South Hills High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

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

2023-24 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	www.c-vusd.org

2023-24 School Description and Mission Statement

At South Hills, 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. Consequently, our staff is committed to providing all students with necessary skills and knowledge to become lifelong learners, effective communicators, and 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 Mount Wilson to Mount 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-ranged 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 and public and private universities nearby.

The South Hills enrollment has remained stable at 1,630 students with close to 500 of those students on permits from other districts because they want to attend one of the best high schools in the San Gabriel Valley. The demographics have completely changed since its inception from predominantly Caucasian to Hispanic, with a representational number of students of African-American and Asian Pacific Rim ethnicities. South Hills currently serves a student body with approximately 66% free and reduced lunch.

The school day consists of seven, 52-minute periods, five days a week. Most content area teachers share a common prep period for additional collaboration time, as well as a teacher prep to plan for class work and planning every day. Twice a month on Tuesdays, our staff has a late start with a modified bell scheduled for an additional 90 minutes of professional development time.

South Hills High School has a well-trained and dedicated staff, with a high teacher retention rate. Of the 66 full-time teachers, all are No Child Left Behind (NCLB) compliant and possess English Learner (EL) authorization. Out of all our teachers, 90% of the teaching staff is tenured. In addition to our teaching staff, the West-Covina Police Department partners with the District to provide a school resource officer (SRO) on campus, which is vital to maintaining a safe and secure school environment.

The SHHS Professional Development Program was implemented with the current administration and staff to help build capacity for professional learning and to serve as a catalyst for positive changes to our school and culture. Over the past two years, the program is responsible for creating a unified and focused School Plan for Student Achievement (SPSA) that is based on our

2023-24 School Description and Mission Statement

WASC, district and school goals, and aligns targeted and valuable professional development to help meet those goals. At the heart of our SHHS Professional Development Program, is the Instructional Leadership Team. The team is comprised of administrators, elected department chairs, program specialists, and coordinators. Student performance data, survey feedback, and evidence of best practices have helped to create a culture and foundation for sustained growth and improved achievement.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	434
Grade 10	380
Grade 11	443
Grade 12	383
Total Enrollment	1,640

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.2%
Male	48.5%
American Indian or Alaska Native	0.3%
Asian	6.9%
Black or African American	2.4%
Filipino	2.7%
Hispanic or Latino	78.5%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	1%
White	7.4%
English Learners	4.9%
Foster Youth	0.5%
Homeless	1.5%
Socioeconomically Disadvantaged	54.5%
Students with Disabilities	9.8%

A. Conditions of Learning

State Priority: Basic

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

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

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)	56.20	82.63	414.70	84.26	228366.10	83.12
Intern Credential Holders Properly Assigned	0.40	0.59	0.40	0.08	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	0.73	2.20	0.45	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.30	1.91	21.80	4.43	12115.80	4.41
Unknown	9.60	14.11	53.00	10.77	18854.30	6.86
Total Teaching Positions	68.10	100.00	492.20	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	55.00	85.78	407.50	84.35	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	1.56	1.80	0.38	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.70	1.17	10.00	2.09	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.30	5.17	23.10	4.79	11953.10	4.28
Unknown	4.00	6.31	40.50	8.39	15831.90	5.67
Total Teaching Positions	64.10	100.00	483.10	100.00	279044.80	100.00

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.50	0.70
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.50	0.70

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.30	3.30
Total Out-of-Field Teachers	1.30	3.30

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.5	1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.2	0.4

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

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Covina-Valley Unified School District ensures that textbooks and materials are sufficient, current and available for each student in all core classes. Covina-Valley Unified School District held a Public Hearing in the fall of 2023 and determined that each school within the District has sufficient and good quality textbooks, instructional materials, and science lab equipment, pursuant to the settlement of Williams vs. the State of California. All students, including English Learners are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom or to take home. The governing Board approves all textbook adoptions for grades TK-12, which includes verification that instructional materials are aligned with California Content Standards and the State Frameworks.

Year and month in which the data were collected	October 2023

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) 9-12: TCI: History Alive! World Connections, c2020 (Adopted in 2019); TCI: History Alive! Pursuing American Ideals, c2019 (Adopted in 2019); TCI: Gov Alive! Power, Politics, and You, c2020 (Adopted in 2019); TCI: Econ Alive! The Power to Choose, c2020 (Adopted in 2019)	Yes	0%
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)		N/A

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

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 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None
Interior: Interior Surfaces	X			Work orders submitted and assigned to the Maintenance Dept.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None
Electrical	X			Work orders submitted and assigned to the Maintenance Dept.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			None
Safety: Fire Safety, Hazardous Materials	X			None
Structural: Structural Damage, Roofs	X			None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Work orders submitted and assigned to the Maintenance Dept.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	63	64	50	53	47	46
Mathematics (grades 3-8 and 11)	29	28	30	35	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	423	419	99.05	0.95	64.44
Female	226	224	99.12	0.88	68.75
Male	197	195	98.98	1.02	59.49
American Indian or Alaska Native	--	--	--	--	--
Asian	33	33	100.00	0.00	84.85
Black or African American	--	--	--	--	--
Filipino	18	18	100.00	0.00	77.78
Hispanic or Latino	321	319	99.38	0.62	60.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	33	32	96.97	3.03	75.00
English Learners	17	17	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	238	235	98.74	1.26	57.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	46	97.87	2.13	15.22

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	424	419	98.82	1.18	27.68
Female	227	224	98.68	1.32	25.89
Male	197	195	98.98	1.02	29.74
American Indian or Alaska Native	--	--	--	--	--
Asian	33	33	100.00	0.00	60.61
Black or African American	--	--	--	--	--
Filipino	18	18	100.00	0.00	44.44
Hispanic or Latino	322	319	99.07	0.93	22.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	33	32	96.97	3.03	37.50
English Learners	17	17	100.00	0.00	11.76
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	239	235	98.33	1.67	23.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	46	95.83	4.17	2.17

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	22.19	26.01	23.75	26.15	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	797	792	99.37	0.63	26.01
Female	406	403	99.26	0.74	24.81
Male	390	388	99.49	0.51	27.32
American Indian or Alaska Native	--	--	--	--	--
Asian	59	59	100.00	0.00	59.32
Black or African American	18	18	100.00	0.00	16.67
Filipino	28	28	100.00	0.00	50.00
Hispanic or Latino	608	604	99.34	0.66	20.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	18.18
White	69	68	98.55	1.45	38.24
English Learners	27	27	100.00	0.00	3.70
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	435	432	99.31	0.69	21.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	80	79	98.75	1.25	5.06

2022-23 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 contain 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 and 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. Entrepreneurship
2. Virtual Enterprise
3. Sports Management
4. Business Management IB SL

Arts, Media, and Entertainment - Film/Video Production:
1. Video Production 1
2. Video Production 2
3. Video/Edit Operation I
4. Digital Photography
5. Introduction to Theater Arts
6. Advanced Acting
7. Chorus/Concert Chorus Production

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

Manufacturing and Product Development
1. Welding I
2. Advanced Welding

Building and Construction Trades
1. HVAC
2. Advanced HVAC

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	922
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	54.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	68.7

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	97%	97%	97%	96%	97%

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

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. We

2023-24 Opportunities for Parental Involvement

have an active PTSA that meets once a month to determine ways to support our school. They work the snack bar at football games to provide scholarships for students and organize our Grad Night celebration at Disneyland. They run our PTSA Reflections competition which focuses on submission in the arts. Additionally, they provide lunch and snacks for our staff during our staff appreciation days throughout the year.

Parents have multiple opportunities to interact with our staff in events like Back-to-School Night and Light Up the Night. We also have parents attend many of our student rallies during the course of the year. 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. We also offer our parents to attend Parent Institute for Quality Education (PIQE), which engages, empowers and transforms families by providing the knowledge and skills to partner with schools and communities to ensure their students achieve their full potential.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	0	0.5	1	1.3	2.9	2.6	9.4	7.8	8.2
Graduation Rate	99.7	99.5	98.5	96.2	95.6	95.8	83.6	87	86.2

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

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	392	386	98.5
Female	193	191	99.0
Male	198	194	98.0
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	30	29	96.7
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	296	293	99.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	37	36	97.3
English Learners	21	20	95.2
Foster Youth	--	--	--
Homeless	23	22	95.7
Socioeconomically Disadvantaged	263	257	97.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	34	32	94.1

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1734	1700	319	18.8
Female	885	867	180	20.8
Male	845	829	139	16.8
Non-Binary	4	4	0	0.0
American Indian or Alaska Native	6	5	1	20.0
Asian	118	118	5	4.2
Black or African American	48	40	8	20.0
Filipino	48	47	6	12.8
Hispanic or Latino	1360	1337	276	20.6
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	17	17	4	23.5
White	126	125	19	15.2
English Learners	91	88	21	23.9
Foster Youth	18	14	11	78.6
Homeless	30	29	8	27.6
Socioeconomically Disadvantaged	1021	998	233	23.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	181	176	55	31.3

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.06	2.71	1.67	0.06	2.37	2.64	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.02	0.04	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.67	0
Female	1.13	0
Male	2.25	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	2.08	0
Filipino	0	0
Hispanic or Latino	1.91	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	5.88	0
White	0.79	0
English Learners	0	0
Foster Youth	0	0
Homeless	6.67	0
Socioeconomically Disadvantaged	1.96	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.76	0

2023-24 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, have their ID run through our RAPTOR system, 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. Our plan was reviewed by our School Site Council and approved on October 11, 2022. 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.

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

2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	16	11	35
Mathematics	29	13	20	26
Science	29	11	4	25
Social Science	29	11	9	28

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	19	10	40
Mathematics	28	12	23	24
Science	29	10	4	24
Social Science	31	7	8	33

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	565.52

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8,893.40	$1,426.32	$7,467.08	$94,273.92
District	N/A	N/A	2,715.53	$93,275
Percent Difference - School Site and District	N/A	N/A	93.3	2.8
State	N/A	N/A	$7,607	$90,632
Percent Difference - School Site and State	N/A	N/A	12.4	6.5

Fiscal Year 2022-23 Types of Services Funded

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

- Title I, II, III, IV
- Special Education
- Home-to-School Transportation
- Carl Perkins
- Expanded Learning Opportunities
- Universal PreKindergarten Planning & Implementation
- A-G Success
- Arts, Music & Instructional Materials
- Educators Effectiveness
- Homeless Children and Youth
- Learning Recovery
- Career Technical Education (CTE)
- Strong Workforce

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$50,370	$55,550
Mid-Range Teacher Salary	$84,232	$84,645
Highest Teacher Salary	$109,176	$111,284
Average Principal Salary (Elementary)	$155,978	$139,860
Average Principal Salary (Middle)	$157,946	$146,440
Average Principal Salary (High)	$167,875	$158,447
Superintendent Salary	$282,839	$278,268
Percent of Budget for Teacher Salaries	32.65%	32.21%
Percent of Budget for Administrative Salaries	4.7%	4.89%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	45

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	5
Fine and Performing Arts	0
Foreign Language	3
Mathematics	5
Science	18
Social Science	10
Total AP Courses Offered Where there are student course enrollments of at least one student.	45

Professional Development

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

The district provided professional development in the following areas:
* Lindamood-Bell (27 days)
* UCI Math (13 days)
* Principal Workshops (19 days)
* Technology Mentor AI (4 days)
* Steve Ventura (10 days)
* Staff Leadership (3 days)
* Write from the Beginning and Beyond (4 days)
* Math Intervention (2 days)
* Science Adoption (3 days)
* New Teacher Orientation (2 days)
* Iready (2 days)

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

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