



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 September 2011 and school facilities information was acquired in January 2012.

CITRUS HILL HIGH SCHOOL

Accredited by the Western Association of Schools and Colleges

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AN ANNUAL REPORT TO THE COMMUNITY

2010-11 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2012

A MESSAGE FROM THE PRINCIPAL



Citrus Hill High School (CHHS), home of the HAWKS, is the newest high school in the Val Verde Unified School District, opening its doors in 2005. We are located in the unincorporated area of Perris, approximately nine miles west of Moreno Valley and three miles southwest of Riverside. The 2010-2011 student enrollment was approximately 2,165 with a projected enrollment of 2,300 for 2011-2012. 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. This year holds great promise 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.

Each classroom for the 2011-2012 school year is equipped with an LCD projector connected to a teacher's workstation for presentations and access to the Hawkeye News or other school broadcasts. 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 to a caring staff and the significant academic performance gains we have experienced will continue.

MISSION STATEMENT

The students and adults of Citrus Hill will create and extend our community of dedicated and driven learners, embodying character, leadership, academic excellence and success through life-long learning.

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 2010-11 school year, the district's schools served more than 19,500 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, 2 comprehensive high schools, a student success academy, a virtual academy, and a continuation high school.

During the 2010-11 school year, Citrus Hill High School served 2,179 students in grades 9-12. Student enrollment included 8.9% in special education, 14.8% qualifying for English learner support, and 77.1% qualifying for free or reduced-price meals. Citrus Hill 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 25-minute advisory period which serves a multitude of needs including academic intervention.

Percentage of Students by Ethnicity/Grade Level

2010-11

| Ethnic Group | % | Grade Level | # |
|--------------------------------------|-------|-------------|-------|
| African American | 12.7% | Grade 9 | 618 |
| American Indian or Alaskan Native | 0.1% | Grade 10 | 579 |
| Asian | 1.3% | Grade 11 | 529 |
| Filipino | 0.9% | Grade 12 | 453 |
| Hawaiian or Pacific Islander | 0.2% | | |
| Hispanic or Latino | 74.8% | | |
| White (not Hispanic) | 8.2% | | |
| Two or More Races | 1.6% | | |
| Total Enrollment | | | 2,179 |

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 school office at (951) 490-0400.

Join Leadership Groups:

- School Site Council
- English Learner Advisory Council
- Booster Clubs

Attend Special Events & Workshops

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

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 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. School Messenger is the automated parent notification system which is used to quickly broadcast important announcements via telephone to every student's home.

STUDENT ACHIEVEMENT

To obtain accurate and valid measures of educational progress, Citrus Hill High School offers students multiple opportunities to demonstrate mastery in each of the core subject areas. Multiple assessments of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of the instructional program. These assessments include teacher tests, classroom observation, report card grades, benchmark assessments, summative tests, and results of standardized tests.

ADEQUATE YEARLY PROGRESS

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups. For the 2010-11 AYP cycle, high schools must achieve a 66.7% or higher proficiency rate in English/Language Arts and 66.1% or higher proficiency rate in math on the California High School Exit Exam (grade 10 results only). Additional criteria contributing to whether or not a high school demonstrates AYP include achieving a 95% or above participation rate on the CAHSEE, obtaining an API growth score of 710 or higher or increasing the API growth by one point, and obtaining a graduation rate of 90%.

**Adequate Yearly Progress
Results Reported by Indicator
and Compared to
District Performance
2010-11**

Did the school and district meet or exceed 2011 AYP performance criteria in each of the areas listed below?

| AYP Criteria | Citrus Hill | VVUSD |
|---------------------|-------------|-------|
| Overall Performance | No | No |
| Participation Rate | | |
| Language Arts | Yes | Yes |
| Math | Yes | Yes |
| Percent Proficient | | |
| Language Arts | No | No |
| Math | No | No |
| API | Yes | Yes |
| Graduation Rate | Yes | No |

AYP Performance Level

| | | |
|-----------------------------|-------|-------|
| Number of AYP Criteria | | |
| Met Out of the Total | 14/18 | 29/42 |
| Number of Criteria Possible | | |

STAR Results

All Students

Percentage of Students Scoring at Proficient and Advanced Levels

| | Citrus Hill | | | VVUSD | | | CA | | |
|-----------------------|-------------|-------|-------|-------|-------|-------|-------|-------|-------|
| | 08-09 | 09-10 | 10-11 | 08-09 | 09-10 | 10-11 | 08-09 | 09-10 | 10-11 |
| English-Language Arts | 41 | 41 | 39 | 44 | 47 | 49 | 49 | 52 | 54 |
| Math | 23 | 21 | 25 | 48 | 52 | 51 | 46 | 48 | 50 |
| Science | 46 | 46 | 50 | 47 | 53 | 56 | 50 | 54 | 57 |
| History | 38 | 37 | 36 | 43 | 47 | 48 | 41 | 44 | 48 |

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

STAR Results

Ethnic Subgroups

Percentage of Students Scoring at Proficient and Advanced Levels

2010-11

| | Citrus Hill | | | | | | | |
|-----------------------|------------------|-----------------------------------|------------------|----------------------------|----------------------------|------------------------------|----------------------|-------------------|
| | African American | American Indian or Alaskan Native | Asian | Filipino | Hispanic or Latino | Hawaiian or Pacific Islander | White (not Hispanic) | Two or More Races |
| English-Language Arts | 44 | * | 25 | 78 | 36 | * | 59 | 50 |
| Math | 21 | * | 40 | 33 | 24 | * | 34 | 27 |
| Science | 56 | * | * | * | 47 | * | 72 | 62 |
| History | 39 | * | 12 | 73 | 33 | * | 58 | 41 |
| | Male | Female | English Learners | Economically Disadvantaged | Students with Disabilities | Migrant Education | | |
| English-Language Arts | 38 | 40 | 4 | 37 | 23 | 23 | | |
| Math | 27 | 21 | 12 | 23 | 14 | 14 | | |
| Science | 56 | 44 | 12 | 48 | 33 | 33 | | |
| History | 41 | 31 | 4 | 33 | 7 | 7 | | |

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

California High School Exit Exam

All Students

Percentage of Students Scoring at Proficient and Advanced Levels

| | Citrus Hill | | | VVUSD | | | CA | | |
|-----------------------|-------------|-------|-------|-------|-------|-------|-------|-------|-------|
| | 08-09 | 09-10 | 10-11 | 08-09 | 09-10 | 10-11 | 08-09 | 09-10 | 10-11 |
| English-Language Arts | 47 | 41 | 49 | 45 | 43 | 55 | 52 | 54 | 59 |
| Math | 49 | 44 | 54 | 46 | 48 | 53 | 53 | 54 | 56 |

California High School Exit Exam

Tenth Grade Results by Student Group

2010-11

| | English-Language Arts | | | Math | | |
|-----------------------------------|-------------------------|------------|----------|-------------------------|------------|----------|
| | Percentage of Students: | | | Percentage of Students: | | |
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| VVUSD | | | | | | |
| All Students | 45 | 31 | 24 | 47 | 40 | 13 |
| Citrus Hill | | | | | | |
| All Students | 51 | 27 | 22 | 46 | 39 | 15 |
| Male | 52 | 26 | 22 | 43 | 41 | 17 |
| Female | 49 | 28 | 23 | 50 | 37 | 13 |
| African American | 56 | 29 | 15 | 61 | 32 | 7 |
| American Indian or Alaskan Native | * | * | * | * | * | * |
| Asian | * | * | * | * | * | * |
| Filipino | * | * | * | * | * | * |
| Hispanic or Latino | 52 | 28 | 20 | 47 | 39 | 13 |
| Hawaiian or Pacific Islander | * | * | * | * | * | * |
| White (not Hispanic) | 33 | 25 | 42 | 31 | 41 | 29 |
| Two or More Races | 40 | 20 | 40 | 33 | 40 | 27 |
| Economically Disadvantaged | 53 | 26 | 21 | 48 | 39 | 13 |
| English Learners | 92 | 8 | 0 | 83 | 15 | 2 |
| Students with Disabilities | 95 | 2 | 2 | 80 | 17 | 2 |

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

The AYP table in this report illustrates the school's progress in meeting 2010-11 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

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 in alignment with California State Content Standards and Frameworks and are comprised of both formative and summative assessments given in math, reading, and language arts. Students in grades 7-12 were evaluated twice 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, end-of-unit exams, and classroom observations. Collectively, the benchmark assessments and multiple measures aids 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 ENGLISH LANGUAGE DEVELOPMENT TEST

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies the student's proficiency level of understanding of the English language, monitors their progress in learning English if placed in the English Learner program, and helps determine if they have achieved proficiency in the English language.

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 2010-11 | | | |
|--|--------------------------|--------|--------|
| Grade(s) Tested | Number of Standards Met: | | |
| | 4 of 6 | 5 of 6 | 6 of 6 |
| Ninth | 25% | 17% | 30% |

STANDARDIZED STATE ASSESSMENTS

Students at Citrus Hill High School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS). The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

CALIFORNIA HIGH SCHOOL EXIT EXAM

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 82% of Citrus Hill High School's tenth grade students who took the test in 2010-11 passed the math portion of the exam and 79% passed the English/language arts portions of the exam. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report. Detailed information about the CAHSEE can be found at www.cde.ca.gov/ta/tg/hs/.

ACADEMIC PERFORMANCE INDEX

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement.

The API table in this report highlights Citrus Hill High School's progress over the past three years. To maintain confidentiality, results are reported for numerically significant subgroups only. Numerically significant subgroups are comprised of 1) at least 100 students with valid test scores or 2) at least 50 valid scores comprising at least 15% of the valid test scores. More information about the API can be found at www.cde.ca.gov/ta/ac/ap/.

NO CHILD LEFT BEHIND (NCLB)

The No Child Left Behind (NCLB) Act 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 2010-11, Citrus Hill High School did not participate in the Title I program and is therefore not required to comply with program mandates. 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.

| Title I PI Status 2011-12 | | |
|---------------------------------|-------------|-----------|
| | Citrus Hill | VVUSD |
| PI Status | Not in PI | Not in PI |
| First Year of PI Implementation | N/A | N/A |
| Year in PI | N/A | N/A |
| # Schools Currently In PI | | |
| % Schools Currently In PI | | |

The statistical information in this table reflects the PI status during the 2011-12 school year.

| Academic Performance Index Three-Year Performance Comparison | | | | | | | | | |
|---|-------------------------------|---------|-------------|---------------|--------|---------------|--------|---------------|--------|
| | Citrus Hill Base API Rank: | | | | | | | | |
| | 2008 | | 2009 | | 2010 | | 2011 | | |
| | 4 | 6 | 5 | 7 | 10 | 10 | | | |
| | Citrus Hill | | Citrus Hill | | VVUSD | | State | | |
| | Increase/Decrease in API | | | # of Students | Growth | # of Students | Growth | # of Students | Growth |
| | 2008-09 | 2009-10 | 2010-11 | 2010-11 | | 2010-11 | | 2010-11 | |
| All Students | 52 | -3 | 13 | 1494 | 746 | 13,575 | 789 | 4,683,676 | 778 |
| Ethnic Subgroups | | | | | | | | | |
| African American | 75 | 0 | 24 | 169 | 736 | 2,001 | 766 | 317,856 | 696 |
| Filipino | | | | 14 | 889 | 257 | 908 | 123,245 | 859 |
| Hispanic or Latino | 50 | -3 | 9 | 1145 | 737 | 9,935 | 784 | 2,406,749 | 729 |
| White (not Hispanic) | 66 | -13 | 5 | 127 | 802 | 811 | 827 | 1,258,831 | 845 |
| Two or More Races | | | | 26 | 798 | 125 | 812 | 76,766 | 836 |
| Other Subgroups | | | | | | | | | |
| Economically Disadvantaged | 62 | -10 | 17 | 1237 | 735 | 11,195 | 779 | 2,731,843 | 726 |
| English Learners | 50 | -26 | 12 | 606 | 672 | 5,477 | 755 | 1,521,844 | 705 |
| Students with Disabilities | 46 | 30 | 16 | 137 | 509 | 1,238 | 588 | 521,815 | 595 |

California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ay/.

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.

| 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 |

SUPERVISION AND SAFETY

Each morning as students arrive on campus, three campus supervisors circulate throughout the campus and one campus supervisor stationed at the main entrance share the responsibility of monitoring student activities and behavior. During lunch, the principal, assistant principals, and six campus supervisors 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, and six campus supervisors 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.

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.

DAILY CLEANING PRACTICES

One full-time day custodian, one full-time afternoon custodian, four full-time evening custodians, 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. Components of this 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, and dress code policy. The school's most current safety plan was reviewed, updated, and shared with school staff in July 2011.

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 December 12, 2011. 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 2010-11 school year, 100% of restrooms were fully operational and available for student use at all times.

CLASSROOM ENVIRONMENT

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.

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

| School Facility Good Repair Status | | | |
|---|---------------|------|---|
| Item Inspected | Repair Status | | |
| Inspection Date: | Good | Fair | Poor |
| December 12, 2011 | | | |
| | | | Repair Needed and Action Taken or Planned |
| Systems | ✓ | | Room 307: dirty vents. Room 409: heating unit not working. Room 515: air conditioning and heating unit is not working. |
| Interior Surfaces | | ✓ | Speech Office, Video Storage, Work Rooms, Food Services, Lounge, Textbook Room, Nurse's Office, Library, Offices, Practice Room, Boys' Restroom, Training Room, Gymnasium, Music Practice Room, Rooms 101, 102, 201, 203, 206, 221, 222, 225, 226, 401, 404, 405, 406, 407, 409, 412, 413, 509, 511, 515, 517, 519, 603, 606, 609, 614, 618, 622, 813: water stains ceiling tiles. Cafeteria: ceiling tiles are missing. Room 308, 406, 512: missing ceiling tiles. Room 614: three cracked ceiling tiles. Weight Room: holes in wall east entry. |
| Cleanliness | ✓ | | |
| Electrical | ✓ | | Staff Restroom: light panel cracked. Room 518: outside lights are not working. Room 519: light panel is out. Room 522: static in speakers cannot hear announcements. Room 504: light panel cover is missing above door entry, two bulbs out. Room 619: outlet cover missing on east wall. Boys' Restroom: three light panels out. Room 610: one light panel is out. Music Room 702: lights are not working in boys' restroom. Weight Room: exposed wires/outlet cover is missing. |
| Restrooms/Fountains | ✓ | | Staff Restroom: toilet seat is broken. |
| Safety | ✓ | | |
| Structural | ✓ | | |
| External | ✓ | | Room 205: light cover missing in hallway. Room 302: hole in wall outside hallway, south entry. Room 404: metal stripping loose at base of door (injury hazard), drain above door dripping water at entry (slip hazard). Room 517: downspout draining to door entry (slip hazard), mold problem. Room 509: drain by door entry runs water in front of door, tennis ball at bottom of drain, slip hazard. |
| Overall Summary of School Facility Good Repair Status | | | |
| Overall Summary | Exemplary | Good | Fair |
| | | ✓ | |

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.

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 or counselor (depending upon frequency and severity of infractions) for further intervention. Discipline measures are consistently applied in a fair and firm manner.

| Suspensions and Expulsions | | | |
|----------------------------|-------------|--------|--------|
| | Citrus Hill | | |
| | 08-09 | 09-10 | 10-11 |
| Suspensions (#) | 687 | 734 | 502 |
| Suspensions (%) | 38.40% | 37.53% | 23.01% |
| Expulsions (#) | 6 | 21 | 16 |
| Expulsions (%) | 0.34% | 1.07% | 0.73% |

| | VVUSD | | |
|-----------------|------------------|--------|--------|
| | All High Schools | | |
| | 08-09 | 09-10 | 10-11 |
| Suspensions (#) | 1,718 | 2,057 | 1,409 |
| Suspensions (%) | 30.98% | 35.20% | 23.38% |
| Expulsions (#) | 15 | 146 | 60 |
| Expulsions (%) | 0.27% | 2.50% | 1.00% |

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month late for three days is counted as two cases of suspension.

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.

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. 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 between six to eight times during a 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. 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, extracurricular 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; 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 and CAHSEE exam results 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 Riverside Community College, referral to Val Verde Academy, and referral to the continuation high school. In the following Dropout & Graduation Rates table, 2009-10 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/>.

| Dropout and Graduation Rates | | | |
|------------------------------|-------------|-------|-------|
| | Citrus Hill | | |
| | 07-08 | 08-09 | 09-10 |
| Dropout Rate (%) | 1.4 | 1.5 | 1.4 |
| Graduation Rate (%) | 88.48 | 88.21 | 88.83 |

| | VVUSD | | |
|---------------------|-------|------|------|
| | | | |
| Dropout Rate (%) | 4.5 | 5.6 | 5 |
| Graduation Rate (%) | 74.9 | 77.6 | 76.7 |

| | CA | | |
|---------------------|------|------|------|
| | | | |
| Dropout Rate (%) | 4.9 | 5.7 | 4.6 |
| Graduation Rate (%) | 80.2 | 78.6 | 80.4 |

GRADUATION REQUIREMENTS

Student must accumulate 220 course credits, pass the math portion of the CAHSEE, and pass the language arts portion of the CAHSEE 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 both CAHSEE exam requirements and district graduation requirements.

Completion of High School Graduation Requirements for the Graduation Class of:

| | 2010 | | |
|--------------|-------------|-------|----|
| | Citrus Hill | VVUSD | CA |
| All Students | 94.1% | 82.8% | - |

The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not available for disclosure at the time this report was published.

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 | | | | |
| Subject | Average Class Size | Number of Classes | | |
| | | 1-20 | 21-32 | 33+ |
| 2008-09 | | | | |
| English | 23.4 | 42 | 33 | 12 |
| Math | 28.1 | 8 | 28 | 15 |
| Science | 32.1 | 4 | 23 | 24 |
| History | 29 | 12 | 25 | 20 |
| 2010-11 | | | | |
| English | 28 | 26 | 21 | 48 |
| Math | 30.2 | 15 | 8 | 46 |
| Science | 32.8 | 7 | 12 | 41 |
| English | 31.9 | 9 | 15 | 39 |

**Data for 2009-10 is unavailable from the CDE.*

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Val Verde Unified School District are aligned to the California State Content Standards and Frameworks. The district's Educational Services department selects staff development concentrations based on principal feedback, teacher survey results, California State Content Standards, district benchmark assessment results, and state standardized test results. During the 2010-11 school year, Val Verde Unified School District sponsored three formal days of staff development training in which teachers from Citrus Hill High School attended. Training topics focused on logistics, curriculum, planning, and state testing strategies. As a supplement to district-sponsored activities and in response to site-based goals, Citrus Hill High's staff participated in weekly professional development activities on late-start days.

| Staff Development Days | | |
|------------------------|---------|---------|
| Three-Year Trend | | |
| 2008-09 | 2009-10 | 2010-11 |
| 3 | 3 | 3 |

The district offers supplemental support year-round for new and ongoing programs tied to either specific strategies to improve student learning or district-adopted materials. Supplemental district-sponsored training sessions offered during the 2010-11 school year included:

- Collaborative Coaching and Learning (CCL) Training
- Core Content Articulation
- Doug Fisher's Gradual Release Model
- Articulated Instruction Model
- GLAD Strategies (Guided Language Acquisition Design)
- Intensive English/Language Arts Intervention - National Geographic *Inside*
- Special Education
- Step Up to Writing
- Thinking Maps

- Student Engagement Strategies
- District Benchmark Development
- Technology

A collaborative team of district administrators, instructional coaches, and school administrators is responsible for making informed decisions on improving classroom instruction, developing effective classroom strategies to increase student learning, and evaluating the progress of students meeting grade level standards. Establishing the agendas for ongoing professional development activities is based upon teacher input and results from formative and summative assessments acquired throughout the year. Using a combination of resources and techniques which include data analysis, lesson observation, lesson modeling, and teacher input, specific areas of strength and weakness are identified in classroom instruction and/or presentation of subject matter. In response, instructional practices are modified to increase the effectiveness of class lessons to subsequently improve student learning.

Val Verde Unified School District welcomes new teachers and provides three days of intensive training to help them experience success in their new classrooms. For ongoing professional guidance, the district supports new and veteran teachers and instructional assistants in developing their teaching skills. Beginning Teacher Support and Assessment (B TSA), 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 Content 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 vendors, 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 district-sponsored activities to enhance their understanding of Val Verde Unified School District's curriculum and classroom management practices.

INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Val Verde Unified School District are aligned to the California Content Standards and Frameworks. 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, 2011, 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 #11-12-06 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 instruction materials used for its visual/performing arts curricula. During the 2011-12 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 state's content standards and curriculum frameworks.

SCHOOL LEADERSHIP

Leadership at Citrus Hill High is a responsibility shared among the school administrators, counselors, teachers, and parents. Principal Juan Cabral 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 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 Content Standards and Frameworks 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.

| 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 |
| Reading/Language Arts | | | | |
| 2009 | * | Hampton Brown: <i>Inside</i> | 0% | 9-12 |
| 2009 | * | Hampton Brown: <i>Edge</i> | 0% | 9-12 |
| 2010 | * | Pearson: <i>Pearson Literature Grade 9</i> | 0% | 9 |
| 2010 | * | Pearson: <i>Pearson Literature Grade 10</i> | 0% | 10 |
| 2010 | * | Pearson: <i>Pearson American Literature</i> | 0% | 11 |
| 2010 | * | Pearson: <i>Pearson British Literature</i> | 0% | 12 |
| Math | | | | |
| 2008 | * | Glencoe-McGraw Hill: <i>CA Algebra Readiness</i> | 0% | 9-12 |
| 2008 | * | Glencoe-McGraw Hill: <i>CA Algebra I & II</i> | 0% | 9-12 |
| 2008 | * | Glencoe-McGraw Hill: <i>CA Geometry</i> | 0% | 9-12 |
| 2006 | * | Holt Rinehart Winston: <i>Pre-Calculus: A Graphing Approach</i> | 0% | 9-12 |
| 2006 | * | McDougal Littell: <i>Calculus of a Single Variable</i> | 0% | 9-12 |
| 2006 | * | McDougal Littell: <i>Calculus of an Applied Approach</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 |
| 2008 | * | Holt Rinehart Winston: <i>Environmental Science</i> | 0% | 9-12 |
| 2007 | * | Holt Rinehart Winston: <i>Psychology</i> | 0% | 9-12 |
| 2007 | * | Holt Rinehart Winston: <i>Physics</i> | 0% | 9-12 |
| Social Science | | | | |
| 2006 | * | Prentice Hall: <i>Magruder's American Government</i> | 0% | 12 |
| 2007 | * | EMC Publishing: <i>Economics - New Ways of Thinking</i> | 0% | 12 |
| 2006 | * | McDougal Littell: <i>Modern World History</i> | 0% | 11 |
| 2006 | * | McDougal Littell: <i>Americans</i> | 0% | 10 |
| 2005 | * | McGraw Hill/Glencoe: <i>World Geography</i> | 0% | 9 |
| Foreign Language | | | | |
| 2006 | * | Holt Rinehart Winston: <i>Aliez Viens!, French 1, French 2</i> | 0% | 9-12 |
| 2003 | * | Holt Rinehart Winston: <i>Aliez Viens!, French 3</i> | 0% | 9-12 |
| 2006 | * | Holt Rinehart Winston: <i>Expresate! Spanish 1-3</i> | 0% | 9-12 |
| 2006 | * | Holt Rinehart Winston: <i>Nuevas vistas Curso</i> | 0% | 9-12 |
| Health | | | | |
| 2010 | * | American National Red Cross: <i>Positive Prevention</i> | 0% | 9 |
| 2010 | * | Holt Rinehart Winston: <i>Lifetime Health</i> | 0% | 9 |
| 2007 | * | AGS: <i>Life Skills Health</i> | 0% | 9-12 |

The textbooks and instructional materials used by the school comply with the California Department of Education's (CDE) curriculum frameworks and content standards. The CDE does not compile an approved adoptions list for 9-12 coursework.

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 ten special education teachers and ten special education aides who support six full-day, self-contained special day classes (four of which are devoted to Life Skills coursework). Three resource specialist teachers and three 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. One bilingual aide collaborates with the high school's EL Coordinator to provide in-class support based upon individual student needs. 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. Student Success 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 or they may be assigned to an English add-on class.
- CAHSEE Intervention: students who have taken the CAHSEE and not passed the exam are placed in a support class in lieu of an elective. The support class is designed to help students acquire the basic skills in language arts and math that are necessary to pass the CAHSEE.
- Tutoring: students who have earned one or two F's on their report card are required to meet with the principal to discuss the importance of maintaining good grades. Students are 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.

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

Citrus Hill High School recruits and employs only the most qualified credentialed teachers. For the 2010-11 school year, the school employed 87 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 | | | |
| | 08-09 | 09-10 | 10-11 | 11-12 |
| Total Teachers | 86 | 81 | 87 | |
| Teachers with Full Credential | 73 | 81 | 87 | |
| Teachers without Full Credential | 13 | 0 | 0 | |
| Teachers Teaching Outside Subject Area | 0 | 0 | 0 | |
| Teacher Misassignments for English Learners | 0 | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 | 0 |
| Teacher Vacancies | 0 | 0 | 0 | 0 |
| VVUSD | | | | |
| | 08-09 | 09-10 | 10-11 | 11-12 |
| Total Teachers | 831 | 778 | 753 | |
| Teachers with Full Credential | 787 | 767 | 753 | |
| Teachers without Full Credential | 44 | 11 | 0 | |
| Teachers Teaching Outside Subject Area | 2 | 0 | 0 | |
| Teacher Misassignments for English Learners | 0 | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 | 0 |
| Teacher Vacancies | 0 | 0 | 0 | 0 |

| Teacher Education Levels 2010-11 | | |
|--|-------------|-------|
| | Citrus Hill | VVUSD |
| Doctorate | 0.0% | 0.3% |
| Master's Degree Plus 30 or More Semester Hours | 38.1% | 42.0% |
| Master's Degree | 23.8% | 15.2% |
| Bachelor's Degree Plus 30 or More Semester Hours | 32.1% | 39.1% |
| Bachelor's Degree | 6.0% | 3.5% |
| Less Than a Bachelor's Degree | 0.0% | 0.0% |

| NCLB Compliance | | |
|--|-----------------------------------|---------------------------------------|
| Percentage of Classes in Core Academic Subjects: | | |
| | Taught by NCLB-Compliant Teachers | Not Taught by NCLB-Compliant Teachers |
| 2010-11 | | |
| Citrus Hill | 100.0% | 0.0% |
| District Totals | | |
| All Schools | 99.9% | 0.1% |
| High-Poverty Schools | 99.9% | 0.1% |
| Low-Poverty Schools | 0.0% | 0.0% |

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) 2010-11 | | |
|---|--------------|-------|
| | No. of Staff | FTE |
| Academic Counselor | 4 | 4.0 |
| Adaptive PE Aide | 1 | 0.1 |
| Adaptive PE Specialist | 1 | 0.1 |
| Campus Supervisors | 6 | 5.0 |
| Health Technician | 1 | 1.0 |
| Nurse | As needed | |
| Psychologist | 2 | 1.6 |
| Speech & Language Specialist | 1 | 0.3 |
| Average Number of Students per Academic Counselor | | 545.5 |

FTE = Full-Time Equivalent

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 2010-11, 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 2010-11 | | |
|--|------------------------|--------------------------------------|
| | No. of Courses Offered | % of Students Enrolled in AP Courses |
| English | 1 | 0.8% |
| Foreign Language | 1 | 1.4% |
| Math | 1 | 1.8% |
| Science | 1 | 1.5% |
| Social Science | 2 | 3.3% |
| Totals | 6 | 8.8% |

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.

| Enrollment in and Completion of UC/CSU-Required Courses 2009-10 | |
|---|------|
| | % |
| Students Enrolled in UC/CSU Courses Required for UC/CSU Admission | 61.3 |
| Graduates Who Completed All Courses Required for UC/CSU Admission | 36.9 |

*Most current data available.

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/.

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.

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 career technical information.

Citrus Hill High School collaborates with youth, national, and local organizations to develop career interests and unique opportunities for individual growth. During the 2010-11 school year, partnerships were in place to support the following programs on campus:

- Math, Engineering, Science Academy (University of California, Redlands)
- Solar Cup - Metropolitan Water District

On-Campus Regional Occupational Courses

First Responder Sports Therapy
Retail

Career Pathways Sequences

Arts, Media, and Enter./Prod. & Mgmt.

On-Campus Career Technical Education Courses

Work Experience Education
Introduction to Video Production

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.

Regional Occupational Programs (ROP) are offered in partnership with the Riverside County Office of Education. A variety of ROP 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 and ROP, 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.

EXPENDITURES PER STUDENT

For the 2009-10 school year, Val Verde Unified School District spent an average of \$6,740 of total general funds to educate each student (based on 2009-10 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 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.)

Career Technical Education Program Participation

2010-11

| | |
|---|-------|
| Total Number of Students Participating in CTE Programs | 1,287 |
| Percentage of Students Completing a CTE Program and Earning a High School Diploma | 0.0% |
| Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 0 |

Salary Comparison 2009-10

| | VVUSD | State Average of Districts in Same Category |
|-----------------------------|---------|---|
| | | |
| Beginning Teacher Salary | 42,247 | 41,035 |
| Mid-Range Teacher Salary | 68,497 | 65,412 |
| Highest Teacher Salary | 83,488 | 84,837 |
| Average Principal Salaries: | | |
| Elementary School | 108,415 | 106,217 |
| Middle School | 122,648 | 111,763 |
| High School | 116,016 | 121,538 |
| Superintendent Salary | 201,400 | 197,275 |
| Percentage of Budget For: | | |
| Teacher Salaries | 15.0 | 39.0 |
| Administrative Salaries | 2.0 | 5.0 |

Current Expense of Education Per Pupil

2009-10

| 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 | 5,406 | 4,706 | 114.9% | N/A | N/A |
| Restricted (Supplemental) | 981 | 810 | 121.1% | N/A | N/A |
| Unrestricted (Basic) | 4,425 | 3,896 | 113.6% | 5,455 | 71.4% |
| Average Teacher Salary | 745 | 66,474 | 1.1% | 67,667 | 98.2% |

In addition to general fund state funding, Val Verde Unified School District receives state and federal categorical funding for special programs. For the 2009-10 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- ARRA: State Fiscal Stabilization Fund
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training and Student Assistance
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- NCLB Title I, II, III, IV, X
- Other Local
- Special Education
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- 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 API, AYP, STAR results, 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: 14

Number of printers available: 1