



VAL VERDE UNIFIED SCHOOL DISTRICT

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The statistical information disclosed in this report is obtained from the California Department of Education and the Val Verde Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Instructional materials information was acquired in November 2016 and the school facilities information was acquired in October 2016.

CITRUS HILL HIGH SCHOOL

Accredited by the Western Association of Schools and Colleges

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AN ANNUAL REPORT TO THE COMMUNITY 2015-16 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2017

A MESSAGE FROM THE PRINCIPAL



Citrus Hill High School (CHHS), home of the HAWKS, opened its doors in the Fall of 2005. We are located in the unincorporated area of Perris, approximately nine miles west of Moreno Valley and three miles southwest of Riverside. The 2015-16 student enrollment was approximately 2,339. CHHS offers a wide variety of courses to serve students who will attend the finest colleges in the nation, two year institutions, and students engaged in a career technical education. Our staff takes responsibility for ensuring all students receive the necessary skills to meet the needs of society and each student's aspirations. Our school is built on the structure of a Professional Learning Community (PLC) where everyone in the school community is responsible for the success of all students as we have established a pyramid of interventions for students who falter with accomplishing course work. Our shared vision of C.L.A.S.S. Character, Leadership, Attitude, Scholarship, and Service serves as guiding principles in our daily activities. Again, this year, we have high expectations for success as we continue our academic journey preparing students for graduation and future success.

We believe, and research demonstrates, that a student involved in their school will achieve higher in their academic work; therefore, our goal is to have 100% student participation in some out-of-class activity on campus. This may involve athletics, activities, performing arts or a leadership position on the campus or in the community. Students are recognized for their involvement through daily Hawkeye News broadcasts and for academic achievement or academic improvement through regular Recognition Rallies, Honor Roll Assemblies and Student of the Month Ceremonies.

Each classroom is equipped with an LCD projector connected to a teacher's workstation for presentations and access to the Hawkeye News or other school broadcasts. Additionally,

all teachers have an IPAD and HoverCam to help support the delivery of technology based lessons and best teaching strategies. There are five computer labs on campus which include a lab in the library. Several classrooms have five computer stations set up as mini labs to support the specific curricula.

Our most significant attribute is a laser-like focused effort on student learning. To accomplish this we have unpacked the state curriculum frameworks to develop Power Standards of what to teach, developed a pacing on when it will be taught, then developed common assessments on what and when a student will be assessed. Collaborative time for staff to assess student's learning and their own instructional practices lead to a successful student who is ready for education beyond high school. Couple this with a caring staff and the significant academic performance gains we have experienced will continue.

MISSION STATEMENT

Our shared purpose is to be the best high school for our community by providing our students the finest in rigor, school culture, enrichment, innovation, intervention, and preparation.

DISTRICT & SCHOOL PROFILE

Val Verde Unified School District is located in the heart of the Inland Empire, approximately 72 miles east of Los Angeles. Neighboring the district and its communities are March Air Force Base and the Lake Perris recreational area. During the 2015-16 school year, the district's schools served more than 19,800 students residing in the rural and suburban communities of Perris, Moreno Valley, and portions of unincorporated Riverside County. The district currently operates a preschool, 12 elementary schools, 4 middle schools, 3 comprehensive high schools, a student success academy, a virtual academy, and a continuation high school.

During the 2015-16 school year, Citrus Hill High School served 2,339 students in grades 9-12. Student enrollment included 11.2% in special education, 13.4% qualifying for English learner support, and 83.5% qualifying for free or reduced-price meals. Citrus Hill High School opened its doors in the fall 2005



2013 Golden Bell Award
Aquaponics & Applied Science

Riverside COE Models
of Excellence Award

Student Enrollment by Subgroup/Grade Level 2015-16

Ethnic Group	%	Grade Level	#
African American	11.9%	Grade 9	606
American Indian or Alaskan Native	0.3%	Grade 10	655
Asian	0.9%	Grade 11	560
Filipino	0.6%	Grade 12	518
Hawaiian or Pacific Islander	0.5%		
Hispanic or Latino	78.5%		
White (not Hispanic)	6.2%		
Two or More Races	0.9%		
Socioeconomically Disadvantaged	83.5%		
English Learners	13.4%		
Students with Disabilities	11.2%		
Migrant Education	0.0%		
Foster Youth	1.5%		
		Total Enrollment	2,339

to support ninth and tenth grade enrollment. Eleventh and twelfth grades were added in 2006 and 2007, respectively. The current class schedule accommodates a seven-period day with a 20-minute advisory period which serves a multitude of needs including academic intervention. College-prep qualities are embedded throughout campus culture, academic programs, and enrichment activities.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning/State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Parental Involvement/State Priority 3: Covered in Parent Involvement.

Pupil Achievement/State Priority 4: Covered in Standardized State Assessments, including the CAASPP charts; and Career Technical Education (CTE) Programs (Workforce Preparation), including the CTE Program Participation and UC/CSU charts.

Pupil Engagement/State Priority 5: Covered in Dropout & Graduation Rate, including Dropout & Graduation Rate and Completion of High School Graduation Requirements charts.

School Climate/State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Other Pupil Outcomes/State Priority 8: Covered in the Physical Fitness, including the Physical Fitness Test chart.

PARENT INVOLVEMENT

Parent involvement is highly welcomed to support school and student success. Citrus Hill High School offers a broad range of opportunities for parents to support the school and their child's academic efforts. Should the need arise, parents are welcome to "sit in and observe" any of their child's classes. Parents seeking more information or who are interested in participating in any of the activities listed below may contact the principal's secretary at (951) 490-0400.

Join Leadership Groups:

- African American Advisory Committee
- Booster Clubs
- District Advisory Council
- English Learner Advisory Council
- Parent Advisory Committee (PAC)
- Parent Center
- School Advisory Council
- School Site Council

Attend Special Events & Workshops

- Back to School Night
- Career Fair
- English Language Arts Events
- Family Math Night
- Family Science Camps
- Open House
- Athletic Events
- Student performances
- Parent Conferences
- Parent education workshops (i.e. English as a Second Language Classes)

School-to-home communication is provided in both English and Spanish. The principal issues a school newsletter once every quarter; the newsletter features valuable information on school policy changes, a calendar, special events news, announcements, and helpful student/parent tips. The quarterly newsletter is also published on the school's website. Flyers and memos are occasionally sent home with students for upcoming events and current announcements. The school marquee displays important messages and dates to remember. The school website is a valuable resource for general information on staff, schedules, activities, and programs. Blackboard Connect is the automated parent notification system which is used to quickly broadcast important announcements via telephone to every student's home. Parents may access their student's grades, attendance records, and course progress on the Internet through the district's Parent Access link located at <https://aeriesweb.valverde.edu/pams/> or the new Val Verde phone app.

STUDENT ACHIEVEMENT

DISTRICT BENCHMARK ASSESSMENTS

Val Verde Unified School District uses a variety of tools to evaluate and analyze student learning. District benchmark assessments supplement multiple measures of assessment to identify students' mastery of subject matter and skill levels. District benchmark assessments are being aligned with the California Common Core State Standards and are comprised of both formative and summative assessments given in math, reading, and language arts. Students in grades 7-12 were evaluated quarterly throughout the year to determine course grades and levels of content mastery.

Multiple measures of assessment are used to identify student progress, understanding of state content standards, and mastery of subject area matter/concepts. These measures include: state standardized tests; benchmark assessments; classroom observations; teacher-created assessments; DIBELS; DRA; and 95% screeners for phonics/fluency. Collectively, the benchmark assessments and multiple measures aid teachers in 1) identifying areas where instruction may or may not be effective, 2) guiding classroom instruction practices and strategies, and 3) identifying students who need targeted academic assistance or intervention. Teachers and administrators are able to pinpoint any deficiencies or gaps in the learning process, identifying very specific skill sets and subject area content that needs to be retaught, reinforced, or revised to ensure every student obtains a solid foundation for future success in learning.

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and Mathematics in grades 3 through 8 and 11, and Science in grades five, eight and ten utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System.

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CAASPP tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

**California Assessment of Student Performance and Progress Test Results in Science
All Students**

Percentage of Students Meeting or Exceeding the State Standards

	Citrus Hill			VVUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science (Grades 5, 8, & 10)	46	43	38	56	48	46	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & 10)

2015-16

	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	639	628	98.3%	38.1%
Male	359	354	98.6%	39.8%
Female	280	274	97.9%	35.8%
African American	77	73	94.8%	32.9%
Hispanic or Latino	509	503	98.8%	37.0%
White (not Hispanic)	36	35	97.2%	54.3%
Economically Disadvantaged	551	543	98.6%	36.5%
English Learners	83	81	97.6%	12.4%
Students with Disabilities	69	68	98.6%	36.8%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**California Assessment of Student Performance and Progress
Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students**

Percentage of Students Meeting or Exceeding the State Standards

	Citrus Hill		VVUSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	56	63	38	41	44	48
Mathematics	22	26	23	26	33	36

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

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & 11)
2015-16

	English Language Arts/Literacy				Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
	Grade 11				Grade 11			
All Students Tested	536	533	99.4%	63.2%	536	533	99.4%	25.8%
Male	269	266	98.9%	53.0%	269	266	98.9%	25.7%
Female	267	267	100.0%	73.3%	267	267	100.0%	25.9%
African American	88	88	100.0%	53.4%	88	88	100.0%	14.8%
Hispanic or Latino	405	403	99.5%	65.2%	405	403	99.5%	27.4%
White (not Hispanic)	26	25	96.2%	76.0%	26	25	96.2%	36.0%
Socioeconomically Disadvantaged	442	441	99.8%	60.7%	442	441	99.8%	22.6%
English Learners	56	55	98.2%	14.6%	56	55	98.2%	5.5%
Students with Disabilities	59	59	100.0%	8.5%	59	59	100.0%	0.0%

Note: ELA & Mathematics test results include the Smarter Balanced 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 on the CAAs divided by the total number of students who participated in both assessments. An asterisk () appears 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.*

FEDERAL INTERVENTION PROGRAM

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2015-16, Citrus Hill High School qualified for Schoolwide Title I funding and is therefore subject to comply with Title I program requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Federal Intervention Program

2016-17

	Citrus Hill	VVUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2012-13
Year in PI	N/A	Year 2
# Schools Currently In PI		11
% Schools Currently In PI		50%

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

PHYSICAL FITNESS

In the spring of each year, Citrus Hill High School is required by the state to administer a physical fitness test to all students in the ninth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2015-16			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Ninth	77.5%	57.8%	37.6%

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

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

Citrus Hill High School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 2005. In addition to the sports stadium, athletic facilities include two baseball diamonds, two softball diamonds, two soccer fields, a track field, ten tennis courts, and outdoor blacktop courts for physical education activities. Ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff.

2015-16 Campus Improvements:

- Installation of solar panels with a carport

2016-17 Planned Campus Improvements:

- Installation of new sound equipment in the gym and theater
- Addition of a garden for aquaponics
- Addition of speed lines in the cafeteria

Campus Description	
Year Built	2005
Acreage	60
	Quantity
# of Permanent Classrooms	62
# of Portable Classrooms	48
# of Restrooms (student use)	5 sets
Computer Lab	4
Gym	1
Sports Stadium	1
Library	1
Multipurpose Room/Theater	1
Parent Resource Center	1
Pool	1

SUPERVISION AND SAFETY

Each morning as students arrive on campus, five district security officers and the school resource officer circulate throughout the campus and one district security officer stationed at the main entrance share the responsibility of monitoring student activities and behavior. During lunch, the principal, assistant principals, the school resource officer and five district security officers oversee student behavior and activities in the cafeteria and common gathering areas. When students are dismissed at the end of the day, the principal, assistant principal, the school resource officer and five district security officers circulate throughout the campus and monitor exits to ensure students either travel to after-school programs or leave campus in a safe and orderly manner.

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival and present valid picture identification, obtain and wear a visitor's badge, and then return to the school office upon departure. Citrus Hill utilizes the Raptor system to assist with visitors identification.

MAINTENANCE & REPAIRS

School custodial staff and the district's maintenance department work together to ensure playing fields, classrooms, and campus grounds are well-maintained and

kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) continues to employ an electronic work order process to facilitate and improve services to Citrus Hill High School. Teachers and school staff communicate unscheduled maintenance needs, urgent repairs, or special projects to designated custodial and office support staff who prepare and submit work orders to M&O for resolution. Emergency situations are immediately resolved either by the school custodian or district maintenance staff.

SCHOOL INSPECTIONS

Citrus Hill High School and the Val Verde Unified School District's Maintenance and Operations Department (M&O) work together to ensure student safety and uphold high cleaning standards. M&O supervisors and school administration inspect facilities on a continual basis to identify and resolve concerns in a proactive and timely manner. The most recent facilities inspection at Citrus Hill High School took place on August 6, 2016. Schools are required by state law to report the condition of their facilities; the School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2015-16 school year, 100% of restrooms were fully operational and available for student use at all times.

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date: August 6, 2016	Good	Fair	Poor	
Systems	✓			
Interior Surfaces		✓		Attendance Office, Video Storage, Room 206, 221, 223, 227, 302, 308, 310, 401, 405, 407, 514 & 621 - Water stain ceiling tiles; Room 101 - Water stain ceiling tiles office area; Room 204, 306, 307, 312, 404, 519 & Office - Water stain ceiling tile; Room 205 - Linoleum is peeling, missing on counter top; Work Room - Hole in ceiling tiles, water stain ceiling tiles; Room 315 & 408 - Ceiling tile is missing; Room 622 - Hole in wall under whiteboard; Music Room 702 - Ceiling tile has holes; Weight Room - Ceiling tile is missing, ceiling tile has holes; Gymnasium - Ceiling tile is cracked at entry; Room 814 Student Store - Hole in wall above light switch (snack bar in gym)
Cleanliness	✓			
Electrical	✓			Room 205 - Two light diffusers are missing in hallway; Room 315 - Light diffuser is missing; Room 314 - Outlet covers are missing and broken; Room 311 - Clip on light panel is broken; Room 411 - Light panel is loose; Room 504 - Light panel cover is missing above door; Room 507 - Outlet cover is missing at entry; Room 510 - Outlet cover is missing; Room 616 - Electrical cover is cracked; Room 620 - Inadequate lighting, three light panels are out; Boys Restroom - Inadequate lighting, three light panels are out; Room 603 - Screw is protruding out of light switch cover, injury hazard
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			Room 224 - Door will not open/close properly; Room 816 - Metal weather stripping is bent on door, injury hazard
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Percentage Description Rating:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

DAILY CLEANING PRACTICES

Two full-time day custodians, one full-time afternoon custodian, five full-time evening custodians, one pool maintenance professional, and a team of groundskeepers are assigned to Citrus Hill High School and work closely with the principal for routine maintenance, daily custodial duties, and special events. The assistant principal (in charge of facilities) and day custodians communicate as needed regarding campus cleaning needs and safety concerns. Every morning before school begins, the day custodians inspect facilities for safety hazards, graffiti, and other conditions that require immediate attention or removal prior to students and staff entering school grounds. Campus supervisors check restrooms after each passing period as part of their tardy sweeps and every ten minutes during the lunch period as a proactive measure to keep restrooms fully stocked, safe, and sanitary.

Custodians are responsible for cleaning campus grounds, classrooms, restrooms, and common areas to ensure facilities remain in good working condition, clean, and safe for students, staff, and visitors. Custodians are required to inspect restrooms a minimum of two times a day and subsequently document restroom inspections in their daily inspection log. All custodians follow approved district standards and procedures for routine custodial functions and campus maintenance. Groundskeepers are on campus once a week and are responsible for general gardening and maintenance work such as trash and debris removal, landscaping care, irrigation system maintenance, and playing field maintenance.

Each custodian is provided one week of intensive training upon employment. Thereafter, training is coordinated by district maintenance supervisors and custodial staff meetings are held twice annually. Training activities in use of equipment and safety procedures are led by district risk management representatives, vendors, and department supervisors. The district's Operations Supervisor visits Citrus Hill High School monthly to review custodial performance, discuss campus maintenance needs with the principal, evaluate conditions of the school facility, and follow up on outstanding work order requests.

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Citrus Hill High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. The Val Verde Unified School District partners with Hour-Zero for school emergency response planning, management, consulting, and training. Hour-Zero specialists support district and school staff with the ongoing development of a comprehensive emergency preparedness program to address critical components of emergency response planning and compliance with federal and state requirements.

Components of Citrus Hill High School's safety plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most current safety plan was reviewed, updated, and shared with school staff in fall of 2016.

CLASSROOM ENVIRONMENT

CLASS SIZE & TEACHING LOAD

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Teaching Load Distribution Departmentalized Instruction				
2013-14				
Subject	Average Class Size	Number of Classes*		
		1-20	21-32	33+
English	25.0	40	14	55
Mathematics	25.0	33	17	37
Science	28.0	18	11	45
History	28.0	20	6	51
2014-15				
English	28.0	31	12	59
Mathematics	29.0	19	9	53
Science	31.0	12	6	54
History	29.0	15	8	53
2015-16				
English	29.0	28	11	54
Mathematics	29.0	12	9	58
Science	32.0	12	5	51
History	32.0	13	7	41

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

DISCIPLINE & CLIMATE FOR LEARNING

School rules and discipline policies are clearly explained to students at the beginning of and throughout the school year. As part of Citrus Hill High School's Hawk Power Standards, and Progressive Discipline Grid students are expected to: 1) develop and exhibit knowledge, respect, tolerance, and acceptance of all cultures, 2) participate and exhibit responsibility in a democratic society, and 3) demonstrate moral integrity and justice.

The OLWEUS Bully Prevention Program as well as the Positive Behavior Support System (PBIS) was implemented in the beginning of January 2014. The OLWEUS bully prevention program is a preventative program which requires active participation from all members of our school community. It is designed for all students and is preventative and responsive to any and all acts of bullying. The Positive Behavior Support System will be integrated with OLWEUS bully prevention program. Through the Positive Behavior Support System, our school community will provide intentional structures for student success through positive behavior expectations.

At the beginning of the school year, student conduct, district policies, dress standards, and academic expectations are 1) reviewed in class as part of the orientation process, 2) outlined in the student planner (provided in both English and Spanish), and 3) reinforced during class meetings led by the assistant principal and principal. As part of daily announcements during second period, the principal incorporates reminders for students to follow school rules and policies, addressing specific issues or current trends in behavior as needed.

Progressive disciplinary measures begin in the classroom when students are disruptive or demonstrating poor citizenship. When students continue having difficulty following school rules, teachers refer students to an administrator for further intervention. Based upon the severity of the behavior, students may be required to develop an Improvement Plan, meet weekly with their counselor, and submit regular progress reports. Discipline measures are consistently applied in a fair and firm manner.

Character education is embedded into the principal's daily broadcast during second period. Introductions and presentations addressing positive character traits, values, and ethics offer students the opportunity to reflect upon the day's message and incorporate good decision-making and citizenship into their daily routines. Daily announcements include quotes and words of wisdom designed to set a positive tone and share character-inspiring messages.

	Suspensions and Expulsions								
	Citrus Hill			VVUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	215	196	236	1,514	1,251	1,132	279,383	243,603	230,389
Expulsions (#)	0	6	7	0	22	40	6,611	5,692	6,227

	Dropout and Graduation Rates (Four-Year Cohort Rate)					
	Citrus Hill			VVUSD		
	12-13	13-14	14-15	12-13	13-14	14-15
Dropout Rate (%)	3.3	2	1.7	5.9	5.3	4.9
Graduation Rate (%)	93.33	94.99	96.15	90.20	91.18	92.30
	CA					
	12-13	13-14	14-15	12-13	13-14	14-15
	Dropout Rate (%)	11.4	11.5	10.7	80.44	90.95

STUDENT RECOGNITION

Citrus Hill High School encourages students to make an effort to do their very best at all times. Students showing significant improvement in their grade point average qualify for Awesome Hawks privileges. Qualifying students are placed in one of three GPA levels based upon their report card grades and amount of improvement. Students earning Awesome Hawks recognition are rewarded with extra privileges. Citrus Hill also celebrates student of the week awards. At the end of each month, teachers nominate a senior classman for the Student of the Month award for demonstrating outstanding academic performance and participating in school activities. The chosen student receives an award and is invited to lunch with the principal off campus.

Seniors meeting specific academic criteria may qualify for the Superintendent's Award, presented once a month throughout the school year. Twice a year Citrus Hill High hosts two academic rallies to recognize top ten students with the highest GPA and those students who have made significant increases in their GPA.

Attendance is emphasized through schoolwide incentives. Students are recognized for perfect attendance every six weeks with attendance rallies. Random classroom visits take place to identify classrooms qualifying for HAT Awards. To qualify, 1) all students in the classroom must have all their Homework completed, 2) there must be no students Absent from class at the time of the visit, and 3) no students were Tardy to class on the day of the visit. Students in the classrooms earning HAT awards receive extra privileges.

Assemblies are held throughout the year to recognize students participating in school sports programs. At the end of each sports season, athletes are invited to a banquet and honored for the efforts in sportsmanship. The performing arts programs sponsor banquets to highlight students' talents and accomplishments. At the end of the school year, students meeting specific academic criteria, participating in two sports, and completing UC/CSU coursework qualify for the Scholar Athlete award.

ENRICHMENT & EXTRACURRICULAR ACTIVITIES

Responsible students are given the opportunity to get involved with other students that share the same interests and develop leadership skills through a variety of elective courses, extra-curricular activities, performing arts groups, sports, and school-sponsored programs. The Associated Student Body offers students the opportunity to model responsibility and leadership, get involved in student affairs, and organize school activities. Citrus Hill High sponsors a variety of clubs and extracurricular activities enabling students to explore or develop individual interests and talents, AP Academics, Hawk Torials, SAT/ACT Test prep; a comprehensive list of sports and clubs is available on the school website and in the school planner. The high school sports program emphasizes good sportsmanship and teamwork through school-sponsored teams for football, basketball, baseball, softball, cross-country, golf, soccer, swimming, tennis, track, volleyball, and wrestling.

Riverside Community College sponsors a Middle College High Program. Citrus Hill High's students may submit an application to participate in the program as early as tenth grade. Candidates are interviewed by college staff as part of the application process. Selected students finish their high school education at Riverside Community College campus and have the opportunity to simultaneously earn an associate of arts/science degree and high school diploma.

DROPOUTS & GRADUATION RATES

Citrus Hill High School's teachers and administrative staff are skilled and have developed ways based upon local statistics to detect the early identification of students exhibiting the warning signs and/or behavioral traits that typically lead to dropping out of school. Administrators and teaching staff work collaboratively and participate in workshops to develop plans and strategies on how to close the achievement gaps that commonly exist among students that quit high school. Counselors closely monitor student credit completion to identify those students most at risk of not earning their high school diploma. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, seventh period credit recovery, counseling, independent study, concurrent enrollment at community college, middle high college enrollment at Moreno Valley Community College, referral to Val Verde Academy, and referral to the continuation high school. In the following Dropout & Graduation Rates table, 2014-15 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

GRADUATION REQUIREMENTS

Student must accumulate 220 course credits and 40 hours of community service to receive a high school diploma from Citrus Hill High School. Alternative methods of acquiring a diploma are available through Val Verde High School, Val Verde Academy, and concurrent enrollment in a local community college for those students who have been unsuccessful in the comprehensive high school environment or have exhausted their opportunities to remain at Citrus Hill High School. The following table illustrates the percentage of students who graduated from Citrus Hill High School having met the district graduation requirements.

	Completion of High School Graduation Requirements for the Graduation Class of: 2015		
	Citrus Hill	VVUSD	CA
All Students	99%	97%	86%
African American	96%	98%	77%
American Indian or Alaskan Native	-	100%	75%
Asian	100%	100%	99%
Filipino	75%	97%	97%
Hispanic or Latino	100%	97%	84%
Hawaiian or Pacific Islander	100%	100%	85%
White (not Hispanic)	88%	92%	87%
Two or More Races	80%	95%	91%
Socioeconomically Disadvantaged	100%	100%	77%
English Learners	86%	82%	51%
Students with Disabilities	78%	86%	68%

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Val Verde Unified School District are aligned to the California State Standards. The district's Educational Services department selects staff development concentrations based on principal feedback, teacher survey results, California State Standards, district benchmark assessment results, and state standardized test results.

	Staff Development Days Three-Year Trend		
	2013-14	2014-15	2015-16
	0	2	4

During the 2015-16 school year, Citrus Hill High School held staff development training focused on:

- California Common Core State Standards
- Gooru Learning
- Positive Behavior Intervention Strategies
- Professional Learning Communities
- Response to Intervention (RtI)
- Safety
- Step-Up to Writing
- WICOR

The district offers supplemental support year-round for new and ongoing programs related to either specific strategies to improve student learning or district-adopted materials. Supplemental training sessions offered during the 2015-16 school year included:

- 21st Century Learning: Beyond Direct Instruction
- CCGI Training
- Curriculum & Instruction
- Formative Assessments
- HMH Textbook Training
- Next Generation Science Standards
- Step Up to Writing
- Technology Training

Val Verde Unified School District welcomes new teachers and provides intensive training to help them experience success in their new classrooms. For ongoing professional guidance, the district supports new and veteran teachers in developing their teaching skills. Beginning Teacher Support and Assessment (BTSA), a state-sponsored program, is designed for first- and second-year credentialed teachers and provides skills assistance over a two-year period. The Peer Assistance and Review program is designed to improve the education of students and increase the classroom performance of teachers, targeting both new and veteran teachers.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the district and Riverside County Office of Education. Professional and subject-specific offerings are consistent with the California State Standards.

Special education staff, resource specialist staff, bilingual aides, and instructional aides receive customized training to support the district's educational programs and develop strategies to increase effectiveness in teaching practices. Classified support staff receive job-related training from department supervisors and district representatives; training activities and workshops are designed to enhance and extend job performance. Long-term substitute teachers may be encouraged to participate in site-sponsored activities to enhance their understanding of Val Verde Unified School District's curriculum and classroom management practices.

SCHOOL LEADERSHIP

Leadership at Citrus Hill High is a responsibility shared among the school administrators, counselors, teachers, and parents. Principal Nereyda Gonzalez is responsible for the day-to-day operations and overall curriculum. The principal and three assistant principals work as a team to fulfill the many responsibilities associated with the operations of a comprehensive high school. The school's leadership team, department teams, data teams, and School Site Council share in the decision-making and administrative processes to create an effective and safe learning environment. The school's leadership team, comprised of the principal and department chairs, meets monthly to collaboratively address concerns brought forward by faculty, the success of individual programs, the school budget, instructional materials, and student assessment data. Team members serve as a liaison to their department teams.

The administrative team, comprised of the principal, assistant principals, instructional math coach, activities director, and athletic director meet weekly to discuss the school calendar, upcoming events and activities, and staff development agendas. Each team member shares in the responsibility to provide oversight of all school programs.

The School Site Council (SSC), consisting of school staff, parents, and students, is a major governing body that meets monthly to address school programs, discuss progress in meeting school goals, and serve as a liaison between the community and school administration. On an annual basis, the SSC is responsible for reviewing and approving the school site plan, safety plan, and budget.

INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Val Verde Unified School District are being aligned to the California State Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On September 13, 2016, the Val Verde Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #16-17-13 which certifies as required by Education Code §60119 that 1) textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a standards-aligned textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English

learners, that are aligned to the academic content standards and are consistent with the cycles and content of the curriculum frameworks in mathematics, science, history-social science, and English/language arts, including the English language development component of an adopted program, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive. Within a six-week period prior to adoption, parents may preview recommended instructional materials at the district office or the school's office.

In addition to the core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2016-17 school year, Val Verde Unified School District certifies that each student, including English learners, enrolled in a visual/performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the California State Standards.

SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the California State Standards and approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Citrus Hill High School structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

SPECIAL EDUCATION

Special education students are mainstreamed into the general education classroom based upon their IEP (Individual Education Plan) and provided instruction in the least restrictive environment. Citrus Hill High's special education program is staffed by 16 special education teachers and 28 special education aides who support six full-day, self-contained special day classes (four of which are devoted to Life Skills coursework). Four resource specialist teachers and four resource specialist aides provide individual and small group support in the general education environment under the direction of and in collaboration with each student's teachers. Instruction is provided in accordance with each student's IEP, which is reviewed and updated annually by the school's IEP teams. The IEP ensures that students with disabilities have equal access to core curriculum and to coordinate specially-designed instruction based upon individual academic, social, and behavioral needs.

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
English Language Arts				
2010	*	Pearson: <i>California Literature</i>	0%	9-11
2012	*	CSU: <i>ERWC</i>	0%	12
2003	*	Bedford/St. Martins: <i>The Essay Connection</i>	0%	9-12
2002	*	Bedford/St. Martins: <i>Perrine's Structure and Sound</i>	0%	9-12
2008	*	Bedford/St. Martins: <i>The Bedford Researcher</i>	0%	9-12
Mathematics				
2016	*	Bedford/St. Martins: <i>Graphical, Numerical and Algebraic</i>	0%	9-12
2015	*	Houghton Mifflin Harcourt: <i>Algebra I & II</i>	0%	9-12
2015	*	Houghton Mifflin Harcourt: <i>Geometry</i>	0%	9-12
2015	*	Scott Foresman - Addison Wesley: <i>Calculus of a Single Variable, 8th Edition</i>	0%	9-12
2016	*	Addison Wesley: <i>Java Software Solutions for AP Computer Science</i>	0%	9-12
2015	*	Cengage Learning: <i>Precalculus with Limits, 2014</i>	0%	9-12
2015	*	Cengage Learning: <i>Calculus I with Precalculus, 2012</i>	0%	9-12
2012	*	W. H. Freeman & Co.: <i>The Practice of Statistics, 2012</i>	0%	9-12
2016	*	Pearson: <i>Statistics Informed Decisions</i>	0%	9-12
Science				
2007	*	McGraw Hill: <i>Hole's Essentials of Anatomy</i>	0%	9-12
2007	*	Prentice Hall: <i>Biology</i>	0%	9-12
2007	*	Prentice Hall: <i>Earth Science</i>	0%	9-12
2007	*	Prentice Hall: <i>Chemistry</i>	0%	9-12
2008	*	Prentice Hall: <i>Chemistry: The Central Science</i>	0%	9-12
2008	*	Holt: <i>Environmental Science</i>	0%	9-12
2007	*	Holt: <i>Physics</i>	0%	9-12
2012	*	Pearson: <i>Biology in Focus</i>	0%	9-12
2015	*	Bedford/St. Martins: <i>Environmental Science, 2015</i>	0%	9-12
2015	*	Prentice Hall: <i>Physics, 4th Edition</i>	0%	9-12
2007	*	Prentice Hall: <i>Physics, 3rd Edition, 2007</i>	0%	9-12
2007	*	Current Publishing Corp.: <i>Life on an Ocean Planet</i>	0%	9-12
Social Science				
2006	*	Prentice Hall: <i>Magruder's American Government</i>	0%	9-12
2007	*	EMC Publishing: <i>Economics - New Ways of Thinking</i>	0%	9-12
2006	*	McDougal Littell: <i>Modern World History</i>	0%	9-12
2006	*	McDougal Littell: <i>Americans</i>	0%	9-12
2017	*	Pearson: <i>Cultural Landscapes</i>	0%	9-12
2017	*	Bedford/St. Martins: <i>America's History</i>	0%	9-12
2011	*	Pearson: <i>World Civilizations</i>	0%	9-12
2006	*	Houghton-Mifflin Harcourt: <i>American Government, 10th Edition, 2006</i>	0%	9-12
2011	*	World Publishers: <i>Myers' Psychology for AP</i>	0%	9-12
2002	*	Holt, Rhinehart, & Winston: <i>Psychology: Principles in Practice, 1998</i>	0%	9-12
2007	*	Holt, Rhinehart, & Winston: <i>Psychology: Principles in Practice, 2007</i>	0%	9-12
Foreign Language				
2016	*	Pearson: <i>Abriendo Paso Temas y Lecturas</i>	0%	9-12
2006	*	Holt: <i>Expresate! Spanish 1-3</i>	0%	9-12
2006	*	Holt: <i>Nuevas vistas Curso 1-2</i>	0%	9-12
2016	*	Holt/McDougal Littell: <i>Abriendo Puertas Ampliando Perspectivas</i>	0%	9-12
2014	*	Dawn Sign Press: <i>Signing Naturally, Units 1-12, 2008</i>	0%	9-12
2015	*	Cheng & Tsui Co.: <i>Huanying Volume 1 & 2, 2009</i>	0%	9-12
Health				
2004	*	Holt: <i>Lifetime Health</i>	0%	9-12

Textbook information was obtained from district office personnel in November 2016.

ENGLISH LEARNER INSTRUCTION

All of Citrus Hill High's teachers are certified to provide instruction for students identified as English Learners (EL). Teachers incorporate SDAIE (Specially Designed Academic Instruction in English) strategies into their instructional practices. SDAIE is a method of teaching in English in a manner that allows students to gain skills in both the subject material (i.e., science and social science) and in using English. Based upon their fluency and understanding of the English language, EL students may receive one or more periods of English Language Development (ELD) instruction as a component of their core language arts curriculum. ELD instruction focuses on reading development, verbal language development, and vocabulary building. As students increase fluency in the English language, Citrus Hill High School continues to monitor student performance through CELDT results, benchmark assessments, and classroom observation to adjust instruction as needed to ensure continued success in acquiring the English language and proficiency in reading/language arts.

AVID

Citrus Hill High School offers the Advancement Via Individual Determination (AVID) program to qualifying students. The program targets students with a grade point average ranging from 2.5 to 3.5, and who may be the first of their family members to attend college. AVID equips students with the skills required to be successful in post-secondary education. Communication skills, writing in particular, are strongly emphasized. Organizational, study, and note-taking skills are key elements of the college preparation process.

INTERVENTION PROGRAMS

Citrus Hill High School supports intervention programs to meet the needs of those students not meeting state proficiency standards in reading, language arts, and math. Education Management Teams comprised of school administrators, teachers, and parents work together to identify individualized intervention strategies for and monitor progress of students having difficulty with academic or social development. Formal intervention programs include:

- Support Classes: students new to Citrus Hill High School are evaluated on their proficiency level in reading, writing, and math. Students performing below grade level standards are assigned a support class (in lieu of an elective) to help acquire subject matter basics.

- Tutoring: students who have earned one or two F's on their report card may be placed in an intervention class in lieu of an elective course. When a student has improved his/her grades, they may return to their regular elective class.

- Middle College High Program at Riverside Community College: Students may apply to finish their high school education at the community college to earn their high school diploma and have the opportunity to earn an associate of arts/science degree simultaneously.

- Feshman Seminar: Career exploration/SEI
- Intervention Counseling: Meets in groups to help students.
- Impact Substitute Teachers: substitute teachers in the morning and in the afternoon provides support to regular classroom teachers who conduct small group intervention in reading and math.
- EDGE: Language development classes
- Math Intervention Classes

PROFESSIONAL STAFF

SUPPORT SERVICES STAFF

Through close collaboration, high school support staff are instrumental in improving student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns. As a participating member of the Riverside County Special Education Local Plan Area (SELPA), Val Verde Unified School District and Citrus Hill High School have access to a full complement of professional resources and services to meet the needs of its students.

Counselors and Support Personnel (Nonteaching Professional Staff) 2015-16

	No. of Staff	FTE*
Academic Counselor	4	4.0
Adaptive PE Aide	1	0.4
Adaptive PE Specialist	1	0.4
Campus Supervisors	5	5.0
Health Technician	2	2.0
Marriage & Family Therapist	As needed	
Nurse	1	0.3
Psychologist	2	1.4
Speech Specialist	2	0.8
Intervention Counselor	1	1.0
Average Number of Students per Academic Counselor		584.8

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

TEACHER ASSIGNMENT

Citrus Hill High School recruits and employs only the most qualified credentialed teachers. For the 2015-16 school year, the school employed 97 fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. More information on teacher qualifications required under NCLB can be found at www.cde.ca.gov/nclb/sr/tq/.

Teacher Credentials and Assignments

	Citrus Hill		
	14-15	15-16	16-17
Total Teachers	96	98	86
Teachers with Full Credential	96	97	80
Teachers without Full Credential	0	1	6
Teachers Teaching Outside Subject Area (with full credential)	0	3	0
Teacher Misassignments for English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Teacher Vacancies	0	0	0
	VVUSD		
	14-15	15-16	16-17
Total Teachers	810	813	819
Teachers with Full Credential	809	797	795
Teachers without Full Credential	1	16	24
Teachers Teaching Outside Subject Area (with full credential)	0	5	0
Teacher Misassignments for English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Teacher Vacancies	0	3	2

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

Core Academic Classes Taught by Highly Qualified Teachers

	% of Classes in Core Academic Subjects Taught by HQT	% of Classes in Core Academic Subjects Not Taught by HQT
	2015-16	
Citrus Hill	96.0%	4.0%
District Totals		
All Schools	98.0%	2.0%
High-Poverty Schools	98.0%	2.0%
Low-Poverty Schools	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

COLLEGE PREPARATION & WORK READINESS

As part of the ninth grade orientation process, counselors introduce students to the many options and programs Citrus Hill High School offers to ensure students get a head start on their college preparation and work readiness process. Career assessment and interest inventories are integrated into the curriculum and opportunities are provided to explore career options based upon individual interests, aptitudes, and abilities.

ADVANCED PLACEMENT

In 2015-16, Citrus Hill High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Courses Offered and Student Participation Rates 2015-16

	No. of Courses Offered	% of Students Enrolled in AP Courses
Art	1	N/A
Computer Education	3	N/A
English	2	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	6	N/A
Totals	21	0.5%

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

COLLEGE PREPARATION COURSES

Students are encouraged to take required courses if they plan on attending a four-year college or university. The table below illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments.

UNIVERSITY OF CALIFORNIA

Admission requirements for the University of California (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 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 University of California website at www.universityofcalifornia.edu/admissions/general.html.

CALIFORNIA STATE UNIVERSITY

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University website at www.calstate.edu/admission/.

Enrollment in and Completion of UC/CSU-Required Courses	
	%
2015-16 Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	79.3
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	63

**Most current data available.*

WORKFORCE PREPARATION

Students receive structured career planning guidance from counseling staff regarding post-secondary goals and career planning at least once a year. Students are introduced to Citrus Hill High School's career technical education programs, career center, work experience program, regional occupational programs, and workability programs. Career education courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Some classes fulfill a-g entrance requirements for state and university colleges. Citrus Hill High sponsors a College Night and an annual Career Fair to increase awareness about and connect students with local educational and professional resources to consider when making post-secondary plans.

Career Pathways Sequences

- Arts, Media, and Entertainment/Production and Management

On-Campus Career Technical Education Courses

- Aquaponics
- Computers
- First Responder
- Introduction to Video Production
- Plant & Soil
- Retail/Marketing
- Sports Therapy
- Warehouse/Logistics
- Work Experience Education

Mastery of employment readiness skills and standards are acquired through the use of industry-standard assessments, clinical supervision, end-of-unit exams, and classroom observation. Citrus Hill High School participates in and analyzes data from surveys related to AVID and Capstone Courses to evaluate course effectiveness as well as student mastery.

Citrus Hill High School collaborates with youth, national, and local organizations to develop career interests and unique opportunities for individual growth. During the 2015-16 school year, Citrus Hill High School partnered with the University of California, Redlands, to support the Math, Engineering, Science Academy.

Work experience students are partnered with community organizations and employers that provide on-the-job training and mentoring for students 16 years and older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, contact the school's career center. Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

Career technical education (CTE) programs are offered in partnership with the Riverside County Office of Education. A variety of CTE courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education. For more information on career technical programs, high school's career center, a school counselor, www.rcoe.k12.ca.us, or visit the state's career technical website at www.cde.ca.gov/ci/ct/.

Career Technical Education Program 2015-16
Total Number of Students Participating in CTE Programs
Percentage of Students Completing a CTE Program and Earning a High School Diploma
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education

SARC DATA & INTERNET ACCESS

DATAQUEST

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Citrus Hill High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to CAASPP enrollment, and staffing.

PUBLIC INTERNET ACCESS LOCATION

Parents may access Citrus Hill High School's SARC and access the internet at any of the county's public libraries. The closest library to Citrus Hill High School is the Perris Branch Public Library located at 163 E. San Jacinto Avenue, Perris, CA 92570.

Perris Branch Public Library
(951) 657-2358

Hours: Sunday 1-5

Monday 10-6

Tuesday-Wednesday 12-8

Thursday-Saturday 10-6

Number of computers available: 17

Number of printers available: 1

DISTRICT EXPENDITURES

SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

EXPENDITURES PER STUDENT

For the 2014-15 school year, Val Verde Unified School District spent an average of \$9,037 of total general funds to educate each student (based on 2014-15 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

	VVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	46,771	44,958
Mid-Range Teacher Salary	75,834	70,581
Highest Teacher Salary	92,216	91,469
Average Principal Salaries:		
Elementary School	126,180	113,994
Middle School	134,877	120,075
High School	132,742	130,249
Superintendent Salary	238,433	218,315
Percentage of Budget For:		
Teacher Salaries	35.0	38.0
Administrative Salaries	5.0	5.0

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

Expenditures Per Pupil	Dollars Spent Per Student				
	Citrus Hill	VVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	6,437	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,229	N/A	N/A	N/A	N/A
Unrestricted (Basic)	5,208	4,990	104.4%	5,677	91.7%
Average Teacher Salary	71,488	75,804	94.3%	74,216	96.3%

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

In addition to general fund state funding, Val Verde Unified School District receives state and federal categorical funding for special programs. For the 2014-15 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- California Clean Energy Jobs Act
- California Health Science Capacity Building Project
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- NCLB Title I, II, III, X
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Vocational Programs

