

South Hills High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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
Grade Span	9-12
County-District-School (CDS) Code	19644361938372

2024-25 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

2024-25 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 and 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 1,600 students with close to 600 of those students on permits from other districts because they want to attend one of the best high schools in the San Gabriel Valley, with South Hills being a destination school. 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.

2024-25 School Description and Mission Statement

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 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	361
Grade 10	442
Grade 11	390
Grade 12	431
Total Enrollment	1,624

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.4
Male	47.5
Non-Binary	0.1
American Indian or Alaska Native	0.5
Asian	7.1
Black or African American	2.5
Filipino	3
Hispanic or Latino	79.2
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.7
White	6.3
English Learners	5.1
Foster Youth	0.8
Homeless	1.8
Socioeconomically Disadvantaged	62.3
Students with Disabilities	11

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/Incomplete/NA	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/Incomplete/NA	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

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	54.90	83.77	394.50	84.50	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.22	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.60	2.47	8.00	1.71	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.00	4.57	21.20	4.55	11746.90	4.23
Unknown/Incomplete/NA	6.00	9.16	42.00	9.02	14303.80	5.15
Total Teaching Positions	65.60	100.00	466.80	100.00	277698.00	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.50	0.70	1.6
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.50	0.70	1.6

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	1.30	3.30	3
Total Out-of-Field Teachers	1.30	3.30	3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.50	1	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.20	0.4	0.2

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

2024-25 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 2024 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 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts/ELD	9-12: Houghton Mifflin Harcourt: English 3D (ELD), c2022 (Adopted in 2024) 9: College Board: Pre-AP English 9, Platform (Adopted 2019) 10: College Board: Pre-AP English 10 Platform (Adopted 2020) 11: SAVVAS: myPerspectives Volume 1 and 2 and Grammar Plus Workbook, c2023 (Adopted 2024) 12: CSU: Expository Reading and Writing Course (ERWC) Modules (Adopted 2012) 11-12: Cengage Learning, Compact Bedford Intro to Literature, c2005 (Adopted 2007) 11-12: Bedford/St. Martin's: Language of Composition: Reading, Writing, Rhetoric, c2005 (Adopted 2007) 11-12: Longman: Everyday Use: Rhetoric at Work in Reading and Writing College, c2005 (Adopted 2007) 9-12: McGraw-Hill Learning Solutions: Literature Reading Fiction, Poetry, and Drama, 6th Edition, c2007 (Adopted 2014)	Yes	0%
Mathematics	6-12: Pearson/Prentice Hall: Integrated Mathematics, Level 1 Common Core, c2014 (Adopted in 2014) 6-12: Pearson/Prentice Hall: Integrated Mathematics, Level 2 Common Core, c2014 (Adopted in 2015) 6-12: Pearson/Prentice Hall: Integrated Mathematics, Level 3 Common Core, c2014 (Adopted in 2016)	Yes	0%

	<p>9-12: Houghton Mifflin: Pre-Calculus Limits: A Graphing Approach, c2005 (Adopted 2010)</p> <p>9-12: Pearson Prentice Hall: Thinking Mathematically, c2005 (Adopted 2010)</p> <p>9-12: Cengage: Calculus, AP Edition, c2023 (Adopted 2024)</p> <p>11-12: David Martin, Robert Haese, Sandra Haese, Michael Haese, Mark Humphries: Mathematics HL Core, 3rd Edition, c2012 (Adopted 2014)</p>		
Science	<p>9-12: College Board: Pre-AP Biology Platform (Adopted 2019)</p> <p>9-12: College Board: Pre-AP Chemistry Platform (Adopted 2020)</p> <p>9-12: Addison-Wesley: Conceptual Physics, c 1987 (Adopted 1989)</p> <p>9-12: Pearson: Campbell Biology in Focus, c2024 (Adopted 2024)</p> <p>9-12: Cengage: Chemistry, AP Edition, c2011 (Adopted 2011)</p> <p>9-12: Cengage: College Physics, c2009 (Adopted 2015)</p> <p>9-12: W. H. Freeman: Environmental Science for AP, c2015 (Adopted 2015)</p> <p>9-12: Pearson: Pearson Baccalaureate Biology HL, c2014 (Adopted 2014)</p>	Yes	0%
History-Social Science	<p>9-12: TCI: History Alive! World Connections, c2019 (Adopted in 2019)</p> <p>9-12: TCI: History Alive! Pursuing American Ideals, c2019 (Adopted in 2019)</p> <p>9-12: TCI: Gov Alive! Power, Politics, and You, c2013 (Adopted in 2019)</p> <p>9-12: TCI: Econ Alive! The Power to Choose, c2015 (Adopted in 2019)</p> <p>9-12: McGraw-Hill: Traditions and Encounters, a Global Perspective on the Past, c2003(Adopted 2004)</p> <p>9-12: Bedford/St. Martin's: America's History 6th Ed., c2008 (Adopted 2009)</p> <p>9-12: Pearson Education and Prentice Hall: The Cultural Landscape, An Introduction to Human Geography 10th Ed., c2010 (Adopted 2011)</p> <p>9-12: South-Western College Pub: Principles of Economics 4th Ed., c2006 (Adopted 2006)</p> <p>9-12: Longman: Government in America, c2007 (Adopted 2023)</p> <p>11: Hodder Education: The Second World War and the Americas 1933-1945, c2016 (Adopted 2020)</p> <p>11:Cambridge University Press: Civil Rights and Social Movements in the Americas, c2012 (Adopted 2020)</p> <p>11: Cambridge University Press: History for the IB Diploma The Cold War and the Americas 1945-81, c2012 (Adopted 2020)</p> <p>12: Hodder Education: The Second World War and the Americas 1933-1945, c2016 (Adopted 2020)</p> <p>12: Cambridge University Press: Civil Rights and Social Movements in the Americas, c2012 (Adopted 2020)</p> <p>12: Cambridge University Press: History for the IB Diploma The Cold War and the Americas 1945-81, c2012 (Adopted 2020)</p>	Yes	0%

Foreign Language	9-12: Vista Higher Learning: Descubre, Level 1, 2, 3, c2017 (Adopted in 2019) 9-12: Longman: AP Spanish: A Guide for the Language Course, c1989 (Adopted 1994) 9-12: John Wiley & Sons Inc: Avanzando, Gramatica Espanoa y Lectura, c1997 (Adopted 2007) 9-12: Prentice Hall: AP Spanish Preparing for the Language and Culture, c2014 (Adopted 2014) 9-12: Holt McDougal: Abriendo puertas: Ampliando perscpectivas, c2007 (Adopted 2007) 9-12: Oxford University Press: IB Spanish B: Skills and Practice: Oxford IB Diploma Program, c2012 (Adopted 2014) 9-12: Pearson: Español B: Pearson International Baccalaureate Diploma Series, c2011 (Adopted 2014) 9-12: Cheng & Tsui: Integrated Chinese Level 1 Part 1, c2008 (Adopted 2014) 9-12: Cheng & Tsui: Integrated Chinese Level 1 Part 2, c2009 (Adopted 2014) 9-12: Cheng & Tsui: Integrated Chinese Level 2 Part 1, c2008 (Adopted 2014) 9-12: Cheng & Tsui: Integrated Chinese Level 2 Part 2, c2009 (Adopted 2014) 9-12: Pearson Education: Chinese Link: Intermediate Chinese, c2012 (Adopted 2015) 11-12: Joint Publishing (H.K.): Chinese Made Easy, c2006 (Adopted 2015) 9-12: DawgSign Press: Signing Naturally levels 1-2, c2013 (Adopted 2013) 9-12: DawgSign Press: Signing Naturally levels 3, c2003 (Adopted 2013)	Yes	0%
Health	9-12: Positive Prevention PLUS: Sexual Health Education for America's Youth: High School and Community Settings, c2018 (Adopted 2018)	Yes	0%
Science Laboratory Equipment (grades 9-12)	inventory List	Yes	0%

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

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 2024			
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None

School Facility Conditions and Planned Improvements

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		None

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	64	60	53	49	46	47
Mathematics (grades 3-8 and 11)	28	28	35	37	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	380	368	96.84	3.16	60.05
Female	185	179	96.76	3.24	65.36
Male	195	189	96.92	3.08	55.03
American Indian or Alaska Native	--	--	--	--	--
Asian	25	25	100.00	0.00	68.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	306	295	96.41	3.59	57.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	26	25	96.15	3.85	64.00
English Learners	22	21	95.45	4.55	4.76
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	234	226	96.58	3.42	54.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	38	95.00	5.00	28.95

2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	380	366	96.32	3.68	27.60
Female	185	177	95.68	4.32	25.99
Male	195	189	96.92	3.08	29.10
American Indian or Alaska Native	--	--	--	--	--
Asian	25	25	100.00	0.00	72.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	306	292	95.42	4.58	22.95
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	26	26	100.00	0.00	46.15
English Learners	22	21	95.45	4.55	4.76
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	234	225	96.15	3.85	23.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	36	90.00	10.00	8.33

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	26.01	24.75	26.15	25.79	30.29	30.73

2023-24 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	807	788	97.65	2.35	24.75
Female	412	404	98.06	1.94	23.02
Male	395	384	97.22	2.78	26.56
American Indian or Alaska Native	--	--	--	--	--
Asian	58	58	100.00	0.00	55.17
Black or African American	17	17	100.00	0.00	17.65
Filipino	24	24	100.00	0.00	45.83
Hispanic or Latino	632	615	97.31	2.69	20.16
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	9.09
White	60	58	96.67	3.33	37.93
English Learners	40	38	95.00	5.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	488	476	97.54	2.46	20.80
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	91	88	96.70	3.30	6.82

2023-24 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

2023-24 Career Technical Education Programs

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

Personal Services:

1. Cosmetology

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	961
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	78.4
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	67.97

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.

2023-24 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 requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	100%	100%	100%	100%	100%

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.

2024-25 Opportunities for Parental Involvement

Parents and the community are highly supportive of the educational programs at South Hills High School. Numerous programs and activities are enhanced by the generous contributions from local businesses, community members, and parents. We have an active PTSA that meets monthly to explore new ways to support our school. They operate the snack bar at football games to fund student scholarships and organize our annual Grad Night celebration at Disneyland. Additionally, they manage our PTSA Reflections competition, which encourages student submissions in the arts, and provide lunch and snacks for our staff during staff appreciation days throughout the year.

Parents have multiple opportunities to engage with our staff through events like School Site Council, Coffee with the Principal, Back-to-School Night, various award ceremonies and Light Up the Night. Many parents also attend our student rallies and celebrations throughout the year. Those interested in joining South Hills High School's School Site Council, leadership team, committees, or school activities, or volunteering on campus, can reach out directly to the principal or contact the school office at (626) 974-6270.

To further support parent education and engagement, Title I funds allow us to offer additional resources and workshops designed to help parents navigate their students' academic journeys. These opportunities empower parents with the knowledge and skills to effectively support their children's success, creating a strong partnership between school and home.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	0.5	1.0	0.2	2.9	2.6	2.3	7.8	8.2	8.9
Graduation Rate	99.5	98.5	98.2	95.6	95.8	95.1	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	441	433	98.2
Female	231	227	98.3
Male	210	206	98.1
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	33	31	93.9
Black or African American	--	--	--
Filipino	20	20	100.0
Hispanic or Latino	335	329	98.2
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	35	35	100.0
English Learners	31	28	90.3
Foster Youth	--	--	--
Homeless	27	26	96.3
Socioeconomically Disadvantaged	335	328	97.9
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	50	47	94.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1693	1661	322	19.4
Female	882	858	191	22.3
Male	809	801	131	16.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	121	119	8	6.7
Black or African American	41	41	10	24.4
Filipino	49	48	3	6.3
Hispanic or Latino	1345	1317	272	20.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	13	13	4	30.8
White	106	105	19	18.1
English Learners	93	87	22	25.3
Foster Youth	19	15	5	33.3
Homeless	63	61	20	32.8
Socioeconomically Disadvantaged	1084	1062	248	23.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	191	186	50	26.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	2.71	1.67	2.6	2.37	2.64	3.04	3.17	3.6	3.28
Expulsions	0	0	0.06	0.02	0.04	0.04	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.60	0.06
Female	1.81	0.00
Male	3.46	0.12
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.65	0.00
Black or African American	2.44	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.90	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.89	0.94
English Learners	2.15	0.00
Foster Youth	0.00	0.00
Homeless	3.17	0.00
Socioeconomically Disadvantaged	3.32	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.66	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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.

2021-22 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	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 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	27	19	10	40
Mathematics	28	12	23	24
Science	29	10	4	24
Social Science	31	7	8	33

2023-24 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	25	23	27	26
Mathematics	28	10	26	22
Science	28	9	12	18
Social Science	26	12	30	15

2023-24 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	560

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$10,561.45	\$1,532.73	\$9,028.72	\$107,145.13
District	N/A	N/A	\$3,331.89	\$104,191
Percent Difference - School Site and District	N/A	N/A	92.2	2.8
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-17.6	9.2

Fiscal Year 2023-24 Types of Services Funded

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

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

Fiscal Year 2023-24 Types of Services Funded

- Strong Workforce
- Golden Pathways
- Middle College and Dual Opportunities
- CCAP College and Careers
- CAI California Apprentice 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, and additional hours for before/after school tutoring. Materials and supplies include supplemental reading, math, the arts, CTE, and mental health programs.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$56,698	\$59,551
Mid-Range Teacher Salary	\$94,815	\$93,855
Highest Teacher Salary	\$122,892	\$120,219
Average Principal Salary (Elementary)	\$154,685	\$151,525
Average Principal Salary (Middle)	\$160,614	\$158,215
Average Principal Salary (High)	\$171,121	\$171,087
Superintendent Salary	\$318,374	\$300,043
Percent of Budget for Teacher Salaries	33.35	31
Percent of Budget for Administrative Salaries	4.7	4.91

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	53.6
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	4
English	3
Fine and Performing Arts	0
Foreign Language	2
Mathematics	4
Science	17
Social Science	13
Total AP Courses Offered Where there are student course enrollments of at least one student.	43

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 (4 days)
- * UCI Math (2 days)
- * Principal Workshops (19 days)
- * Technology Mentor (8 days)
- * Staff Leadership (2 days)
- * Write from the Beginning and Beyond (7 days)
- * Math Intervention (1 day)
- * Twig Science (14 days)
- * New Teacher Orientation (2 days)
- * Iready (ongoing monthly)

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	75	89	59