



VAL VERDE UNIFIED SCHOOL DISTRICT

www.valverde.edu

BOARD OF EDUCATION

Suzanne Stotlar, President
Julio Gonzalez, Vice President
Shelly Yarbrough, Clerk
Matthew Serafin, Member
Marla Kirkland, Member

DISTRICT ADMINISTRATION

Michael R. McCormick
Superintendent

Darrin Watters
Deputy Superintendent

Mark LeNoir
Assistant Superintendent
Education Services

Juan Cabral
Assistant Superintendent
Human Resources

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 and the school facilities information was acquired in November 2017.

CITRUS HILL HIGH SCHOOL

Accredited by the Western Association of Schools and Colleges

18150 Wood Road, Perris, CA 92570
Phone: (951) 490-0400 • Fax: (951) 490-0405

Esteban Lizarraga, Principal • elizarraga@valverde.edu
Krystal Cullivan, Assistant Principal • kcullivan@valverde.edu
Matthew Elder, Assistant Principal • melder@valverde.edu



AN ANNUAL REPORT TO THE COMMUNITY 2016-17 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2018

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 2016-17 student enrollment was approximately 2,117. 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 a laptop, iPad, and HoverCam to help support the delivery of technology based lessons and best teaching strategies. All students at CHHS are now equipped with a Chromebook for classroom use and to take home. Our library has also been renewal renovated with new furniture and technology to support student academics.

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 2016-17 school year, the district's schools served more than 19,900 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 2016-17 school year, Citrus Hill High School served 2,117 students in grades 9-12. Student enrollment included 11.2% in special education, 14.7% qualifying for English learner support, and 85.2% qualifying for free or reduced-price meals. Citrus Hill



2013 Golden Bell Award
Aquaponics & Applied Science

Riverside COE Models
of Excellence Award

Student Enrollment by Subgroup/Grade Level 2016-17			
Ethnic Group	%	Grade Level	#
African American	11.9%	Grade 9	460
American Indian or Alaskan Native	0.3%	Grade 10	543
Asian	0.6%	Grade 11	600
Filipino	0.4%	Grade 12	514
Hawaiian or Pacific Islander	0.5%		
Hispanic or Latino	80.1%		
White (not Hispanic)	4.9%		
Two or More Races	1.4%		
Socioeconomically Disadvantaged	85.2%		
English Learners	14.7%		
Students with Disabilities	11.2%		
Migrant Education	0.0%	Total	
Foster Youth	1.1%	Enrollment	2,117

High School opened its doors in the fall 2005 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 (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Rates, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in 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
- Monthly Coffee/Tea with the Principal
- 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 content, depth of knowledge, and skills. District benchmark assessments are aligned to the California State Standards and are comprised of both formative and summative assessments given in math, reading, and language arts. During the 2016-17 school year, all students in grades 1-5 were assessed multiple times utilizing a system of short-cycle formative assessments to identify content area mastery and specific gaps in the learning process. 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 summative assessments, benchmark assessments,

grade level/department common assessments, classroom observations, teacher-created assessments, adaptive diagnostic assessments in reading and math, and early indicators of reading assessments. 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

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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 subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the 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/.

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 2016-17, Citrus Hill High School qualified for Schoolwide Title I funding and is therefore subject to comply with Title I program requirements.

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	
	14-15	15-16	14-15	15-16	14-15	15-16
Science (Grades 5, 8, & 10)	43	38	48	46	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. The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students in Grade Eleven						
Percentage of Students Meeting or Exceeding the State Standards						
	Citrus Hill		VVUSD		CA	
	15-16	16-17	15-16	16-17	15-16	16-17
English-Language Arts/Literacy	63	52	41	40	48	48
Mathematics	26	21	26	25	36	37

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

Federal Intervention Program		
2017-18		
	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.

CAASPP Test Results in ELA & Mathematics by Student Group (Grade 11)								
2016-17								
	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
All Students Tested	588	584	99.3%	52.1%	588	583	99.2%	21.1%
Male	318	315	99.1%	45.5%	318	314	98.7%	19.4%
Female	270	269	99.6%	59.9%	270	269	99.6%	23.1%
African American	64	61	95.3%	32.8%	64	61	95.3%	11.5%
Hispanic or Latino	480	479	99.8%	53.4%	480	478	99.6%	21.3%
White (not Hispanic)	25	25	100.0%	64.0%	25	25	100.0%	24.0%
Socioeconomically Disadvantaged	512	509	99.4%	50.0%	512	508	99.2%	19.7%
English Learners	150	150	100.0%	16.0%	150	149	99.3%	*
Students with Disabilities	62	60	96.8%	*	62	59	95.2%	*

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.

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/.

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/tg/tg/pf/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2016-17			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Ninth	22.9%	18.7%	31.0%

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.

2016-17 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
- Addition of a gaming lab
- Addition of a life skills kitchen
- Remodelization projects to the theater, front desk, and library
- Addition of a new track and field
- Painting projects
- Repairs/replacement to asphalt where needed

- Upgrades to fire alarms
- Renovation of the special education classroom

Campus Description	
Year Built	2005
Acres	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.

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: July 12, 2017				
Systems	✓			
Interior Surfaces		✓		Attendance Office, Room 206, Cafeteria, Room 308, Room 310, Room 401, Room 405, Room 407, Room 514 & Room 814 Student Store - Water stain ceiling tiles; Room 101 - Water stains ceiling tiles office area; Room 202 - Wall has hole in hallway; Room 204 & Room 307 - Water stain ceiling tile; Room 205 - Linoleum is peeling/missing on counter top; Work Room - Hole in ceiling tiles; Room 302 & Room 303 - Ceiling tile has hole; Room 411 - Water stain ceiling tiles/ceiling tile is missing; Music Room 702 - Ceiling tile has holes; Snack Bar - Hole in wall by swing door
Cleanliness	✓			
Electrical	✓			Room 205 - Two light diffusers are missing in hallway; Room 303 - Light diffuser is missing; Room 314 - Outlet covers are missing and broken/light diffuser is missing; Room 510 - Outlet cover is missing; Weight Room - Water stain in light diffuser
Restrooms/Fountains	✓			
Safety	✓			Room 301 - Paint is chipping on wall in hallway to room 308; Room 621 & Room 622 - Paint is chipping on interior door frame; Snack Bar - Paint is chipping on wall
Structural	✓			
External	✓			
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.

The most recent facilities inspection at Citrus Hill High School took place on July 12, 2017. 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 fiscal year 2017-18, all restrooms were fully functional and available for student use at the time of the inspection.

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 2017.

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 1-22 students, 23-32 students, and 33 or more students.

Teaching Load Distribution Departmentalized Instruction				
2014-15				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
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
2016-17				
English	27.0	26	21	44
Mathematics	29.0	15	23	35
Science	27.0	17	17	35
History	30.0	9	15	36

**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.

Citrus Hill High School utilizes both the OLWEUS Bully Prevention Program and the Positive Behavior Intervention and Support system. 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. The PBIS Team establish, develop, and sustain schoolwide expectations and celebrations.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Suspensions	7.60%	10.10%	9.20%	5.80%	5.70%	4.90%	3.80%	3.70%	3.60%
Expulsions	0.23%	0.32%	0.09%	0.10%	0.17%	0.11%	0.09%	0.09%	0.09%

Dropout and Graduation Rates (Four-Year Cohort Rate)

	Citrus Hill		
	13-14	14-15	15-16
Dropout Rate (%)	2	1.7	2.1
Graduation Rate (%)	94.99	96.15	94.7
	VVUSD		
	13-14	14-15	15-16
Dropout Rate (%)	5.3	4.9	3.4
Graduation Rate (%)	91.18	92.30	93.30
	CA		
	13-14	14-15	15-16
Dropout Rate (%)	11.5	10.7	9.7
Graduation Rate (%)	90.95	82.30	83.80

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 host an academic rally 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 such as: AP Academies, 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, 2015-16 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 Graduating Class of 2016

	Citrus Hill	VVUSD	CA
All Students	97%	96%	87%
African American	94%	97%	79%
American Indian or Alaskan Native	100%	67%	80%
Asian	100%	100%	94%
Filipino	100%	97%	94%
Hispanic or Latino	98%	97%	85%
Hawaiian or Pacific Islander	0%	88%	87%
White (not Hispanic)	84%	90%	91%
Two or More Races	100%	92%	91%
Socioeconomically Disadvantaged	99%	100%	86%
English Learners	72%	73%	55%
Students with Disabilities	69%	69%	64%

CURRICULUM & INSTRUCTION

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.

On September 12, 2017, 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 No.17-18-08 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 SARCs the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2017-18 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.

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

2014-15	2015-16	2016-17
2	4	3

During the 2016-17 school year, Citrus Hill High School held staff development training focused on:

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

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
2013	*	Bedford/St. Martins: <i>The Essay Connection</i>	0%	9-12
2015	*	Bedford/St. Martins: <i>Perrine's Structure and Sound</i>	0%	9-12
2015	*	Bedford/St. Martins: <i>The Bedford Researcher</i>	0%	9-12
1997	*	Scott Foresman: <i>World Literature</i>	0%	9-12
2013	*	CSU: <i>ERWC</i>	0%	9-12
	*	Articulation Agreement RCC	0%	9-12
2017	*	Houghton-Mifflin Harcourt: <i>English 3D</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
2006	*	Scott Foresman - Addison Wesley: <i>Calculus of a Single Variable, 8th Edition</i>	0%	9-12
2011	*	Addison Wesley: <i>Java Software Solutions for AP Computer Science</i>	0%	9-12
2014	*	Cengage Learning: <i>Precalculus with Limits, 2014</i>	0%	9-12
2012	*	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
2012	*	Pearson: <i>Statistics Informed Decisions</i>	0%	9-12
2013	*	Cengage Learning: <i>Intermediate Algebra</i>	0%	9-12
2013	*	Cengage Learning: <i>College Algebra</i>	0%	9-12
Science				
2006	*	McGraw Hill: <i>Hole's Essentials of Anatomy</i>	0%	9-12
2007	*	Prentice Hall: <i>Biology</i>	0%	9-12
2006	*	Prentice Hall: <i>Earth Science</i>	0%	9-12
2007	*	Prentice Hall: <i>Chemistry</i>	0%	9-12
2006	*	Prentice Hall: <i>Chemistry: The Central Science</i>	0%	9-12
2015	*	Bedford/St. Martins <i>Environmental Science</i>	0%	9-12
2007	*	Holt: <i>Physics</i>	0%	9-12
2014	*	Pearson: <i>Biology in Focus</i>	0%	9-12
2011	*	Cengage Learning: <i>Introductory Horticulture</i>	0%	9-12
2010	*	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
2016	*	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
	*	Bedford/St. Martins: <i>Psychology in Everyday Life</i>	0%	9-12
2014	*	Prentice Hall: <i>Western Heritage Since 1300</i>	0%	9-12
Foreign Language				
2014	*	Pearson: <i>Abriendo Paso Temas y Lecturas</i>	0%	9-12
2017	*	Vista Higher Learning: <i>Descubre 1, 2 & 3</i>	0%	9-12
1993	*	Dawn Sign Press: <i>Signing Naturally, Level 2</i>	0%	9-12
2013	*	Holt/McDougal Littell: <i>Abriendo Puertas Ampliando Perspectivas</i>	0%	9-12
2008	*	Dawn Sign Press: <i>Signing Naturally, Units 1-6 & 7-12, 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

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 2016-17 school year included:

- Focus on Positive School Climate and Culture
- ACCESS and EQUITY
- MTSS-Tiered Supports for Breaking Down Barriers
- Breaking Down Barriers Through Integrated and Designated English Language Development

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 Esteban Lizaraga is responsible for the day-to-day operations and overall curriculum. The principal and two 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.

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.

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 ELPAC 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 provide support to regular classroom teachers who conduct small group intervention in reading and math.
- EDGE: Language development classes
- Math Intervention Classes
- SOAR: Additional academic support during the school day

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) 2016-17		
	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		529.3

*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

During the 2016-17 school year, Citrus Hill High School had 80 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

	Citrus Hill		
	15-16	16-17	17-18
Total Teachers	98	86	87
Teachers with Full Credential	97	80	83
Teachers without Full Credential	1	6	4
Teachers Teaching Outside Subject Area (with full credential)	3	0	0
Teacher Misassignments for English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Teacher Vacancies	0	0	0
	VVUSD		
Total Teachers	813	819	833
Teachers with Full Credential	797	795	805
Teachers without Full Credential	16	24	28
Teachers Teaching Outside Subject Area (with full credential)	5	0	0
Teacher Misassignments for English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Teacher Vacancies	3	2	0

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

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 2016-17, 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.

	Number of Advanced Placement Courses Offered 2016-17	
	No. of Courses Offered*	% of Students Enrolled in AP Courses
Art	1	N/A
Computer Education	1	N/A
English	2	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	2	N/A
Social Science	5	N/A
Totals	17	37.9%

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

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

INTERNATIONAL BACCALAUREATE

In 2016-17, Citrus Hill High School offered international baccalaureate courses for those students seeking to qualify for a higher level of education.

	International Baccalaureate Courses Offered and Student Participation Rates 2016-17	
	No. of Courses Offered*	% of Students Enrolled in IB Courses
Art	2	N/A
English	3	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	6	N/A
Totals	19	0.3%

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.

Enrollment in and Completion of UC/CSU-Required Courses	
	%
2016-17 Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	97.4
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	67.5

*Most current data available.

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/.

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 2016-17 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/.

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.

Teacher and Administrative Salaries 2015-16		
	VVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	49,577	48,522
Mid-Range Teacher Salary	80,384	75,065
Highest Teacher Salary	97,629	94,688
Average Principal Salaries:		
Elementary School	131,301	119,876
Middle School	128,839	126,749
High School	136,359	135,830
Superintendent Salary	238,433	232,390
Percentage of Budget For:		
Teacher Salaries	34.0	37.0
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 STUDENT

For the 2015-16 school year, Val Verde Unified School District spent an average of \$10,136 of total general funds to educate each student (based on 2015-16 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.)

Expenditures Per Pupil and School Site Teachers Salaries 2015-16					
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	7,115	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,286	N/A	N/A	N/A	N/A
Unrestricted (Basic)	5,829	5,422	107.5%	6,574	88.7%
Average Teacher Salary	78,821	80,765	97.6%	77,824	101.3%

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 2015-16 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
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Teacher Recruitment/Incentives
- Vocational Programs

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 results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

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

