

# Fairvalley High School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

## 2023-24 School Contact Information

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

## 2023-24 District Contact Information

<b>District Name</b>	Covina-Valley Unified School District
<b>Phone Number</b>	626-974-7000
<b>Superintendent</b>	Elizabeth Eminhizer, Ed.D.
<b>Email Address</b>	eeminhizer@c-vusd.org
<b>District Website</b>	<a href="http://www.c-vusd.org">www.c-vusd.org</a>

## 2023-24 School Description and Mission Statement

Fairvalley High School currently serves a population of 117 high-risk students, ages 16 to 18, in a variety of alternative educational programs with a total of 9 FTE teachers and 2 part time Art teachers. Fairvalley annually enrolls approximately 150 students through an orientation process that takes place every six weeks. The mobility rate for the at-risk youth is high; therefore, the school is proactive in helping the students stabilize through the use of available school resources, such as counseling, free transportation, and school supplies. Fairvalley utilizes the support of a principal, two full time counselors, a part time school psychologist, a part time social worker, and outside school support resources such as probation officers, etc.

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

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

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

The ethnicity of the student population at Fairvalley is representative of the community: 85% Hispanic, 8% White, 4% African American, 3% Asian and 1% Multi-Ethnic. The range of parent education is predominately high school graduation to junior college attendance. 92% of students are socio-economically disadvantaged. The majority of the Fairvalley High School

## 2023-24 School Description and Mission Statement

students live in a single parent household or in a blended family.

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

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

### FAIRVALLEY MISSION STATEMENT

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

### FAIRVALLEY VISION STATEMENT

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

### STAFF COMMITMENT

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

### STUDENT STATEMENT

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

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

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

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	44
Grade 12	113
Total Enrollment	157

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42%
Male	58%
American Indian or Alaska Native	0.6%
Black or African American	5.7%
Filipino	0.6%
Hispanic or Latino	81.5%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	1.3%
White	8.3%
English Learners	7%
Foster Youth	4.5%
Homeless	5.7%
Socioeconomically Disadvantaged	66.2%
Students with Disabilities	32.5%

### A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	5.90	40.44	414.70	84.26	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.40	0.08	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	2.20	0.45	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	8.60	58.95	21.80	4.43	12115.80	4.41
<b>Unknown</b>	0.10	0.68	53.00	10.77	18854.30	6.86
<b>Total Teaching Positions</b>	14.60	100.00	492.20	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	6.00	45.06	407.50	84.35	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.80	0.38	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	10.00	2.09	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	7.30	54.87	23.10	4.79	11953.10	4.28
<b>Unknown</b>	0.00	0.00	40.50	8.39	15831.90	5.67
<b>Total Teaching Positions</b>	13.40	100.00	483.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	8.60	7.30
<b>Total Out-of-Field Teachers</b>	8.60	7.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 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 2023 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.

<b>Year and month in which the data were collected</b>	October 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	TK-5: McGraw-Hill Education: California World of Wonders, c2017 (Adopted in 2017) 6-8: McGraw-Hill Education: StudySync, c2017 (Adopted in 2017) 9-12: McDougal Littell: The Literature of Language CA Edition, c2002 (Adopted in 2003); Glencoe McGraw-Hill Writer's Choice, c2001 (Adopted in 2001)	Yes	0%
<b>Mathematics</b>	TK-5: Pearson: enVision Math California Common Core, c2015 (Adopted in 2015) 6-8: McGraw-Hill Education: California Math Course 1, 2, and 3, c2015 (Adopted in 2015) 9-12: Pearson/Prentice Hall, Integrated Mathematics Level 1 Common Core, c2014 (Adopted in 2014); Pearson/Prentice Hall: Integrated Mathematics, Level 2 Common Core, c2014 (Adopted in 2015); Pearson/Prentice Hall: Integrated Mathematics, Level 3 Common Core, c2014 (Adopted 2016)	Yes	0%
<b>Science</b>	TK-5: Macmillan/McGraw-Hill: California Science, c2008 (Adopted in 2007) 6: Prentice-Hall California Science Explorer - Focus on Earth Science, c2008 (Adopted in 2007) 7: Prentice-Hall California Science Explorer - Focus on Life Science, c2008 (Adopted in 2007) 8: Prentice-Hall California Science Explorer - Focus on Physical Science, c2008 (Adopted in 2007) 9-12: Glencoe-Biology: An Everyday Experience, c2005 (Adopted in 2005); Prentice Hall Biology: AP Edition, c2005 (Adopted in 2007); Thomson/Delmar Learning: Science of Earth Systems, c2004 (Adopted in 2005); Holt McDougal-McDougal Littell Biology, c2008 (Adopted in 2009); Prentice Hall Chemistry-California Edition, c2007 (Adopted in 2007)	Yes	0%
<b>History-Social Science</b>	TK-5: Studies Weekly: California Studies Weekly, c2017 (Adopted in 2018) 6: TCI: History Alive! The Ancient World, c2017 (Adopted in 2019) 7: TCI: History Alive! The Medieval World and Beyond, c2017 (Adopted in 2019) 8: TCI: History Alive! The U.S. Through Industrialism, c2017 (Adopted in 2019) 9-12: TCI: History Alive! World Connections, c2020 (Adopted in 2019); TCI: History Alive! Pursuing American Ideals, c2019 (Adopted in 2019); TCI: Gov Alive! Power, Politics, and You, c2020 (Adopted in 2019); TCI: Econ Alive! The Power to Choose, c2020 (Adopted in 2019)	Yes	0%
<b>Foreign Language</b>	7-8: Vista Higher Learning: Descubre, Level 1, c2017 (Adopted in 2019) 9-12: Vista Higher Learning: Descubre, Levels 1-2-3, c2017 (Adopted in 2019); EMC Publishing: T'es branche? Levels 1-2-3-4, c2014 (Adopted in 2017)	Yes	0%
<b>Health</b>	TK-5: Great Body Shop (Adopted in 1998)		N/A

	6-8: Prentice Hall (Adopted in 2007); Positive Prevention Plus (Adopted in 2018) 9-12: Holt, Rinehart & Winston (Adopted in 2004); Positive Prevention Plus (Adopted in 2018)		
<b>Visual and Performing Arts</b>	TK-5: Macmillan/McGraw-Hill (Adopted in 2007)		

## School Facility Conditions and Planned Improvements

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

<b>Year and month of the most recent FIT report</b>	November 2023
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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			Work orders submitted and assigned to the Maintenance Dept.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			None
<b>Electrical</b>	X			Work orders submitted and assigned to the Maintenance Dept.
<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			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.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	8	15	50	53	47	46
<b>Mathematics</b> (grades 3-8 and 11)	0	0	30	35	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	68	65	95.59	4.41	15.38
<b>Female</b>	24	23	95.83	4.17	21.74
<b>Male</b>	44	42	95.45	4.55	11.90
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	57	55	96.49	3.51	14.55
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	44	42	95.45	4.55	16.67
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	68	65	95.59	4.41	0.00
<b>Female</b>	24	23	95.83	4.17	0.00
<b>Male</b>	44	42	95.45	4.55	0.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	57	55	96.49	3.51	0.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	44	43	97.73	2.27	0.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	6.32	2.54	23.75	26.15	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	125	118	94.40	5.60	2.54
<b>Female</b>	57	53	92.98	7.02	1.89
<b>Male</b>	68	65	95.59	4.41	3.08
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	106	101	95.28	4.72	2.97
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	85	80	94.12	5.88	3.75
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	12	10	83.33	16.67	--

## 2022-23 Career Technical Education Programs

The Career and Technical Education (CTE) courses offered by the Tri Community Adult Education Center for students at Fairvalley High School follow the appropriate CTE course standards and offer a rigorous curriculum and work experience. The CTE courses provide a vehicle for students to develop the knowledge and skills needed to become educated and employable. The programs contains comprehensive offerings that integrate academics with occupation specific knowledge and employable skills.

The Career Technical Education Advisory Committee validates current courses and provides additional recommendations in order to maintain a relevant CTE program. The Advisory Committee meets three times per year and includes representation from all pathways, as well as Cal Poly Pomona and Mt. San Antonio College (Mt. Sac).

The Industries represented on the Advisory Committee include the following:

- Agriculture and Natural Resources
- Arts, Media and Entertainment
- Building and Construction
- Business and Finance
- Health Science and Medical Technology
- Hospitality, Tourism and Recreation
- Information and Communication Technology
- Public Services

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

Building and Construction:

1. Welding
2. Advanced Welding

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	74
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	20
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	71.97
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

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

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

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

## C. Engagement

### State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	5.7	17.5	23.1	1.3	2.9	2.6	9.4	7.8	8.2
<b>Graduation Rate</b>	74.7	80.7	67.3	96.2	95.6	95.8	83.6	87	86.2

#### 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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>	52	35	67.3
<b>Female</b>	33	23	69.7
<b>Male</b>	19	12	63.2
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	45	30	66.7
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	--	--	--
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	48	33	68.8
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	--	--	--

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	208	199	136	68.3
Female	91	89	69	77.5
Male	117	110	67	60.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	3	3	2	66.7
Black or African American	10	10	8	80.0
Filipino	1	1	0	0.0
Hispanic or Latino	170	161	111	68.9
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	2	2	1	50.0
White	18	18	13	72.2
English Learners	19	16	10	62.5
Foster Youth	12	9	8	88.9
Homeless	12	11	9	81.8
Socioeconomically Disadvantaged	160	152	109	71.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	59	55	34	61.8

### C. Engagement

#### State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.44	3.63	1.92	0.06	2.37	2.64	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.02	0.04	0.00	0.07	0.08



## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.92	0
Female	1.1	0
Male	2.56	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.35	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.63	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 School Safety Plan

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

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	8	1	2
Mathematics	14	7	1	1
Science	16	3		1
Social Science	15	10		2

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	7	1	
Mathematics	11	9		
Science	12	3		
Social Science	19	8	1	2

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 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	20	7	0	2
Mathematics	23	5	1	1
Science	29	2	0	1
Social Science	28	5	2	4

## 2022-23 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	314

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0.5
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	1
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	0.6
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	1

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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>	\$24,709.28	\$4,699.18	\$20010.10	\$103719.13
<b>District</b>	N/A	N/A	2,715.53	\$93,275
<b>Percent Difference - School Site and District</b>	N/A	N/A	152.2	12.3
<b>State</b>	N/A	N/A	\$7,607	\$90,632
<b>Percent Difference - School Site and State</b>	N/A	N/A	100.9	16.0

## Fiscal Year 2022-23 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 (CTE)
- Strong Workforce

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

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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>	\$50,370	\$55,550
<b>Mid-Range Teacher Salary</b>	\$84,232	\$84,645
<b>Highest Teacher Salary</b>	\$109,176	\$111,284
<b>Average Principal Salary (Elementary)</b>	\$155,978	\$139,860
<b>Average Principal Salary (Middle)</b>	\$157,946	\$146,440
<b>Average Principal Salary (High)</b>	\$167,875	\$158,447
<b>Superintendent Salary</b>	\$282,839	\$278,268
<b>Percent of Budget for Teacher Salaries</b>	32.65%	32.21%
<b>Percent of Budget for Administrative Salaries</b>	4.7%	4.89%

## 2022-23 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>	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

Covina-Valley provides over 80 days of dedicated professional development each year. Professional development aligns with the Local Control Accountability Plan (LCAP), Common Core State Standards, student needs, and professional needs. Professional Development is provided during the school day and on modified Tuesdays.

The district provided professional development in the following areas:

- \* Lindamood-Bell (27 days)
- \* UCI Math (13 days)
- \* Principal Workshops (19 days)
- \* Technology Mentor AI (4 days)
- \* Steve Ventura ( 10 days)
- \* Staff Leadership (3 days)
- \* Write from the Beginning and Beyond ( 4 days)
- \* Math Intervention (2 days)
- \* Science Adoption ( 3 days)
- \* New Teacher Orientation (2 days)
- \* Iready (2 days)

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	52	75	89