

# Covina High School

## 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.

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2025-26 School Contact Information

<b>School Name</b>	Covina High School
<b>Street</b>	463 S. Hollenbeck Ave.
<b>City, State, Zip</b>	Covina, CA 91723
<b>Phone Number</b>	626-974-6020
<b>Principal</b>	Daisy Carrasco
<b>Email Address</b>	dcarrasco@c-vusd.org
<b>School Website</b>	www.covinahigh.net
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	19-64436-1932086

### 2025-26 District Contact Information

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

### 2025-26 School Description and Mission Statement

For more than a century, Covina-Valley Unified School District has served the communities of Covina, West Covina, San Dimas, and Irwindale. Covina-Valley Unified School District, established in 1896, serves approximately 12,000 students in Transitional Kindergarten through 12th grade on traditional school calendar systems. The District is comprised of nine elementary schools, three middle schools, three comprehensive high schools, a continuation high school, and an adult education program. The District also focuses on early childhood education to ensure that students have the readiness skills necessary to succeed in their TK-12 educational programs.

Covina High School has been at the hub of the San Gabriel Valley for over a century. Established in 1897, Covina High School

## 2025-26 School Description and Mission Statement

served a community of citrus growers in a rural setting, which remained stable until after World War II. The post-war population boom hit the City of Covina significantly in the 1950's. Covina's population grew tenfold, stabilizing at its current population of just over 30,000. To meet this demand, a new campus was developed at its present location in 1956. Moreover, two additional comprehensive high schools were instituted by Covina-Valley Unified School District (C-VUSD) in the 1960's. An alternative high school campus and an adult education school complement the three comprehensive schools.

The campus retains a park-like setting featuring over 140 trees and a renovated student quad that promotes healthy student interaction. The environment is safe and positive. With a staff that features multiple Covina Alumni, loyalty to the school is a hallmark of the community. Covina High School is a school that values innovation, but also holds dear the respect of tradition. Enrollment in the current school year is approximately 1,200 students. Student demographics include 78% Hispanic, 8% White, 8% Asian, 3% African American and 3% of other diverse ethnic backgrounds. Covina High School is currently 78% socio-economically disadvantaged.

To attain accurate and valid measures of educational progress, Covina High School offers students multiple opportunities to meet our instructional focus of "expressing authentic ideas to real world situations." Multiple measures of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of the instructional program.

Academically, At-Risk students are provided the following supports: a mandatory second English Language Intervention for all English Language Learners (ELL); Guided Study; Study Skills; Math Tutoring; Study Hall; ALEKS; READ 180; Khan Academy; Academic Saturday School; and Credit Recovery.

### Specialized Department Statements:

#### Advanced Placement Program

Advanced Placement (AP) is a College Board program that offers Covina High School students the opportunity to take rigorous, college-level courses and earn college credit while in high school. Our AP teachers are highly trained and utilize research-based strategies to reach all students. Advanced Placement classes are open to all students. The content in AP courses is structured similarly to college coursework. Students who complete an AP course and take the end-of-course examination may qualify for college credit from postsecondary institutions, provided their score meets the institution's credit policy. These courses prepare students for further education and college admission offices often look favorably on a history of AP coursework on student transcripts.

#### Agricultural Program

Our Agricultural Program was chosen as the #1 single teacher program in the FFA Orange Section and the #2 single teacher program in the Southern FFA Region. Our farm allows us to offer Agriculture Science and Animal Science courses. These courses acquaint students with the six classes of livestock, plant science, and the various fields and phases of Agriculture. The students are introduced to Agriculture Science in a changing world, Biological Science, Plant Science, Animal Science, and ways to create improved plants and animals through technology. The Agriculture Science course also serves as an introductory course to the Biological Sciences. Opportunities are provided for students to participate in the National Future Farmers of America (FFA) and in vocational agriculture projects. The National FFA Organization helps develop students' potential for leadership, personal growth and career success through the education of agriculture. Covina High School students have the chance to raise animals to take to the Orange County Fair each year for judging and they can earn money from selling their products to various supporters from the community. FFA members at Covina High School follow the National FFA motto which is "Learning to Do, Doing to Learn, Earning to Live, Living to Serve."

#### Advancement Via Individual Determination – AVID Program

AVID is a specialized national program designed to motivate students on the fringe of academic success for admission to a four-year university and college. AVID offers the extra resources to realize and achieve their potential. Approximately 25% of our student population is involved in the program. The AVID program is designed to increase schoolwide learning and performance for students in grades 9th-12th. The purpose of the AVID program is to restructure the teaching methods of an entire school and to open access to the curricula that will ensure four-year college eligibility for almost all students. The mission of AVID is to ensure that all students, especially those historically underserved, are capable of completing a college preparatory path. Students will succeed in rigorous curriculum, will enter mainstream activities of the school, will increase their enrollment in a four-year college, and will become educated, responsible participants and leaders in a democratic society.

#### ELL Program

The English Language Development program at Covina High School provides English Language support at three levels. Beginner and Early Intermediate students are placed in ELD I for two periods of support per day. ELD II, for Intermediate students, is offered as support to their language development. Early Advanced and Advanced students are placed into ELD III. Students in ELD II and ELD III are placed into a college preparatory English class, utilizing SDAIE strategies at their grade level. Covina High School also utilizes Read 180 and i-Ready.

## 2025-26 School Description and Mission Statement

### Engineering & Robotics (PLTW)

This pathway currently offers four sequential courses: Introduction to Engineering, Principles of Engineering, Robotics Engineering and the capstone course, Engineering Design and Development

### Special Education Program

Special Education is a program to provide additional services and support to students who qualify due to learning and/or other disabilities. Specialized academic instruction is provided to students based on their level of need. Covina High School supports an inclusion model for all students (we currently have 11 co-teach sections in our master schedule), including those enrolled in our L.E.A.P. program (non-diploma track). The school has the support of 7 SAI teachers, a full-time Psychologist, a district Speech and Language Pathologist, and an Adaptive Physical Education teacher.

### Medical Pathway

This pathway is designed for students who want to investigate the college and career field of Nursing. Students complete an early pathway of Health Science and Anatomy. In their junior year, students choose an area of focus and complete two specialized courses. Covina High School hopes to empower students to pursue higher education and become industry leaders in the areas of Health Science.

### Visual and Performing Arts (VAPA)

This pathway is designed to provide a comprehensive experience in multiple courses that focus on Visual and Performing Arts. The pathways include Choir, Band, Theater, Film, Art, and Technology. Our students are introduced to industry experts and state of the art equipment.

### Early College Program

Covina HS and Mt. San Antonio College have partnered to offer students the opportunity to take up to 31 transferable UC/CSU credits while enrolled in high school.

### COVINA VISION AND MISSION STATEMENT

"Every Student, Every Day"

#### Covina High School Vision Statement:

"Covina High School is a community inspiring, passionate, innovative and life-long learners."

#### Covina High School Core Values:

Compassion, Creativity, Determination, Integrity, Responsibility, Teamwork

#### Covina High School Instructional Focus Statement:

"All students at Covina High School will show measurable growth in their ability to express authentic ideas applied to real-world situations, through speaking, writing and/or artistic expression, as measured by internal and external assessments."

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	251
Grade 10	270
Grade 11	283
Grade 12	252
<b>Total Enrollment</b>	<b>1,056</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.7
Male	53.8
Non-Binary	0.5
American Indian or Alaska Native	0.1
Asian	7.3
Black or African American	2.1
Filipino	3.7
Hispanic or Latino	79.3
Native Hawaiian or Pacific Islander	0.3
Two or More Races	1.4
White	5.4
English Learners	7.4
Foster Youth	0.4
Homeless	6.7
Socioeconomically Disadvantaged	72.9
Students with Disabilities	14.6

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	42.6	85.62	407.5	84.35	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0.4	0.8	1.8	0.38	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.9	3.88	10	2.09	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.1	2.39	23.1	4.79	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	3.6	7.29	40.5	8.39	15831.9	5.67
<b>Total Teaching Positions</b>	49.7	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	40.9	86.29	394.5	84.5	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	1	0.22	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.2	4.64	8	1.71	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	21.2	4.55	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	4.2	9.05	42	9.02	14303.8	5.15
<b>Total Teaching Positions</b>	47.4	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	41.2	82.83	396.9	81.88	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	2.6	0.54	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.4	4.9	9.8	2.04	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.7	1.48	20.3	4.2	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	5.3	10.77	54.9	11.34	13705.8	4.91
<b>Total Teaching Positions</b>	49.8	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
<b>Permits and Waivers</b>	0.00	0	0.9
<b>Misassignments</b>	1.90	2.2	1.4
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	1.90	2.2	2.4

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	1.10	0	0.7
<b>Total Out-of-Field Teachers</b>	1.10	0	0.7

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.5	10.4	5
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0.8	1.2

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
<b>Reading/Language Arts</b>	9-12: Houghton Mifflin Harcourt: English 3D (ELD), c2022 (Adopted in 2024) 9: College Board: Pre-AP English 9, Platform (Adopted 2019) 10: College Board: Pre-AP English 10 Platform (Adopted 2020) 11: SAVVAS: myPerspectives Volume 1 and 2 and Grammar Plus Workbook, c2023 (Adopted 2024) 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)	0%
<b>Mathematics</b>	9-12: McGraw-Hill Education: Reveal Integrated Math I, c2020 (Adopted in 2025) 9-12: McGraw-Hill Education: Reveal Integrated Math II, c2020 (Adopted in 2025) 9-12: McGraw-Hill Education: Reveal Integrated Math III, c2020 (Adopted in 2025) 9-12: Houghton Mifflin: Pre-Calculus Limits: A Graphing Approach, c2005 (Adopted 2010) 9-12: Pearson Prentice Hall: Thinking Mathematically, c2005 (Adopted 2010) 9-12: Cengage: Calculus, AP Edition, c2023 (Adopted 2024)	0%

	11-12: David Martin, Robert Haese, Sandra Haese, Michael Haese, Mark Humphries: Mathematics HL Core, 3rd Edition, c2012 (Adopted 2014)	
<b>Science</b>	9-12: College Board: Pre-AP Biology Platform (Adopted 2019) 9-12: College Board: Pre-AP Chemistry Platform (Adopted 2020) 9-12: Addison-Wesley: Conceptual Physics, c 1987 (Adopted 1989) 9-12: Pearson: Campbell Biology in Focus, c2024 (Adopted 2024) 9-12: Cengage: Chemistry, AP Edition, c2011 (Adopted 2011) 9-12: Cengage: College Physics, c2009 (Adopted 2015) 9-12: W. H. Freeman: Environmental Science for AP, c2015 (Adopted 2015) 9-12: Pearson: Pearson Baccalaureate Biology HL, c2014 (Adopted 2014)	0%
<b>History-Social Science</b>	9-12: TCI: History Alive! World Connections, c2019 (Adopted in 2019) 9-12: TCI: History Alive! Pursuing American Ideals, c2019 (Adopted in 2019) 9-12: TCI: Gov Alive! Power, Politics, and You, c2013 (Adopted in 2019) 9-12: TCI: Econ Alive! The Power to Choose, c2015 (Adopted in 2019) 9-12: McGraw-Hill: Traditions and Encounters, a Global Perspective on the Past, c2003(Adopted 2004) 9-12: Bedford/St. Martin's: America's History 6th Ed., c2008 (Adopted 2009) 9-12: Pearson Education and Prentice Hall: The Cultural Landscape, An Introduction to Human Geography 10th Ed., c2010 (Adopted 2011) 9-12: South-Western College Pub: Principles of Economics 4th Ed., c2006 (Adopted 2006) 9-12: Longman: Government in America, c2007 (Adopted 2023) 11: Hodder Education: The Second World War and the Americas 1933-1945, c2016 (Adopted 2020) 11:Cambridge University Press: Civil Rights and Social Movements in the Americas, c2012 (Adopted 2020) 11: Cambridge University Press: History for the IB Diploma The Cold War and the Americas 1945-81, c2012 (Adopted 2020) 12: Hodder Education: The Second World War and the Americas 1933-1945, c2016 (Adopted 2020) 12: Cambridge University Press: Civil Rights and Social Movements in the Americas, c2012 (Adopted 2020) 12: Cambridge University Press: History for the IB Diploma The Cold War and the Americas 1945-81, c2012 (Adopted 2020)	0%
<b>Foreign Language</b>	9-12: Vista Higher Learning: Descubre, Level 1, 2, 3, c2017 (Adopted in 2019) 9-12: Vista Higher Learning: AP Spanish Language and Culture: Temas, c2014 (Adopted 2020) 9-12: Longman: AP Spanish: A Guide for the Language Course, c1989 (Adopted 1994) 9-12: John Wiley & Sons Inc: Avanzando, Gramatica Esspanoa y Lectura, c1997 (Adopted 2007) 9-12: Prentice Hall: AP Spanish Preparing for the Language and Culture, c2014 (Adopted 2014)	0%

	<p>9-12: Holt McDougal: Abriendo puertas: Ampliando perspectivas, 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 &amp; Tsui: Integrated Chinese Level 1 Part 1, c2008 (Adopted 2014)</p> <p>9-12: Cheng &amp; Tsui: Integrated Chinese Level 1 Part 2, c2009 (Adopted 2014)</p> <p>9-12: Cheng &amp; Tsui: Integrated Chinese Level 2 Part 1, c2008 (Adopted 2014)</p> <p>9-12: Cheng &amp; 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>	
<b>Health</b>	9-12: Positive Prevention PLUS: Sexual Health Education for America's Youth: High School and Community Settings, c2018 (Adopted 2018)	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	Inventory List	0%

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

## School Facility Conditions and Planned Improvements

Covina High School was built in 1957 and modernized in 1994. School facilities are situated on 40 acres and span more than 132,000 square feet. They consist of permanent and portable classrooms, a gymnasium, a cafeteria, administrative offices, restrooms, and storage rooms. Recent renovations include new paint on the classroom doors, cement work around the buildings, resurfacing the student parking lot, and beautification of the campus to create a park-like setting. In the summer of 2007, there were athletic field improvements, the parking lots were patched and slurry sealed, and traffic/parking markings and curbs were painted. In June 2008, the roofs on buildings M and P were replaced. The interior of the kitchen, cafeteria, teachers' lounge, and restrooms were painted. ASB continued on the beautification of the campus by purchasing tables and benches, installing them in the quad for students to enjoy. In 2010, a 3.5 million dollar gym renovation project was completed which was supported by our Bond measure. In the summer of June 2011 modernization began on 8 classrooms to provide a Business Academy to our campus, the project was completed in July of 2012. Safety and cleanliness of our campus is a priority. Monthly inspections are made on classrooms and restrooms to meet district safety and cleanliness guidelines. District Maintenance and Grounds maintain the facilities and keep them in good repair. The facility strongly supports teaching and learning through its ample classrooms and recreational space

**Year and month of the most recent FIT report**

September 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			None
<b>Interior:</b> Interior Surfaces	X			None
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Work orders submitted and assigned to the Maintenance Dept.

## School Facility Conditions and Planned Improvements

<b>Electrical</b>	X		None
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		None
<b>Safety:</b> Fire Safety, Hazardous Materials	X		None
<b>Structural:</b> Structural Damage, Roofs	X		None
<b>External:</b> 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 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	46	59	49	53	47	48
<b>Mathematics</b> (grades 3-8 and 11)	22	20	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
<b>All Students</b>	280	275	98.21	1.79	59.12
<b>Female</b>	119	118	99.16	0.84	66.67
<b>Male</b>	158	154	97.47	2.53	52.60
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	14	14	100.00	0.00	64.29
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	11	11	100.00	0.00	90.91
<b>Hispanic or Latino</b>	232	228	98.28	1.72	58.15
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--

<b>White</b>	16	16	100.00	0.00	50.00
<b>English Learners</b>	20	19	95.00	5.00	5.26
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	199	196	98.49	1.51	54.87
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	44	44	100.00	0.00	15.91

## 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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	280	275	98.21	1.79	20.00
<b>Female</b>	119	117	98.32	1.68	12.82
<b>Male</b>	158	155	98.10	1.90	25.81
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	14	14	100.00	0.00	42.86
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	11	11	100.00	0.00	72.73
<b>Hispanic or Latino</b>	232	227	97.84	2.16	17.18
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	16	16	100.00	0.00	12.50
<b>English Learners</b>	20	20	100.00	0.00	5.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--

<b>Socioeconomically Disadvantaged</b>	199	195	97.99	2.01	17.44
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	44	44	100.00	0.00	6.82

## 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.

<b>Subject</b>	<b>School 2023-24</b>	<b>School 2024-25</b>	<b>District 2023-24</b>	<b>District 2024-25</b>	<b>State 2023-24</b>	<b>State 2024-25</b>
<b>Science</b> (grades 5, 8 and high school)	23.08	27.57	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
<b>All Students</b>	521	506	97.12	2.88	27.67
<b>Female</b>	233	227	97.42	2.58	26.43
<b>Male</b>	285	276	96.84	3.16	28.62
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	37	37	100.00	0.00	45.95
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	16	16	100.00	0.00	56.25
<b>Hispanic or Latino</b>	418	406	97.13	2.87	24.88
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	34	32	94.12	5.88	28.13
<b>English Learners</b>	28	26	92.86	7.14	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	364	354	97.25	2.75	25.71
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	75	72	96.00	4.00	6.94

## 2024-25 Career Technical Education Programs

The Career and Technical Education (CTE) courses offered by South Hills High School adhere to the relevant CTE course standards and provide a rigorous curriculum, complemented by hands-on work experience. The CTE courses provide a vehicle for students to develop the knowledge and skills needed to become educated and employable. The programs offer comprehensive offerings that integrate academic knowledge with occupation-specific skills and employability.

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 a 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

## 2024-25 Career Technical Education Programs

SHHS offers CTE courses in Health Science and Medical Technology, Business and Finance, Arts, Media, and Entertainment, as well as Hospitality, Tourism, and Recreation. The following CTE courses are offered at SHHS:

### Health Science and Medical Technology:

#### A. Athletic Training

1. Advanced Sports Physical Therapy
3. Sports Science IB SL

#### B. Medical Assisting

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

### Business and Finance:

#### Entrepreneurship

#### Virtual Enterprise

#### Business Management IB SL

#### Business application and design

### Arts, Media, and Entertainment - Film/Video Production:

#### Special Projects

#### Digital Photo II

#### Photo Commercial Art

#### 1. Introduction to Theater Arts

#### Advanced Acting

#### Chorus/Concert Chorus Production

### Hospitality, Tourism, and Recreation:

#### 1. Culinary Arts 1

#### 2. Culinary Arts 2

### Manufacturing and Product Development

#### 1. Welding I

#### 2. Advanced Welding

#### 3. Metal Fabrication

### Building and Construction Trades

#### A. 1. HVAC

#### 2. HVAC

#### 3. Advanced HVAC

#### B. Electrician

#### 1. Electrician 1

#### 2. Electrician 2

#### C. Construction

### Personal Services:

#### 1. Cosmetology

## 2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	534
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	59.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	31

## 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	99.62
Graduates Who Completed All Courses Required for UC/CSU Admission	75.92

## 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 9	97.2%	96.9%	96.1%	96.5%	97.2%

## 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

Parents and the community are supportive of the educational programs at Covina High School. Parents have the opportunity for communication through our Parent Portal Access; email links; CHS Anonymous Tip Line; telephone to all teachers, counselors, and administrators; PTSA newsletters; School newsletters; auto-dialer telephone messages via ParentSquare; Social Media; and access through the web site to school bulletins and announcements.

## 2025-26 Opportunities for Parental Involvement

Parents have opportunities for collaboration and feedback through many student/parent activities provided on our campus. Our Parent Teacher Student Association meets on the first Wednesday of each month and provide scholarships and support for our students throughout the year. Parents of our English Learners have an opportunity to participate in our ELAC (English Language Learner Acquisition Committee) to communicate with our staff regarding ELPAC scores and progress students are making to reach proficiency in English. School Site Council meets four times a year and is responsible for working together with the school site to approve our School Plans and monitor our School Site Budget. Our Booster Organizations for sports and extracurricular activities meet on a monthly basis as support groups and raise funds to help maintain a viable program. We provide other activities to help open lines of communication such as Back to School Night and our 8th Grade Parent Orientation Night. We have athletic, musical, and theatrical events throughout the year that allows parents to watch their students' performances. At the end of the year we have a Senior Awards Ceremony that parents attend to celebrate the accomplishments of their students throughout their career at Covina High School.

Our counseling department has a College Career Fair and College and Financial Aid night for our parents and feeder schools to provide valuable information on colleges and the process of application and career planning. We also provide the Naviance Succeed Program which is a premier student success planning solution that provides support and guidance to students, families, and school staff to promote student achievement and post-secondary success. Counselors go to our feeder elementary schools and talk about college to prepare students for college readiness. Each student and parent meet once a year with their student's counselors to discuss their Individual Learning Plans and to monitor progress towards meeting graduation requirements and post secondary opportunities. Our counselors also go to nearby private schools and share our programs to recruit students to our campus.

Once a year all students attend a suicide prevention program to make students aware of the high rate of suicide among teens and steps on how to help students who are showing signs of at-risk behavior. There is a follow up meeting for all parents to share this important information with them so all stakeholders are informed. Counselors are available for any support needed after this information is received.

If you have any questions regarding any of our parent opportunities please feel free to contact 626-974-6020.

## 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
<b>Dropout Rate</b>	1.7	2.7	1.2	2.6	2.3	2.1	8.2	8.9	8
<b>Graduation Rate</b>	95.1	92.8	97.2	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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	253	246	97.2
<b>Female</b>	121	119	98.3
<b>Male</b>	132	127	96.2
<b>Non-Binary</b>	0.0	0.0	0.0
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	24	23	95.8
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	196	190	96.9
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	18	18	100.0
<b>English Learners</b>	24	20	83.3
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	21	21	100.0
<b>Socioeconomically Disadvantaged</b>	204	197	96.6
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	42	37	88.1

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	1114	1087	228	21.0
Female	506	491	114	23.2
Male	602	590	113	19.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	80	79	3	3.8
Black or African American	23	22	5	22.7
Filipino	39	39	0	0.0
Hispanic or Latino	890	866	201	23.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	15	15	3	20.0
White	57	56	12	21.4
English Learners	89	82	18	22.0
Foster Youth	--	--	--	--
Homeless	68	65	27	41.5
Socioeconomically Disadvantaged	750	732	177	24.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	167	164	56	34.1

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
3.89	4.86	2.69	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	0.09	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	2.69	0.09
Female	1.19	0.00
Male	3.99	0.17
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	4.35	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.92	0.11
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	13.33	0.00
White	1.75	0.00
English Learners	3.37	0.00
Foster Youth	0.00	0.00
Homeless	2.94	0.00
Socioeconomically Disadvantaged	3.60	0.13
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.39	0.60

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

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 brunch, lunch, and before and after school, staff members supervise students and school grounds, including the cafeteria to ensure a safe and orderly environment. The Comprehensive School Safety Plan was developed by administrators, other school staff members, and Los Angeles County Office of Education staff members. It is reviewed, approved, and evaluated by the School Site Council in cooperation with local law enforcement 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. 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 and District Office

## 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	30	12	8	22
Mathematics	31	10	13	17
Science	30	8	3	14
Social Science	29	8	9	15

## 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	28	14	14	16
Mathematics	27	12	26	8
Science	27	8	10	10
Social Science	26	8	18	9

## 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	27	10	13	19
Mathematics	27	9	23	11
Science	26	8	12	6
Social Science	28	7	11	13

## 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	540

## 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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	1.1

## 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
<b>School Site</b>	\$13419.59	\$2744.91	\$10674.68	\$107778.87
<b>District</b>	N/A	N/A	\$3287.24	\$109,552
<b>Percent Difference - School Site and District</b>	N/A	N/A	105.8	3.4
<b>State</b>	N/A	N/A	\$11,146	\$103,743
<b>Percent Difference - School Site and State</b>	N/A	N/A	-0.9	9.8

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

## 2024-25 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	46.1
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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
<b>Computer Science</b>	0
<b>English</b>	4
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	2
<b>Mathematics</b>	3
<b>Science</b>	9
<b>Social Science</b>	8
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	45

## 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)

## Professional Development

- \* 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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	89	59	92