# West Covina High School
## School Accountability Report Card
## Reported Using Data from the 2016-17 School Year
### Published During 2017-18

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

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

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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

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

## About This School

**Contact Information (School Year 2017-18)**

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

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

**School Description and Mission Statement (School Year 2017-18)**

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

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

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

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

**Major Achievements:**
• Obtained U.S. News and World Report Magazine's "Best High Schools" (2014, 2015, 2016, 2017) Silver Medal Award
• Obtained Newsweek Magazine's "Beating the Odds 2015: Top High School for Low-Income" List, #160 nationwide of 500
• 2013 California Distinguished School
• Our graduates are attending some of the most prestigious institutions of higher education such as Columbia, Stanford, USC, UCLA, UCI, UC Berkeley, Claremont Colleges; just to name a few
• 2015 Chezy Champs Western Regional FIRST Robotics Champions
2016 Honor Roll
• 2017 FIRST STEAMWORKS World Championships (participant)
• 2004, 2011, and 2012 CIF Champions in Football and Wrestling.  Multiple Hacienda League championships
• 2017 National Dance/Drill Silver Medalists (Female)
• 2017 International and National Champions: Hip Hop (COED and ALL-MALE) Team
• We continue to improve our classroom environment, technology, athletic fields, student commons, and overall campus facility
• Improved Career Technical Education course offerings and ROP articulation to meet the needs of our students with courses such as the AFJROTC, Computer Applications/Health for all Freshman, Accounting, Digital Photography, Multimedia Graphic Arts, Forensics/Criminal Justice, Sign Language, Athletic Training, Sports Medicine, Introduction to Robotics, Robotics in Business, Computer Assisted Design, Electronics.

**Focus for Improvement:**
*Implementation of the "Bulldog Literacy Initiative" for all students in order to support the transition to the Common Core State Standards, preparation for assessments (SBAC, AP, SAT, ACT) and development of 21st Century Skills
*Student-centered teaching and learning
*Professional Learning Communities (PLCs)
*AVID Strategies Schoolwide
*Increased staffing and instructional focus on EL students
*Increased staffing, collaborative classes, and instructional focus on Special Ed students
*Common curriculum (common essential standards) by core content area
*Common pacing by core content area

*Common formative assessments by core content area
*Using the results of formative assessments to drive curricular and instructional practices
*Infusion of technology as a tool to enhance teaching and learning
*Increased counseling focusing on targeted populations
*School-wide accountability for academic success
*Expansion of before school, after school, and Saturday intervention programs for targeted students
*Implementation of Anti-Bullying/Tolerance Program to improve campus climate
*Addition of full-time West Covina Police Department School Resource Officer to enhance campus safety

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

*Engineering Career Pathways in Robotics and Construction Technology- two new four-year career pathways designed to prepare students with the skills necessary to be competitive for college and career.

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

**Student Enrollment by Grade Level (School Year 2016-17)**

| Grade Level | Number of Students |
|---|---|
| Grade 9 | 580 |
| Grade 10 | 613 |
| Grade 11 | 558 |
| Grade 12 | 535 |
| Total Enrollment | 2,286 |

**Student Enrollment by Group (School Year 2016-17)**

| Student Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 3.5 |
| American Indian or Alaska Native | 0.3 |
| Asian | 11.2 |
| Filipino | 4.9 |
| Hispanic or Latino | 73.7 |
| Native Hawaiian or Pacific Islander | 0.2 |
| White | 5.7 |
| Two or More Races | 0.2 |
| Socioeconomically Disadvantaged | 64.8 |
| English Learners | 4.9 |
| Students with Disabilities | 10.2 |
| Foster Youth | 0.4 |

# A. Conditions of Learning

## State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**Teacher Credentials**

| Teachers | School | | | District |
|---|---|---|---|---|
| | 2015-16 | 2016-17 | 2017-18 | 2017-18 |
| **With Full Credential** | 97 | 94 | | 465 |
| **Without Full Credential** | 1 | 0 | | 9 |
| **Teaching Outside Subject Area of Competence (with full credential)** | 0 | 0 | 1 | 0 |

**Teacher Misassignments and Vacant Teacher Positions**

| Indicator | 2015-16 | 2016-17 | 2017-18 |
|---|---|---|---|
| **Misassignments of Teachers of English Learners** | 0 | 0 | 1 |
| **Total Teacher Misassignments *** | 0 | 0 | 1 |
| **Vacant Teacher Positions** | 0 | 1 | 0 |

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

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

**Year and month in which data were collected:** September 2016

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | Reading and Writing (Holt): Ninth and tenth grade English is an integrated study of the works of American and world authors; eleventh graders focus on classic and modern American literature, while seniors study primarily British literature. All students learn how to write research papers and give formal presentations. Creative writing, journalism, and AP English (Literature and Language) courses are electives available to all students. | Yes | 0% |
| **Mathematics** | Mathematics (College Prepatory Math: Algebra I, Geometry, and Algebra II) (Prentice Hall, McDougal Littell, Addison Wesley, Glencoe/McGraw Hill, Brooks/Cole, Pearson Learning, Freeman & Co): Our mathematics instruction helps students gain the knowledge and skills needed to pass algebra and the newly required High School Exit Exam.  All math classes are college preparatory, and we also offer | Yes | 0% |

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|---|---|
| | high-level mathematics courses to all students, including geometry, trigonometry, AP statistics, pre-calculus and AP calculus.  We have been able to promote even the highest levels of math development through our AP Math and AP Statistics courses. | | |
| **Science** | Science (Holt Rinehart, McDougal Littell, Pearson Learning, Glencoe/McGraw Hill, Brooks/Cole Thompson, Wiley, Botkin): We take pride in our rigorous science curriculum. All science classes are college preparatory and are accompanied by lab activities. We are able to promote and provide Honors and AP courses in all content areas offered by the UC system: AP Biology, AP Chemistry, AP Physics, and AP Environmental Science. WCHS has also expanded our science courses to a broader range of UC/CSU approved courses to include Physical Geology, Human Anatomy and Physiology, and Nutrition. | Yes | 0% |
| **History-Social Science** | Social Studies (Prentice Hall, Holt Rinehart, Worth, Pearson Longman, Thomson South-Western, Houghton Mifflin): Our social studies curriculum is aligned to the state and district requirements for high school students. To graduate, every student must pass a course in World History, US History, Economics and American Government.  Each of these courses is college preparatory.  However, students may opt for a more challenging, Advanced Placement course offered in place of, or in addition to, any of the required courses.  College preparatory electives, regular and Advanced Placement Psychology and Advanced Placement Human Geography are also offered. Textbooks and curriculum support the school's commitment to literacy across the curriculum, offering many opportunities to emphasize reading, writing and critical thinking skills. | Yes | 0% |
| **Foreign Language** | Spanish (McDougal Littell; Amsco; Holt Rinehart Winston; Person/Prentice Hall), Mandarin (Far East Book Company, Cheng & Tsui), French (Wiley and Holt Rinehart Winston), German (EMC Corporation) Our foreign language curriculum follows the state and district requirements for high school students. Students may take a foreign language to meet Fine Arts requirements toward graduation if they choose. Additionally, students are encouraged to complete at least two years of the same language for college entrance requirements. All of our courses are college | Yes | 0% |

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|---|---|
| | preparatory, with an Advanced Placement course offered in each language. | | |
| **Health** | Health (Glencoe - Adopted 2006-2007): West Covina High is proud of our strong Health curriculum, and the cross-curricular opportunities afforded by it. All students learn about five major areas: communicable/non-communicable diseases, heart disease, drugs and alcohol, tobacco, and health and safety. Within each category, life style choices such as diet and exercise, prevention and treatment, emotional health, and physiological effects are studied. These topics are then emphasized in science and physical education courses. | Yes | 0% |
| **Visual and Performing Arts** | ART Classes Meets UC/CSU entrance "f" requirement The introductory class focuses first on visual awareness, teaching students to see. The class concentrates on drawing skills during the first semester and move into color theory the second semester. Students develop skills based on the elements of art and principles of design using appropriate media for the concepts. The second year course is an intermediate art class which reinforces the concepts learned in Art I. In this course more emphasis is placed on creative thinking skills and visual problem solving. A greater range of media and methods are also explored. Students begin to use art as a vehicle of self expression. After the completion of Art II, students are encouraged to continue into Art III, IV and AP Studio Art. This advanced art class expands student skills in various media. Emphasis is placed on understanding and manipulating the elements of art and Principle of Design. Students will use art as visual communication and expression. Afterward, the advanced class emphasizes concepts and advances the skill level of students. Artistic style is explored via individualized art history studies. Once students have mastered these advanced courses, AP Studio Art class assist students with arranging a portfolio based on college criteria and personal interest. The curriculum is designed to prepare students to submit their portfolio to the advanced placement exam in May. Successful performance on the portfolio may qualify for college credit or placement in higher level courses at some colleges and universities. Ceramics is an introductory course designed to offer students an opportunity to explore ceramic media and processes. This course concentrates on hand | | |

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|---|---|
| | building techniques, throwing on the potter's wheel and glazing. We also offer Art History where the student will experience art history that will promote understanding of artistic historical growth, understanding of the artistic process and the influences that created the environment for change. This is not a studio art class, but a class that discovers the various styles of artistic expressions from Greek to Abstract Expression. This class completes WCHS one-year requirement of Fine Arts class for graduation. In the Graphic Arts/Multi-Media class, students receive a foundation of up-to-date classroom instruction in graphic design, pre-press, layout, multimedia presentation, and web page design, using today's latest software and state-of-the-art computers. Using Adobe Photoshop, Illustrator, PageMaker, Adobe Go Live, and Quark Express, students demonstrate the use of the programs for photographic image rendering and manipulation, drawing and coloring, ad design, graphic and text placement and page layout. Students are encouraged to take other fine art courses such as Concert Band which is our beginning band and this is a non-performing group designed to prepare students for performance in an instrumental performance group, specifically Symphonic Band or Concert Band.  Instruments offered are those that are a part of the traditional Symphonic Band which include:  Piccolo, Flute, Oboe, Bassoon, Clarinet, Bass Clarinet, Saxophone, Trumpet, Trombone, French Horn, Baritone, Euphonium or Tuba, Snare Drum, Tenors, Multiple Basses, Timpani, Cymbals, Mallets, and Auxiliary Percussion.  Students may be required to provide their own instrument.  We also have our Jazz Ensemble.  This performance-based group is open to the advanced musician with jazz experience. Instrumentation includes:  Drum Set, Electric Bass, Electric Guitar, Keyboard, Saxophones, Trombones, Trumpets.  Our Marching Band include advanced Percussion Instrumentalists.  Combined with the Symphonic Band, Concert Band and Colorguard, this is the primary performance group that represents West Covina High School and the City of West Covina.  Fall semester the group, as the Marching Band, performs at football games and rallies, competes in several parades and field shop tournaments, and performs at other events throughout Southern California.  Spring semester the group performs at concerts, festivals, special events, competitions and travels for various appearances representing the school and community. Percussionists will be introduced to all percussion | | |

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
| --- | --- | --- | --- |
| | instruments, as well as perform with the marching, symphonic, and concert bands. Choral Ensemble is for students who like to sing, but have never sung in a group. This choir has fun music, public concerts, and special social activities like a trip to see an LA Opera. Concert Choir is for intermediate singers who have some choir experience, but do not want the time commitment of an advanced choir. Concert Choir pursues the highest ideals of choral music, both classical and non-traditional. Chamber Choir uses the finest choral literature and select membership are at the heart of this prestigious choral group. Long known and respected for musical excellence, Chamber Choir pursues the highest ideals of choral performance in both classical and non-traditional styles. WESCOVAIRES is our award-winning show choir and is consistently ranked in the top five of all Southern California high school show choirs! This highly-select vocal ensemble of West Covina's 20-25 best young men and women sing and dance for thousands of people every year. The group specializes in full productions of pop, rock, jazz and show tunes. The Dance Performance classes begin with an introductory course for the beginning student in dance to vocabulary development as well as basic skills necessary to perform combinations of dance. The following year, students are also encouraged to expand upon their repertoire by seeking a higher skill level and to more actively develop skills as a choreographer. Students are given the opportunity to participate as both a spectator and a participant in dance performances. There are many opportunities throughout the year for dancers to perform, both for adjudication and the development of creative expression, on and off the campus. By the third and fourth year of the Dance Performance classes the students are now proficient enough to either lead other dancers or to develop a style adept enough to compete on a solo level. Dancers on this level are required to submit critiques on a regular basis covering articles, books, lectures, and performances. Students are now encouraged to attend out-of-class clinics, conferences and dance studios to enhance their knowledge of career opportunities.<br><br>Theatre<br>Meets UC/CSU entrance "f" requirement<br>Theatre was designed for those who want to focus on acting. Whether you have no experience at all or have taken acting lessons before, this class is the great equalizer. Students work with partners and groups to learn essential teamwork skills to overcome stage fright, perform scenes, develop | | |

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|---|---|
| | improvisation techniques, and use stage combat. All rehearsals are done in class with a culminating performance at the end of each semester; however, students may have the opportunity to attend events with Theatrics. In this fast-paced, performance-oriented class, Theatrics encourages students become an acting ensemble.  They perform for school wide functions and travel throughout Southern California to represent WCHS in drama competitions.  Heavy emphasis is placed on scene work, monologues, Shakespearean acting, and improvisation.  Students are asked to spend some time outside of class. Play Production teaches about the technical aspects of theater arts.  Whether you're in the spotlight or backstage, this course offers you the exciting opportunity of taking part in two plays.  In addition to acting, students will also do: stage managing, lights, sound effects, props, costumes, set design, set construction, programs, and publicity. | | |
| **Science Laboratory Equipment (grades 9-12)** | The Science department utilizes a comprehensive list of equipment and resources to support the state standards in each content area. The following is a general list of equipment that we use in each of the sciences. In the Life Science we use microscopes, dissection kits, specimens, slides, and petri dishes. In Chemistry we use an expansive list of chemicals, scales, thermometers, beakers, test tubes, flasks, and burners. In Physics we use scales, computer software, motion tracks, electric current equipment, timers, barometers, calorimeters, and spectroscopes. In Earth Science we use various rocks, minerals, density kits, convection kits, topographical maps, metric rulers, earth and space models and magnifying lenses. In all the sciences we use technology equipment such as LCD projectors to facilitate power points, software, and animations to support curricula. | | 0% |

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Much attention is paid to keeping our campus clean and safe. District-wide standards are in place for cleaning procedures, products, inspection and evaluation to ensure that our campus is in impeccable condition. A summary of these standards is available at the District Office. Restrooms are inspected multiple times daily by custodial staff, as well as inspected by all staff and administrators. Custodians as well as maintenance and grounds crews are trained and responsible for inspection and repair of any safety items on a daily basis. District inspectors also conduct monthly inspections. In addition, West Covina Unified School District works with risk managers, safety inspectors and outside experts who inspect our campus annually. No emergency facility conditions exist; regular maintenance is ongoing and funding is provided to make repairs on an as-needed basis. Providing our students with a clean and safe school has always been and will continue to be a top priority.

We are also committed to improving and maintaining our school site. Our focus continues to be on upgrading technology to improve instruction and student access to content.

Our football stadium is refurbished and artificial surfaces has been install on the field and track making this stadium the pride of the valley.

Remodeling of our Gymnasium occurred summer 2012.
Our stadium bleachers will be razed and reconstructed Spring 2018.
Beginning in July 2018, we will break ground on the Performing Arts Center and CTE/Science Building.

During the summer of 2015, new fencing was installed around the perimeter of the school, a new blacktop behind the gym, 20 classrooms were newly carpeted, and WiFi installed school wide.

The West Covina Unified School District spends 3% of the general fund, which is approximately $2.5 million, to maintain all district facilities as attractive, safe places for students to learn.

Campus beautification projects by our ASB and clubs regularly assist the district and school staff in ensure our campus stays beautiful and conducive to learning.  Pride is evident at West Covina High School.

Stadium football field was recently rehabilitated.  Two-week process which was completed during Winter Break.

West Covina High School has an extensive media center that house 65,000+ literature and research books, along with a complete research center with 35 computers, and two additional attached computer labs available to all WCHS teachers and their classes.   We are proud of the media center staff, who host up to three classes at a time for research, studies, or library support services.  In the fall of 2014, we added a "College and Career Center" and full-time college/career counselor to support our student's post-secondary goals.

The utilization of technology, as a tool to enhance teaching and learning, is a major area of focus at WCHS.   All WCHS computers are Internet connected and students are able to access their personal U-drive from anywhere on campus.  All classrooms are equipped with an LCD projector and teachers have access to document cameras, if requested.   We have four classroom computer labs, containing 35 computers each, to support our technology based courses.  Additionally, we added a Mac lab this year (containing 35 Macintosh computers) to support our video and music production classes.    Wi Fi connectivity is campus-wide, available to both student and staff.  In addition, teachers have access to 13 Chromebook carts (each containing 35 computers), 2 iPad carts (each containing 20 iPads), and 16 teachers participating in the iPad/Apple TV pilot program.  Lastly, our site "Technology Committee" meets on a monthly basis to support staff in the utilization of various technological resources, monitor the progress of technology implementation, and act in partnership with the district technology committee as a change agent for new technology.

An additional five (5) Chrome Book Carts were received for the purpose of assisting with testing and support of credit recovery classes.

**School Facility Good Repair Status (Most Recent Year)**
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

| School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: January 2018 | | | | |
|---|---|---|---|---|
| **System Inspected** | **Repair Status** | | | **Repair Needed and Action Taken or Planned** |
| | Good | Fair | Poor | |
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:** Interior Surfaces | X | | | |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| **Electrical:** Electrical | X | | | F4: |

| School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: January 2018 | | | | |
|---|---|---|---|---|
| **System Inspected** | **Repair Status** | | | **Repair Needed and Action Taken or Planned** |
| | **Good** | **Fair** | **Poor** | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | X | | | |
| **Safety:** Fire Safety, Hazardous Materials | X | | | |
| **Structural:** Structural Damage, Roofs | X | | | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

**Overall Facility Rating (Most Recent Year)**

| Year and month of the most recent FIT report: January 2018 | | | | |
|---|---|---|---|---|
| | **Exemplary** | **Good** | **Fair** | **Poor** |
| **Overall Rating** | 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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---|---|---|---|---|---|---|
| | **School** | | **District** | | **State** | |
| | **2015-16** | **2016-17** | **2015-16** | **2016-17** | **2015-16** | **2016-17** |
| **English Language Arts/Literacy (grades 3-8 and 11)** | 73 | 57 | 52 | 52 | 48 | 48 |
| **Mathematics (grades 3-8 and 11)** | 40 | 36 | 37 | 38 | 36 | 37 |

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

**CAASPP Test Results in ELA by Student Group**
**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| **All Students** | 513 | 498 | 97.08 | 56.63 |
| **Male** | 264 | 255 | 96.59 | 53.33 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| Female | 249 | 243 | 97.59 | 60.08 |
| Black or African American | 20 | 20 | 100 | 20 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 69 | 67 | 97.1 | 73.13 |
| Filipino | 34 | 34 | 100 | 73.53 |
| Hispanic or Latino | 359 | 348 | 96.94 | 53.16 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 27 | 25 | 92.59 | 60 |
| Socioeconomically Disadvantaged | 362 | 351 | 96.96 | 56.41 |
| English Learners | 52 | 47 | 90.38 | 19.15 |
| Students with Disabilities | 52 | 44 | 84.62 | 6.82 |
| Foster Youth | -- | -- | -- | -- |

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

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

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

## CAASPP Test Results in Mathematics by Student Group
## Grades Three through Eight and Grade Eleven (School Year 2016-17)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 514 | 498 | 96.89 | 35.74 |
| Male | 265 | 256 | 96.6 | 37.89 |
| Female | 249 | 242 | 97.19 | 33.47 |
| Black or African American | 20 | 20 | 100 | 10 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 69 | 66 | 95.65 | 75.76 |
| Filipino | 34 | 34 | 100 | 50 |
| Hispanic or Latino | 360 | 349 | 96.94 | 26.65 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 27 | 25 | 92.59 | 56 |
| Socioeconomically Disadvantaged | 363 | 352 | 96.97 | 33.81 |
| English Learners | 52 | 46 | 88.46 | 17.39 |
| Students with Disabilities | 52 | 44 | 84.62 | 0 |
| Foster Youth | -- | -- | -- | -- |

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

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

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

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

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| **Science (grades 5, 8, and 10)** | 58 | 51 | 62 | 54 | 56 | 54 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**Career Technical Education Programs (School Year 2016-17)**

West Covina High School offers a variety of Career Technical Education programs for our students to enroll into.  Since the 2010-2011 school year, the Programs of Study that we offer are Child Development and Family Services Industry, Therapeutic Services under the Health, Science and Technology Industry, Business Management under the Finance and Business Industry, Multimedia and Video Technology under the Arts, Media and Entertainment Industry.

Bulldog Bistro is the capstone course for Restaurant Management and requires a completion of one year of the course titled: Foods I prior to enrollment into the Bulldog Bistro.  Photography is the capstone to the occupational program of Arts, Media and Entertainment Industry.  The introductory course begins with Art I or Computer Application, after completion of one of these courses, students are then led into concentration course Multi-Media Graphic Arts.  Students who are enrolled in this course are preparing for and have the opportunity to take the exam offered by Mount San Antonio College.  A student who enrolled in this course the entire year, earned a grade of "B" or higher and passed the exam will have earned college unit(s).  We are looking at expanding our offerings by including a Film Production and Editing course. Our Therapeutic Service program was enveloped by the Athletic Training program. Students are encouraged to enroll and complete both Human Anatomy and Sports Medicine to gain basic knowledge of the human anatomy prior to hands on experience in Athletic Training.  We currently offer a course titled "Early Child Development" to our students which falls under the Education, Child Development and Family Services Industry. Most recently, we also offer Forensics Science and Criminal Justice through our partnership with ROP.  Collaboration between academic and ROP/CTE teachers has become a common practice.  Our ROP/CTE courses incorporate both CTE and California State standards  CTE instructors have presented Project-Based Learning (PBL) at staff development session and how PBL lends itself to Common Core.  Currently, 53 East San Gabriel Valley ROP/CTE courses meet the A-G compliance requirements.

**Career Technical Education Participation (School Year 2016-17)**

| Measure | CTE Program Participation |
|---|---|
| **Number of pupils participating in CTE** | 1394 |
| **% of pupils completing a CTE program and earning a high school diploma** | 96.9 |
| **% of CTE courses sequenced or articulated between the school and institutions of postsecondary education** | 50 |

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

| UC/CSU Course Measure | Percent |
|---|---|
| **2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission** | 98.25 |
| **2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission** | 43.71 |

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

• Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2016-17)**

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|---|---|---|---|
| | **Four of Six Standards** | **Five of Six Standards** | **Six of Six Standards** |
| **9** | 23.6 | 19.8 | 36.9 |

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

# C. Engagement

## State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

**Opportunities for Parental Involvement (School Year 2017-18)**

Parents are always welcomed to visit and to be involved with any of our programs at West Covina High School.  We have a number of organized parent involvement groups, that we strongly encourage all parents to join:
*PTSA
*Parent Advisory Committee
*English Language Advisory Committee (ELAC)
*District English Language Advisory Committee (DELAC) representative
*District LCAP committee representative
*Basketball Boosters (Girls and Boys)
*Baseball Boosters
*Football Boosters
*Band Boosters
*Choral Boosters
*Cheer Parent Group
*Softball Parent Group
*Drama Parent Group
*District Superintendent's Forum
*After School Tutoring
*Dance/Drill Boosters
*Disaster Preparedness Team
*Michael Okura Memorial Committee

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

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

## State Priority: Pupil Engagement

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

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

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

| Indicator | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 2.6 | 2.4 | 1.8 | 3.7 | 3.2 | 3.5 | 11.5 | 10.7 | 9.7 |
| Graduation Rate | 96.48 | 95.67 | 96.67 | 91.82 | 91.95 | 91.95 | 80.95 | 82.27 | 83.77 |

**Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)**

| Group | Graduating Class of 2016 | | |
|---|---|---|---|
| | School | District | State |
| All Students | 96.7 | 94.83 | 87.11 |
| Black or African American | 100 | 100 | 79.19 |
| American Indian or Alaska Native | 100 | 100 | 80.17 |
| Asian | 98.25 | 100 | 94.42 |
| Filipino | 96.67 | 100 | 93.76 |
| Hispanic or Latino | 96.08 | 91.57 | 84.58 |
| Native Hawaiian/Pacific Islander | 100 | 85.71 | 86.57 |
| White | 100 | 100 | 90.99 |
| Two or More Races | 0 | 87.5 | 90.59 |
| Socioeconomically Disadvantaged | 97.72 | 94.01 | 85.45 |
| English Learners | 54.17 | 42 | 55.44 |
| Students with Disabilities | 71.05 | 79.49 | 63.9 |
| Foster Youth | 0 | 70 | 68.19 |

## State Priority: School Climate

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

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

**Suspensions and Expulsions**

| Rate | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| **Suspensions** | 4.1 | 3.7 | 2.4 | 2.3 | 2.2 | 1.7 | 3.8 | 3.7 | 3.6 |
| **Expulsions** | 0.2 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

**School Safety Plan (School Year 2017-18)**

West Covina High School is a closed campus.  All visitors must register at the front office when visiting our school. We have 5 administrators, 5 counselors, 3 Media Center Technicians, a full-time College and Career Counselor, 7 security personnel and a fill-time school resource officer, 2 psychologists, over 100 teachers, and over 70 support staff members that ensure we have a safe and secure campus. Our staff monitors the school grounds 30 minutes prior to the start of school and  two and a half hours after dismissal.

We update our comprehensive School Safety Plan plan on a yearly basis. We hold fire, earthquake, and disaster drills multiple times a year in compliance with California Education Code, the District office, and local police and fire departments. We are staffed with a full-time West Covina Police Department School Resource Officer who assists us with enhancing campus safety and supporting our School Safety Plan.  The School Safety Plan is reviewed and discussed with staff at the beginning of each year and approved by School Site Council annually.  This school year, the Safety Plan was approved by the Parent Advisory Committee, January 2018.    A Safety Committee consisting of students, parents, and staff meet on an ongoing basis to evaluate safety measures and make recommendation for improvement.

# D. Other SARC Information

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

**Federal Intervention Program (School Year 2017-18)**

| Indicator | School | District |
|---|---|---|
| **Program Improvement Status** | | Not In PI |
| **First Year of Program Improvement** | | |
| **Year in Program Improvement*** | | |
| **Number of Schools Currently in Program Improvement** | N/A | 6 |
| **Percent of Schools Currently in Program Improvement** | N/A | 42.9 |

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

**Average Class Size and Class Size Distribution (Secondary)**

| Subject | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| **English** | 23 | 57 | 33 | 32 | 24 | 47 | 32 | 35 | 25 | 27 | 44 | 29 |
| **Mathematics** | 28 | 15 | 41 | 26 | 26 | 10 | 28 | 19 | 23 | 13 | 8 | 11 |
| **Science** | 30 | 9 | 21 | 43 | 26 | 20 | 22 | 35 | 29 | 13 | 19 | 40 |
| **Social Science** | 24 | 20 | 32 | 12 | 23 | 25 | 18 | 22 | 26 | 14 | 28 | 13 |

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2016-17)**

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|---|---|
| **Academic Counselor** | 5 | 380 |
| **Counselor (Social/Behavioral or Career Development)** | 1 | N/A |
| **Library Media Teacher (Librarian)** | 0 | N/A |
| **Library Media Services Staff (Paraprofessional)** | 3 | N/A |
| **Psychologist** | 2 | N/A |
| **Social Worker** | 0 | N/A |
| **Nurse** | 1 | N/A |
| **Speech/Language/Hearing Specialist** | 2 | N/A |
| **Resource Specialist** | 0 | N/A |
| **Other** | 1 | N/A |

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|---|---|---|---|---|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| **School Site** | $6,904 | $912 | $5,992 | $79,626 |
| **District** | N/A | N/A | $5,926 | $76,863 |
| **Percent Difference: School Site and District** | N/A | N/A | 1.1 | 3.6 |
| **State** | N/A | N/A | $6,574 | $74,476 |
| **Percent Difference: School Site and State** | N/A | N/A | -8.9 | 6.9 |

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

**Types of Services Funded (Fiscal Year 2016-17)**

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

Site funding and expenditures are overseen by the School Site Council (SSC) (ending May 2016) to be replaced by Parent Advisory Committee beginning Academic Year 2016-17, with continued support from the District Business Services office.

Types of services provided to students include the following:
*Intervention (Math Tutoring, Chemistry Tutoring, Writing Tutoring, APEX Credit Recovery, EL CELDT Prep, ELAC, Parent Education)
*Enrichment (Honors and Advanced Placement, Advanced Placement Boot Camp, AP Capstone, Robotics, Solar Boat, Fine and Applied Arts, Link Crew, Renaissance, Journalism, AVID, College Field Trips and Workshops, Academic and Attendance Recognition Events, AFJROTC, Academic Decathlon)
*Voc. Ed/CTE (Technology and Equipment, Project Lead the Way, Field Trips)
*Parent Outreach (Back to School Night, Open House, ELAC, SSC, College Knowledge Series)

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

| Category | District Amount | State Average for Districts In Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $47,727 | $46,511 |
| **Mid-Range Teacher Salary** | $77,257 | $73,293 |
| **Highest Teacher Salary** | $95,590 | $92,082 |
| **Average Principal Salary (Elementary)** | $121,488 | $113,263 |
| **Average Principal Salary (Middle)** | $125,389 | $120,172 |
| **Average Principal Salary (High)** | $139,408 | $131,203 |
| **Superintendent Salary** | $244,950 | $213,732 |
| **Percent of Budget for Teacher Salaries** | 35% | 36% |
| **Percent of Budget for Administrative Salaries** | 6% | 5% |

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

**Advanced Placement (AP) Courses (School Year 2016-17)**

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|---|---|---|
| **Computer Science** | 1 | N/A |
| **English** | 2 | N/A |
| **Fine and Performing Arts** | 4 | N/A |
| **Foreign Language** | 3 | N/A |
| **Mathematics** | 3 | N/A |
| **Science** | 5 | N/A |
| **Social Science** | 5 | N/A |
| **All courses** | 24 | 33.5 |

Cells with N/A values do not require data.

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

**Professional Development (Most Recent Three Years)**

Teachers and administrators at our school participate in a variety of staff development activities. WCHS begins each year with two full days of staff development and one full day in January after the first semester.  Four minimum days throughout the year provide ongoing staff development time.  All teachers participate in Friday Morning Content Round Tables/Professional Learning Communities (45 minutes); total of 38 meetings per year.  Teachers attend regularly scheduled faculty, department or grade-level meetings. Teachers also have opportunities to attend conferences, in-services, workshops, and curriculum development team meetings throughout the school year.

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