) Copyright 2003 Acellus Corporation</p> <p>6-12: Vista Higher Learning: Descubre, Level 1, 2, 3, c2017 (Adopted in 2019)</p> <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 Esspanoa 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>	0%
Health	<p>ACELLUS K-12 (Adopted in 2022) Copyright 2003 Acellus Corporation</p>	0%

6-8: Positive Prevention PLUS: Sexual Health Education for America's Youth: Middle School and Community Settings, c2018 (Adopted 2018)
 9-12: Positive Prevention PLUS: Sexual Health Education for America's Youth: High School and Community Settings, c2018 (Adopted 2018)

Science Laboratory Equipment (grades 9-12)

Inventory list

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

School Facility Conditions and Planned Improvements

Covina Valley Learning Options Academy is an independent study program at the Fairvalley High School (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 2025

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			Work orders submitted and assigned to the Maintenance Dept.

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	47	37	49	53	47	48
Mathematics (grades 3-8 and 11)	30	32	37	39	35	37

2024-25 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	40	38	95.00	5.00	36.84
Female	14	13	92.86	7.14	38.46
Male	26	25	96.15	3.85	36.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	35	35	100.00	0.00	37.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	33	32	96.97	3.03	31.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 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	40	38	95.00	5.00	31.58
Female	14	13	92.86	7.14	30.77
Male	26	25	96.15	3.85	32.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	35	35	100.00	0.00	31.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	33	32	96.97	3.03	28.13
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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	20.59	36.67	25.79	28.34	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	32	30	93.75	6.25	36.67
Female	15	14	93.33	6.67	35.71
Male	17	16	94.12	5.88	37.50
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	29	29	100.00	0.00	37.93
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	25	24	96.00	4.00	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	8
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	25

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.

2024-25 California Physical Fitness Test Participation Rates

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
Grade 5	100%	100%	100%	100%	100%
Grade 7	66.7%	66.7%	66.7%	66.7%	66.7%
Grade 9	100%	100%	100%	100%	100%

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.

2025-26 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.

As a relatively new school, the Covina-Valley Learning Options Academy works hard to share information with our parents and engage them as our learning partners. Information is shared regularly with parents during orientation sessions, Back to School Night, and other parent events in order to ensure that, as community partners, parents have a basic level of understanding of our anticipated outcomes for students enrolled in C-VLOA. Parents are also invited to participate in surveys and focus groups as we continue to develop programs and processes that best serve our students.

At the site level, parents are invited to participate and take leadership roles on committees such as the School Site Council

2025-26 Opportunities for Parental Involvement

(SSC) and English Language Advisory Committee (ELAC). Parental input is sought at each meeting and is a key component in developing the School Plan for Student Achievement (SPSA). Parents are also invited, by the District, to participate in the development of the Local Control Accountability Plan (LCAP) as well as participate in District leadership committees such as the District English Language Advisory etc.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	--	--	--	2.6	2.3	2.1	8.2	8.9	8
Graduation Rate	--	--	--	95.8	95.1	97.2	86.2	86.4	87.5

2024-25 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	--	--	--
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	77	74	21	28.4
Female	34	33	9	27.3
Male	42	40	11	27.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	66	63	17	27.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	67	65	17	26.2
Students Receiving Migrant Education Services	--	--	--	--
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.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	2.64	3.04	2.49	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.04	0.04	0.03	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	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	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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.

2025-26 School Safety Plan

As part of the agenda for the first School Site Council (SSC) meeting, the Comprehensive School Safety Plan (CSSP) was reviewed, updated and discussed with school faculty, classified staff, and parents on September 18, 2024. One student from C-VLOA participated in SSC and was able to review the C-VLOA CSSP.

C-VLOA is a fully online school, and most components of the CSSP outline responses to in-person situations. During the review, the key elements that were discussed included bullying and cyberbullying, and sexual harassment.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	7	5	0	0
2	4	5	0	0
3	8	10	0	0
4	9	5	0	0
5	5	5	0	0
6	5	6	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	1	5	0	0
2	3	5	0	0
3	4	5	0	0
4	8	5	0	0
5	5	5	0	0
6	3	6	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
2	1	5		
3	2	5		
4	2	5		
5	4	5		
6	5	6		

2022-23 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	7	7	0	0
Mathematics	8	6	0	0
Science	8	6	0	0
Social Science	6	9	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	5	8		
Mathematics	6	6		
Science	4	7		
Social Science	5	8		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	5	8		
Mathematics	7	6		
Science	7	5		
Social Science	5	10		

2024-25 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	122

2024-25 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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$12575.02	\$0	\$12575.02	\$130193.65
District	N/A	N/A	\$3287.24	\$109,552
Percent Difference - School Site and District	N/A	N/A	117.1	22.2
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	15.5	28.5

Fiscal Year 2024-25 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

Fiscal Year 2024-25 Types of Services Funded

- Career Technical Education Incentive Grant (CTEIG)
- Strong Workforce
- Golden Pathways
- Middle College and Dual Opportunities
- CCAP College and Careers
- CAI California Apprentice Grant

* California Community Schools Partnership Program (CCSPP)

* Arts and Music in Schools (Prop 28 - AMS)

* ESSA Comprehensive Support & Improvement (CSI)

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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$60,242	\$62,783
Mid-Range Teacher Salary	\$100,741	\$97,783
Highest Teacher Salary	\$130,573	\$128,020
Average Principal Salary (Elementary)	\$164,353	\$160,224
Average Principal Salary (Middle)	\$170,652	\$166,992
Average Principal Salary (High)	\$181,816	\$180,971
Superintendent Salary	\$338,273	\$313,465
Percent of Budget for Teacher Salaries	31.26%	30.05%
Percent of Budget for Administrative Salaries	4.35%	5%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	37.5
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	2
Fine and Performing Arts	3
Foreign Language	0
Mathematics	0
Science	0
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	14

Professional Development

Covina-Valley provides over 90 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:

- * Eureka Math (19 days)
- * Principal Workshops (26 days)
- * Technology Mentor (11 days)
- * Convocation (1 day)
- * Reading Intervention (14 days)
- * Math Intervention (3 days)
- * Twig Science (4 days)
- * New Teacher Orientation (2 days)
- * Iready (11 days)
- * Focused Schools (1 day)

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	89	59	92