South Hills High School
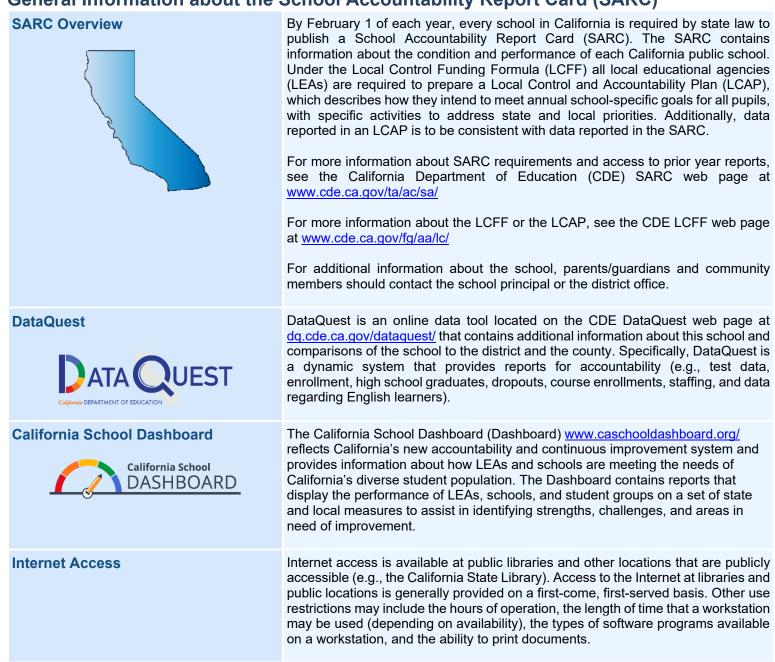## 2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	South Hills High School
Street	645 S. Barranca Street
City, State, Zip	West Covina, CA 91791
Phone Number	626-974-6220
Principal	Allan Tyner
Email Address	atyner@c-vusd.org
School Website	www.southhillshigh.com
County-District-School (CDS) Code	19644361938372

2021-22 District Contact Information

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

2021-22 School Overview

At South Hills High School, we show what we know with a strong focus on instruction, school culture, and a thriving participation in extracurricular activities. We provide a relevant, high quality education that inspires our diverse student body to be prepared for college or career opportunities in a global society. Our staff is committed to providing all students with necessary skills and knowledge to become lifelong learners, effective communicators, responsible, and productive citizens. Our retrofitted campus is located in a suburban community on the eastern fringe of Los Angeles County. With panoramic views from Mt Wilson to Mt Baldy, South Hills High School (SHHS) serves the municipalities of Covina, West Covina, San Dimas, and Walnut. Community housing is mixed in this quiet residential area with mid-range priced homes located to the north, high-ranged priced homes to the south, and several subsidized apartment complexes within the school's boundaries. We are situated in an ideal location with numerous community colleges, public and private universities nearby.

The campus opened in 1964 on 33 acres of land in West Covina, California, joining two other comprehensive high schools, and eventually one continuation high school to form Covina-Valley Unified School District (C-VUSD). Collectively, the district serves three middle schools, nine elementary schools, an adult transition program, a trade tech academy, and a District Children's Center. The total student population for C-VUSD is approximately 10,000.

South Hills earned the California Gold Ribbon in 2017 and was honored as a Campaign for Business and Education Excellence Honor Roll School. South Hills was also selected as a California Distinguished School in 1990, 1992, 2005, and 2009. In 2013, South Hills was authorized as an International Baccalaureate School and graduated the first IB Diploma class in 2016.

In 2016, South Hills became a CISCO Academy School where students can take the Information Technology (IT) Essentials course. The Cisco IT Essentials curriculum is designed for Cisco Networking Academy students in upper secondary schools, technical schools, and colleges or universities who want to pursue careers in IT. Students will learn how computers work, how to assemble computers, and how to troubleshoot hardware and software issues. The IT Essentials course prepares students to take the exam to receive the CompTIA A+ certification at the end of 10th grade. In addition, we are offering an Internet Engineering and Cyber Security course that prepares them for their CCENT certification.

With a student population of approximately 1,544 in 1997-98, South Hills has grown to just over 1,600 students for the 2018-19 school year. Over the past years, SHHS also has changed racially and ethnically in student populations, from predominantly Caucasian (13.4%) to Hispanic (71%) ethnic dominance with a representational number of students of African-American (3%)

and Asian Pacific Rim (9%) ethnicities.

There are currently two special education programs at South Hills High School, the Deaf and Hard of Hearing (DHH) program and the Specialized Academic Instruction Program (SAI). South Hills is the provider school for Deaf and Hard of Hearing students who reside in the East San Gabriel Valley SELPA. The DHH program has 26 students from 12 school districts during the 2018-19 school year. The DHH Department has three teachers, a Support Services Specialist, a Language Speech Specialist, an audiologist, a part-time clinical psychologist, and eight interpreter/aides that serve the program. The DHH students are fully integrated into curricular and co-curricular programs throughout our campus. In addition, the DHH program supports the DHH Pep Squad, basketball team, and Academic Bowl team.

The SAI program has 173 students and has six teachers and twelve para-professionals. We rely on a collaborative model (general and special education teacher working together), immersion in general education classrooms, and specific SAI courses. It is our intention to organize and collect data and make minor adjustments to best meet the needs of our student population. Additionally, instructional aide support is given to SAI students in all core subjects.

The primary language of the school population is English, with over 1,300 students reporting it as their first language. Spanish is the primary language of approximately 300 students, followed by Mandarin and Cantonese with approximately 30 students each. There are 20 different languages reported as primary languages on the Home Language Survey. Primary language support is offered to our EL students in Spanish and Mandarin. In 2018-19, there are 41 students (3%) identified as English Learners (EL).

The original campus was built in 1964, but portable buildings were added in 1999, 2009, and 2011. School facilities are situated on 30 acres and span more than 189,000 square feet. It consists of permanent and portable classrooms, a gymnasium, and administrative offices. Facility improvement projects at South Hills High School include modernization and expansion of the gymnasium. In April 2009, the modernization of the 100s building began. It transformed from 12 classrooms into 6 that now house our Information Technology (IT) classes. A new two-story modular building was completed and gives South Hills six additional state-of-the-art classrooms and new restroom facilities. In April 2011, a $2.3 million dollar field improvement project began with complete renovation of all sports fields, restroom facilities, concrete basketball playing surfaces, erosion control, handicap access, and improved irrigation for water conservation.

In the spring of 2015, a new fitness room and new athletic training/sports medicine room was set up on campus with new equipment. In 2017, the weight room was remodeled and new equipment and flooring was purchased for athletics during that time. In the summer of 2015, the quad was completely renovated. The centerpiece of the quad design is a paw with shade structures that provide students with charging stations. Forty tables and umbrellas are provided for students to eat and congregate during break and lunch. In 2015, the entire school was painted and a new turf and rubberized track and football facility was built. That same year the lower baseball and softball fields were laser-leveled and hydro-seeded along with the installation of permanent fencing. A reclaimed water irrigation system was installed for the lower fields in 2015. The gym floors and bleachers were refurbished, while the dance room was completely remodeled with floors and mirrors. A complete redesign and construction on the front office took place in the summer of 2016, allowing for a better layout for counseling, the registrar, and the administration. In addition, solar panels were added to align with our conservation efforts. In 2018-19, the Culinary Arts room was updated to meet industry standards and new equipment and flooring was installed. Construction on a new student union has also begun.

South Hills offers a wide range of opportunities outside the academic classroom for student growth. Currently, a large number of students participate in at least one extracurricular activity. The Leadership program, which supports Associated Student Body (ASB) activities, meets as a class throughout the school day and also runs the student store. There are approximately 90 students involved in ASB and with additional students serving on Class Council. In addition, forty-five clubs are offered in which students can participate.

Clubs such as Key and Interact enhance the Leadership program with many members who engage in community service projects. Additional clubs such as NHS and CSF also serve the school and community. Building leadership, providing service, expanding the curriculum, and meeting the needs and interests of many students, the clubs of SHHS are active and meaningful to students.

The students of South Hills are kept abreast of campus activities in the school newspaper, The Growl, which provides an informative and entertaining view of student and staff life. Memories are cherished in the highly touted yearbook, Neomega, which is commonly purchased by over 1000 students each year.

The award-winning "Husky Marching Band and Entertainment Unit" holds strong at over 100 members. As they travel to competitive marching, concert, and showcase competitions throughout the country, they proudly distinguish not only

themselves but also South Hills High School. This dedicated group of talented students and coaches have brought home such prestigious awards such as the National Gold Medal in Percussion from Dayton, Ohio, Silver and Bronze Medals in the SCSBOA Championships (Marching Band), Silver in the WGASC Championship (Colorguard), and 1st Place finishes at the Hawaii Invitational for Wind Ensemble, Symphonic Band, Jazz Band, Parade, and Colorguard.

Performing Arts is an important co-curricular component of the South Hills community. The Drama Department produces an annual fall play, winter musical, as well as Dance and Vocal Concerts in the Spring. Additionally, the "Dance Encore" performing group participates in a variety of stage performances at school and in the community. Beginning and intermediate dance classes are also offered in addition to Dance Production as part of the Visual and Performing Arts Department, which produces a dance production annually.

South Hills has a successful athletic program. Approximately 500 students participate in 10 different athletic programs. The Huskies have won numerous league and CIF titles. The South Hills "spirit" is infused into every aspect of the school community and an integral part of that infusion are the Pep units. Comprised of Junior Varsity Cheer, Varsity Song, Varsity Cheer, Varsity Mascots, and DHH Cheer. The teams perform at athletic events, rallies, and schoolwide assemblies. They also enter competitions throughout Southern California.

WASC History of the School
In 2013, South Hills High School was awarded a six-year term of accreditation.

The schoolwide "Areas of Strength" are noted as follows:
- The level of commitment of the district, site staff, and community to student educational needs as evidenced by the passage of the recent bond to support school improvements.
- The staff's recognition of the need for professional development in complex project--based learning as they implement CCSS.
- A schoolwide emphasis on completion of A--G requirements and granting greater student access to advanced classes.
- Students and teachers enjoy supportive relationships that enhance student academic success.
- Freshman Academy, tutorials, and Academic Saturday School that allow students to improve their grades and make successful transitions into school life.
- Significant professional development efforts in the areas of technology use, effective first instruction, and project--based learning in anticipation of CCSS and International Baccalaureate.

The schoolwide "Critical Areas for Follow--Up" are noted as follows:
- The need for more PLC time, and more structured PLC activities with accountability in the development of CCSS-compatible instructional strategies and lesson design.
- The development of discrete measures for ESLR attainment.
- The need to clarify the use of data to change instructional strategies and practices.
- The need for professional development in instructional uses of technology that will support common core implementation.
- The need for more and clearer communications using available technology to inform all stakeholders about school activities, student academic progress, and other aspects of school life.
- More widespread student involvement in school activities such as clubs, sports, and other extra-curricular programs that will enhance school pride.
- A need to define and increase instructional rigor and incorporate professional development that will assist all teachers in providing rigorous academic experiences for all students in all classes.
- A need to refine processes for more sophisticated, widespread, and frequent data analysis? by teachers in order to accurately monitor student needs and change instruction in timely and meaningful ways.

In 2017, South Hills received its Mid-Cycle WASC visit.

The significant progress made in responding to the critical areas for follow-up and in carrying out the related action plan are as follows:
- PLC time has been established through the use of the new bell schedule, and there are more structured and focused PLC activities with accountability in the development of CCSS compatible instructional strategies and lesson design.
- Strong development of discrete measures for ESLRs and Student Learning Outcomes.
- Staff involvement in developing the vision of instructional focus.
- Significant increase of technological capacity: teachers trained in the use of EADMS, Google Drive, Google Classroom and Google Docs; technology used to inform stakeholders about school activities and student progress.

2021-22 School Overview

- Strong increase in forms of communication regarding school information to stakeholders. It is particularly commendable that the Aries app was added and a student portal made available.
- Providing a diverse group of activities for students: 25 different clubs and 20 athletic programs, and intentionally working on a positive SHHS culture
- Undertaking a developed and comprehensive five-year professional development plan with Focused Schools and Visible Learning training.

Recommendations on critical areas for follow-up and action plan sections that have not yet been completely addressed were noted as follows:

- Support teachers in the use of data analysis to supply timely feedback to students.
- Particularize the Student Learning Outcomes for each class to show one year's growth in academic achievement.
- Support teachers in the development of the chosen instructional focus (feedback and checking for understanding) so that each teacher sees what those practices look like in the individual classrooms.
- Continue to investigate ways to utilize technology to increase instructional rigor, provide immediate feedback and differentiate instruction.
- Support teachers in the use of the technology for instruction.
- Continue to develop extracurricular activities for students in subgroups providing varied and wide opportunities for all students.

SOUTH HILLS VISION STATEMENT
The vision of South Hills High School is to provide a relevant, high-quality education that inspires our diverse student body to be prepared for college or career opportunities in a global society.

SOUTH HILLS MISSION STATEMENT
South Hills High School is committed to providing all students with necessary skills and knowledge to become lifelong learners, effective communicators, and responsible and productive citizens.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	454
Grade 10	412
Grade 11	391
Grade 12	389
Total Enrollment	1,646

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.4
Asian	6.9
Black or African American	3.3
Filipino	3.3
Hispanic or Latino	75.7
Native Hawaiian or Pacific Islander	0.1
Two or More Races	1
White	9.3
English Learners	3.2
Foster Youth	0.1
Homeless	1.9
Socioeconomically Disadvantaged	57.6
Students with Disabilities	9.6

A. Conditions of Learning

State Priority: Basic

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	56.2	82.6	414.7	84.3	228366.1	83.1
Intern Credential Holders Properly Assigned	0.4	0.6	0.4	0.1	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.5	0.7	2.2	0.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.3	1.9	21.8	4.4	12115.8	4.4
Unknown	9.6	14.1	53.0	10.8	18854.3	6.9
Total Teaching Positions	68.1	100.0	492.2	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.5
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.5

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	1.3
Total Out-of-Field Teachers	1.3

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.9

2021-22 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 2021 and determined that each school within the District has sufficient and good quality textbooks, instructional materials, and science lab equipment, pursuant to the settlement of Williams vs. the State of California. All students, including English Learners are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom or to take home. The governing Board approves all textbook adoptions for grades TK-12, which includes verification that instructional materials are aligned with California Content Standards and the State Frameworks.

Year and month in which the data were collected	10/30/21

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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%
Mathematics	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%
Science	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%
History-Social Science	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)	Yes	0%

	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)		
Foreign Language	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%
Health	TK-5: Great Body Shop (Adopted in 1998) 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)		N/A
Visual and Performing Arts	TK-5: Macmillan/McGraw-Hill (Adopted in 2007)		
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

South Hills High School was built in 1964 with portable buildings added in 1999, 2009, and 2011. School facilities are situated on 30 acres and span more than 189,000 square feet. They consist of permanent and portable classrooms, a gymnasium, administrative offices, restrooms, and storage rooms. Facility improvement projects at South Hills High School include modernization and expansion of the gymnasium. In April 2009 the modernization of H2 began. This is the transformation of 12 classrooms into 6 classrooms that are an Information Technology Academy. Also installed in August 2009, was an additional DSA approved elevator for H3. A new two story modular building has been completed and gives South Hills six additional state-of-the-art classrooms and new restroom facilities. In April 2011, a $2.3 million dollar field improvement project began with complete renovation of all sports fields, a new football field with track lighting, restroom facilities, concrete basketball playing surface, erosion control, handicap access, and improved irrigation for water conservation. The facility strongly supports teaching and learning through its ample classrooms and recreational space.

Year and month of the most recent FIT report	November 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
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 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).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	376	NT	NT	NT	NT
Female	202	NT	NT	NT	NT
Male	174	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	24	NT	NT	NT	NT
Black or African American	14	NT	NT	NT	NT
Filipino	13	NT	NT	NT	NT
Hispanic or Latino	282	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	37	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	16	NT	NT	NT	NT
Military	19	NT	NT	NT	NT
Socioeconomically Disadvantaged	230	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	376	NT	NT	NT	NT
Female	202	NT	NT	NT	NT
Male	174	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	24	NT	NT	NT	NT
Black or African American	14	NT	NT	NT	NT
Filipino	13	NT	NT	NT	NT
Hispanic or Latino	282	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	37	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	16	NT	NT	NT	NT
Military	19	NT	NT	NT	NT
Socioeconomically Disadvantaged	230	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Inspect Grade 11 ELA/Math Broad Coverage Assessment Student Groups	Inspect Grade 11 ELA/Math Broad Coverage Assessment Total Enrollment	Inspect Grade 11 ELA/Math Broad Coverage Assessment Number Tested	Inspect Grade 11 ELA/Math Broad Coverage Assessment Percent Tested	Inspect Grade 11 ELA/Math Broad Coverage Assessment Percent Not Tested	Inspect Grade 11 ELA/Math Broad Coverage Assessment Percent At or Above Grade Level
All Students	374	359	95.99	4.01	18
Female	201	193	96.02	3.98	22

Male	173	166	95.95	4.05	13
American Indian or Alaska Native	3	3	100	0	67
Asian	24	24	100	0	50
Black or African American	15	13	86.67	13.33	8
Filipino	13	13	100	0	23
Hispanic or Latino	280	268	92.86	7.14	15
Native Hawaiian or Pacific Islander	1	1	100	0	0
Two or More Races	0	0	N/A	N/A	N/A
White	28	37	97.37	2.63	14
English Learners	7	7	100	0	0
Foster Youth	2	2	100	0	0
Homeless	0	0	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	47	45	95.74	4.26	31
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	37	33	89.19	10.81	3

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Inspect Grade 11 ELA/Math Broad Coverage Assessment Student Groups	Inspect Grade 11 ELA/Math Broad Coverage Assessment Total Enrollment	Inspect Grade 11 ELA/Math Broad Coverage Assessment Number Tested	Inspect Grade 11 ELA/Math Broad Coverage Assessment Percent Tested	Inspect Grade 11 ELA/Math Broad Coverage Assessment Percent Not Tested	Inspect Grade 11 ELA/Math Broad Coverage Assessment Percent At or Above Grade Level
All Students	374	358	95.72	4.28	15
Female	201	194	96.52	3.48	16
Male	173	164	94.8	5.2	13
American Indian or Alaska Native	3	3	100	0	33
Asian	24	23	95.83	4.17	52
Black or African American	15	14	93.33	6.67	21
Filipino	13	13	100	0	15
Hispanic or Latino	280	266	95	5	12
Native Hawaiian or Pacific Islander	1	1	100	0	0
Two or More Races	0	0	N/A	N/A	N/A
White	38	38	100	0	5

English Learners	7	7	100	0	0
Foster Youth	2	2	100	0	0
Homeless	0	0	N/A	N/A	N/A
Military	0	0	N/A	N/A	N/A
Socioeconomically Disadvantaged	47	45	95.74	4.26	22
Students Receiving Migrant Education Services	0	0	N/A	N/A	N/A
Students with Disabilities	37	33	89.19	10.81	3

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	758	NT	NT	NT	NT
Female	426	NT	NT		
Male	332	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	55	NT	NT	NT	NT
Black or African American	24	NT	NT	NT	NT
Filipino	27	NT	NT	NT	NT
Hispanic or Latino	571	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	73	NT	NT	NT	NT
English Learners	13	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	16	NT	NT	NT	NT
Military	19	NT	NT	NT	NT
Socioeconomically Disadvantaged	305	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	77	NT	NT	NT	NT

2020-21 Career Technical Education Programs

The Career and Technical Education (CTE) courses offered by South Hills 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

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

Health Science and Medical Technology:
A. Athletic Training
1. Sports Medicine
2. Advanced Sports Physical Therapy
3. Sports Science IB SL
B. Medical Assisting
1. Medical Careers
2. Body Systems and Disorders
3. Medical Assisting

Business and Finance:
1. Business Finance
2. Virtual Enterprise
3. Business Law
4. Business Management IB SI

Arts, Media and Entertainment - Film/Video Production:
1. Video Production 1
2. Video Production 2

Hospitality, Tourism and Recreation:
1. Culinary Arts 1
2. Culinary Arts 2

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	551
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	32.3
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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	99.76
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	72.37

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

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

Parents who wish to participate in South Hills High School's School Site Council, leadership team, school committees, school activities, or become volunteers may contact the principal or phone the school office personnel at (626) 974-6270.

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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	0.0	0.0	0.0	1.5	1.1	1.3	9.0	8.9	9.4
Graduation Rate	99.0	99.5	99.7	97.5	97.4	96.2	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	384	383	99.7
Female	224	224	100.0
Male	160	159	99.4
American Indian or Alaska Native	--	--	--
Asian	30	30	100.0
Black or African American	--	--	--
Filipino	14	14	100.0
Hispanic or Latino	291	290	99.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	37	37	100.0
English Learners	12	12	100.0
Foster Youth	--	--	--
Homeless	47	47	100.0
Socioeconomically Disadvantaged	276	276	100.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	45	45	100.0

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1677	1669	68	4.1
Female	870	867	32	3.7
Male	807	802	36	4.5
American Indian or Alaska Native	6	6	0	0.0
Asian	113	113	1	0.9
Black or African American	55	55	2	3.6
Filipino	55	55	1	1.8
Hispanic or Latino	1268	1261	58	4.6
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	17	17	1	5.9
White	161	160	5	3.1
English Learners	54	54	3	5.6
Foster Youth	3	3	1	33.3
Homeless	34	33	4	12.1
Socioeconomically Disadvantaged	972	968	56	5.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	164	164	17	10.4

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.29	0.06	2.25	0.06	3.47	0.20
Expulsions	0.06	0.00	0.09	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.60	1.43	2.45
Expulsions	0.12	0.03	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.06	0.00
Female	0.11	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.62	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

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

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	25	22	15	32
Mathematics	27	19	11	33
Science	27	13	10	23
Social Science	26	15	24	21

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	26	21	25	25
Mathematics	28	16	15	32
Science	29	10	5	25
Social Science	28	13	11	28

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	26	25	14	32
Mathematics	28	15	19	28
Science	30	9	6	29
Social Science	28	13	12	26

2020-21 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	567.6

2020-21 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
Counselor (Academic, Social/Behavioral or Career Development)	2.9
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12,606	$3,126	$9,480	$78,228
District	N/A	N/A	$9,699	$89,740
Percent Difference - School Site and District	N/A	N/A	-2.3	-13.7
State			$8,444	$86,376
Percent Difference - School Site and State	N/A	N/A	11.6	-9.9

2020-21 Types of Services Funded

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

- Title I, II, III, IV
- State Compensatory Education
- Special Education
- Home-to-School Transportation
- Tobacco Use Prevention Education
- Carl Perkins
- Regional Occupational Program
- Elementary and Secondary School Emergency Relief II,III
- Expanded Learning Opportunities Grant

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$49,285	$52,562
Mid-Range Teacher Salary	$85,717	$83,575
Highest Teacher Salary	$106,826	$104,166
Average Principal Salary (Elementary)	$139,793	$131,875
Average Principal Salary (Middle)	$146,907	$137,852
Average Principal Salary (High)	$150,137	$150,626
Superintendent Salary	$332,486	$260,243
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	5%	5%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	34.5

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	4
English	4
Fine and Performing Arts	0
Foreign Language	3
Mathematics	4
Science	8
Social Science	8
Total AP Courses Offered	31

Professional Development

Covina-Valley provides over 50 days of dedicated professional development each year. Professional development aligns with the Local Control Accountability Plan (LCAP), Common Core State Standards, student needs, and professional needs. Professional Development is provided during the school day and on modified Tuesdays.

The district provided professional development in the following areas:
* Lindamood-Bell (12 days)
* UCI Math (7 days)
* Principal Workshops (20 days)
* AVID (2 days)
* Illuminate DnA (2 days)
* Signs of Suicide (4 days)
* Special Education (1 day)
* Technology (1 day)
* 6-12 Writing (2 days)

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	107	72	52

Covina-Valley Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Covina-Valley Unified School District

Phone Number	626-974-7000
Superintendent	Elizabeth Eminhizer, Ed.D.
Email Address	eeminhizer@c-vusd.org
District Website Address	www.c-vusd.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5749	NT	NT	NT	NT
Female	2811	NT	NT	NT	NT
Male	2936	NT	NT	NT	NT
American Indian or Alaska Native	14	NT	NT	NT	NT
Asian	339	NT	NT	NT	NT
Black or African American	144	NT	NT	NT	NT
Filipino	159	NT	NT	NT	NT
Hispanic or Latino	4601	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	76	NT	NT	NT	NT
White	408	NT	NT	NT	NT
English Learners	493	NT	NT	NT	NT
Foster Youth	42	NT	NT	NT	NT
Homeless	200	NT	NT	NT	NT
Military	335	NT	NT	NT	NT
Socioeconomically Disadvantaged	4116	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	808	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5749	NT	NT	NT	NT
Female	2811	NT	NT	NT	NT
Male	2936	NT	NT	NT	NT
American Indian or Alaska Native	14	NT	NT	NT	NT
Asian	339	NT	NT	NT	NT
Black or African American	144	NT	NT	NT	NT
Filipino	159	NT	NT	NT	NT
Hispanic or Latino	4601	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	76	NT	NT	NT	NT
White	408	NT	NT		NT
English Learners	493	NT	NT	NT	NT
Foster Youth	42	NT	NT	NT	NT
Homeless	200	NT	NT	NT	NT
Military	335	NT	NT	NT	NT
Socioeconomically Disadvantaged	4116	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	808	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.