

Citrus Valley High School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Citrus Valley High School
Street	800 W. Pioneer Avenue
City, State, Zip	Redlands, CA 92374
Phone Number	909 799-2300
Principal	Maisie McCue
Email Address	maisie_mccue@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/cvhs
County-District-School (CDS) Code	36-67843-0118802

2021-22 District Contact Information

District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Mauricio Arellano
Email Address	mauricio_arellano@redlands.k12.ca.us
District Website Address	www.redlands.k12.ca.us

2021-22 School Overview

School Description: Citrus Valley High School opened its doors for the first time in 2009 with freshman and sophomore classes. CVHS now has approximately 2200 students in grades 9-12 The School was financed from two bond measures, measure R and measure J, passed in local elections. Citrus Valley High School serves students from the city of Redlands as well as unincorporated portions of San Bernardino County including the community of East Highland. The communities served by Citrus Valley High School are diverse and offer a rich tapestry of cultures. Designed and built at a cost of 120 million dollars, CVHS is a modern, high-tech school planned to facilitate positive and effective communication. Campus design reduces the distances between classrooms. Citrus Valley High School prepares students for college and career by providing many classes which are a-g compliant and by offering several CTE pathways. CVHS is regularly recognized as an outstanding high school and has achieved the award of Gold Ribbon School by the California Department of Education. All students have a Chromebook/laptop that they bring to school each day to use when needed in their classes. Every student has an account that he/she can use from any computer on campus. All teachers have access to AERIES database and a grade keeping program. This system also allows parents to track their student's grades from any device. Citrus Valley High School prides itself on its community relationships. CVHS has the support of many different parent, community and business organizations. The PTSA is a parent/teacher/student organization that meets monthly to provide support as needed. Among their activities are providing support to teachers in the classroom, purchasing disaster preparedness supplies, and the awarding of scholarships to deserving students. Redlands Community Scholarship Foundation is composed of over 100 members administered by an elected Board of Directors. The Foundation receives gifts, donations and bequests from individuals and organizations. It annually dispenses over \$200,000 to Redlands Unified School District graduates. Several other organizations in the community also award scholarships to our students. School Site Council monitors CV's School Plan for Student Achievement and categorical funds.

Mission Statement: The Mission of Citrus Valley High School is to provide all students an opportunity to succeed academically, grow socially, and participate responsibly in their education. We prepare our students to become productive citizens who are equipped to make a positive difference in our world. Students are guided in this quest by the cornerstone of Citrus Valley High School, CLASS: Character, Leadership, Attitude, Scholarship and Service.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	608
Grade 10	546
Grade 11	517
Grade 12	519
Total Enrollment	2,190

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	50
American Indian or Alaska Native	0.4
Asian	7.4
Black or African American	6.6
Filipino	2.3
Hispanic or Latino	55.5
Native Hawaiian or Pacific Islander	0.5
Two or More Races	4.6
White	22.5
English Learners	4.6
Foster Youth	0.5
Homeless	16.3
Socioeconomically Disadvantaged	64.9
Students with Disabilities	10.7

A. Conditions of Learning

State Priority: Basic

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	79.5	84.9	832.1	85.9	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	6.7	0.7	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.9	5.3	35.2	3.6	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.1	3.3	29.8	3.1	12115.8	4.4
Unknown	6.0	6.5	65.1	6.7	18854.3	6.9
Total Teaching Positions	93.7	100.0	969.1	100.0	274759.1	100.0

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

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	1.8
Misassignments	3.1
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	4.9

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.9
Local Assignment Options	2.1
Total Out-of-Field Teachers	3.1

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Redlands Unified school District adopts textbooks at the secondary level using the same adoption cycle as the State Board of Education provides for elementary education. The district reviews textbooks and support materials prior to adoption to ensure that all materials met the standards as defined in the California State Frameworks. Sufficient textbooks are available for all students regardless of English proficiency or disability.

Year and month in which the data were collected

December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	myPerspectives Pearson (2017) myPerspectives- American Literature Pearson (2017) Expository Reading and Writing Course (ERWC) 2nd Edition (2013)	Yes	0%
Mathematics	Mathematics I Integrated Pathway Walch Education (2013) Mathematics II Integrated Pathway Walch Education (2013) Mathematics III Integrated Pathway Walch Education (2013) Advanced Algebra Glencoe (2005) Pre-Calculus Prentice Hall (1999) Calculus Concepts and Applications Key Curriculum Press (2010)	Yes	0%
Science	Biology Pearson (2020) Modern Chemistry HMH (2017) Earth Science Prentice Hall (2006) Conceptual Physics Prentice Hall (2006)	Yes	0%
History-Social Science	United States History, Geography, Continuity, and Change McGraw Hill (2019) World History, Culture, and Geography: The Modern World (2019)	Yes	0%

	American Government Pearson (2019)		
	Economic Principals in Action Pearson (2019)		
Foreign Language	Latin, Course 1 Ecce Romani IA Cambridge / Longman (1998/1995)	Yes	0%
	Latin, Course 2 / Ecce Romani IA Cambridge / Longman (2000/1995)		
	Latin, Course 3 / Ecce Romani IB Cambridge / Longman (2000/1995)		
	Latin, Course 3 / Ecce Romani IIA Cambridge / Longman (2000/1995)		
	French I, Bienvenue Glencoe/McGraw Hill (1998)		
	French II, A bord Glencoe/McGraw Hill (1998)		
	French III, En voyage Glencoe/McGraw Hill (1995)		
	En Espanol 2 McDougal Littell (2000)		
	En Espanol 3 / Review - Spanish 3 McDougal Littell / AMSCO (2000)		
	Spanish 2.1, Pasos Y Puentes Scott Foresman (1992)		
Science Laboratory Equipment (grades 9-12)	See Above		0%

School Facility Conditions and Planned Improvements

Funded by measures "R" and "J", construction began in 2007 on a three-year construction schedule. Located on 60 acres, the 269,540 square foot facility contains a capacity for 2500 students. Athletic facilities outdoors include: eight basketball courts, one track/football/soccer stadium with synthetic turf and an all-weather track, 2 baseball fields, 2 softball fields, 8 tennis courts, and one 75 X 82 swimming/water polo pool. The theater seats 496 and is located at the main entrance of the campus with adjacent music and drama classrooms. The closed campus has a multipurpose room cafeteria that seats 407. Lastly, the campus contains 99 classroom/labs. The library/media center seats 110, has shelving for 40,000 volumes and has collaboration rooms equipped with a whiteboard, flexible seating, and a touchscreen with internet.

CV maintains restrooms daily. The governing board has adopted cleaning standards for all schools in RUSD. A summary of these standards is available at the school office, at the District Office, or at www.redlands.k12.ca.us. The assistant principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The custodial staff monitors and cleans restrooms up to three times during the school day. At the end of each day the restrooms are thoroughly cleaned and stocked. The custodial staff constantly provides the students and staff with a clean facility throughout the school. Maintenance is done on-site by District and site personnel. Repairs are completed in a timely manner. Construction was completed in the Fall of 2018 on our new parking lot.

Year and month of the most recent FIT report

November 2021

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	487	NT	NT	NT	NT
Female	242	NT	NT	NT	NT
Male	244	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	34	NT	NT	NT	NT
Black or African American	38	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	277	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	20	NT	NT	NT	NT
White	106	NT	NT	NT	NT
English Learners	14	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	140	NT	NT	NT	NT
Military	69	NT	NT	NT	NT
Socioeconomically Disadvantaged	304	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	487	NT	NT	NT	NT
Female	242	NT	NT	NT	NT
Male	244	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	34	NT	NT	NT	NT
Black or African American	38	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	277	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	20	NT	NT	NT	NT
White	106	NT	NT	NT	NT
English Learners	14	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	140	NT	NT	NT	NT
Military	69	NT	NT	NT	NT
Socioeconomically Disadvantaged	304	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Key Data Systems Inspect Assessment Student Groups	Key Data Systems Inspect Assessment Total Enrollment	Key Data Systems Inspect Assessment Number Tested	Key Data Systems Inspect Assessment Percent Tested	Key Data Systems Inspect Assessment Percent Not Tested	Key Data Systems Inspect Assessment Percent At or Above Grade Level
All Students	517	369	71.4%	28.6%	57.5%
Female	251	189	75.3%	24.7%	62.4%
Male	265	179	67.5%	32.5%	52.5%

American Indian or Alaska Native	3	1	33.3%	66.7%	0%
Asian	34	30	88.2%	11.8%	83.3%
Black or African American	41	29	70.7%	29.3%	51.7%
Filipino	9	6	66.7%	33.3%	83.3%
Hispanic or Latino	295	203	68.8%	31.2%	50.2%
Native Hawaiian or Pacific Islander	2	1	50.0%	50.0%	0.0%
Two or More Races	18	17	94.4%	5.6%	64.7%
White	114	81	71.1%	28.9%	65.4%
English Learners	13	7	53.8%	46.2%	71.4%
Foster Youth	10	2	20.0%	80.0%	0.0%
Homeless	66	47	71.2%	28.8%	46.8%
Military	0	0	0%	0	0%
Socioeconomically Disadvantaged	304	221	72.7%	27.3%	54.3%
Students Receiving Migrant Education Services	0	0	0%	0	0%
Students with Disabilities	56	38	67.9%	32.1%	13.2%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Key Data Systems Inspect Assessment Student Groups	Key Data Systems Inspect Assessment Total Enrollment	Key Data Systems Inspect Assessment Number Tested	Key Data Systems Inspect Assessment Percent Tested	Key Data Systems Inspect Assessment Percent Not Tested	Key Data Systems Inspect Assessment Percent At or Above Grade Level
All Students	517	290	56.1%	43.9%	23.9%
Female	251	150	59.8%	40.2%	22.0%
Male	265	139	52.5%	47.5%	25.9%
American Indian or Alaska Native	3	2	66.7%	33.3%	0.0%
Asian	34	24	70.6%	29.4%	75.0%
Black or African American	41	27	65.9%	34.1%	11.1%
Filipino	9	5	55.6%	44.4%	60.0%
Hispanic or Latino	295	153	51.9%	48.1%	14.4%
Native Hawaiian or Pacific Islander	2	1	50.0%	50.0%	0.0%
Two or More Races	18	13	72.2%	27.8%	30.8%
White	114	64	56.1%	43.9%	29.7%
English Learners	13	8	61.5%	38.5%	0.0%
Foster Youth	10	2	20.0%	80.0%	0.0%

Homeless	66	35	53.0%	47.0%	8.6%
Military	0	0	0%	0	0%
Socioeconomically Disadvantaged	304	180	59.2%	40.8%	20.0%
Students Receiving Migrant Education Services	0	0	0%	0	0%
Students with Disabilities	56	30	53.6%	46.4%	3.3%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	486	NT	NT	NT	NT
Female	239	NT	NT	NT	NT
Male	245	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	39	NT	NT	NT	NT
Black or African American	30	NT	NT	NT	NT
Filipino	12	NT	NT	NT	NT
Hispanic or Latino	247	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	31	NT	NT	NT	NT
White	120	NT	NT	NT	NT
English Learners	17	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	148	NT	NT	NT	NT
Military	67	NT	NT	NT	NT
Socioeconomically Disadvantaged	301	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	NT	NT	NT	NT

2020-21 Career Technical Education Programs

The Redlands Unified School District works in conjunction with Colton, Redlands, Yucaipa-Regional Occupation Program (CRY-ROP) to offer CTE courses at each site. At CVHS, we have CTE pathways that include Design, Visual, and Media Arts; Game Design and Integration; Education; Engineering Design; Patient Care; Public and Community Health; Food Service and Hospitality; Marketing; Public Safety.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	936
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	50.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	97.95
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	44.35

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

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

2021-22 Opportunities for Parental Involvement

CVHS has an active PTSA, several booster clubs, and a School Site Council. These organizations raise money, provide activities and experiences outside the classroom and work with site staff to improve the quality of education at CVHS. In addition, parents also serve on the WASC Leadership Committee along with students and staff. We believe that one of the keys to the success of CVHS is that parents continue to play a critical role in their student's life. They faithfully support the students in their activities and the teachers in the classroom. Membership opportunities for the School Site Council, Booster Clubs and/or PTSA is advertised annually to parents via our dial-out system, school website and at Back to School Night.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	2.8	0.8	2.4	3.4	4.0	3.2	9.0	8.9	9.4
Graduation Rate	95.5	97.3	96.7	92.1	92.3	93.2	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	510	493	96.7
Female	252	244	96.8
Male	256	247	96.5
American Indian or Alaska Native	--	--	--
Asian	40	39	97.5
Black or African American	32	29	90.6
Filipino	12	12	100.0
Hispanic or Latino	261	251	96.2
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	30	28	93.3
White	126	125	99.2
English Learners	21	18	85.7
Foster Youth	--	--	--
Homeless	93	88	94.6
Socioeconomically Disadvantaged	373	358	96.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	61	51	83.6

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2270	2226	227	10.2
Female	1121	1103	97	8.8
Male	1144	1118	130	11.6
American Indian or Alaska Native	9	9	0	0.0
Asian	165	164	5	3.0
Black or African American	156	148	24	16.2
Filipino	50	50	3	6.0
Hispanic or Latino	1268	1242	152	12.2
Native Hawaiian or Pacific Islander	10	10	2	20.0
Two or More Races	102	101	6	5.9
White	505	497	35	7.0
English Learners	112	108	31	28.7
Foster Youth	23	19	9	47.4
Homeless	378	366	56	15.3
Socioeconomically Disadvantaged	1494	1460	204	14.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	253	245	56	22.9

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	3.31	0.09	3.62	0.22	3.47	0.20
Expulsions	0.05	0.00	0.02	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.77	2.61	2.45
Expulsions	0.00	0.03	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.09	0.00
Female	0.00	0.00
Male	0.17	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.08	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.20	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.13	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.40	0.00

2021-22 School Safety Plan

Citrus Valley High School utilizes data from its California Safe School Assessment and suspension/expulsion reports to evaluate the current status of school crime. A Safe School Plan is adopted in March of each school year and is reflective of the school's safety needs. The key components of Citrus Valley High School's Safe School Plan include a description of school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification, and disaster response procedures. This plan is reviewed annually, revised as necessary and presented annually to the CVHS staff at a staff meeting and also discussed with the School Site Council each year. Signage is posted throughout campus with phone numbers to call and report any activity that could potentially impact school safety. All reports are thoroughly investigated.

To ensure student safety before and after school, school security, and four administrators supervise the school grounds including the parent drop-off areas, cafeteria, and buildings. During the school day all entrance areas to the school are locked with the exception of the front entrance, which is in the administration office. Signs are posted to indicate all visitors must report to the administration office and may not be on school grounds unless they have a visitors pass through the Raptor System. CVHS has six full time security members and a School Resource Officer. The team must meet District hiring requirements including: CPR, POST training level II, on-going Clean Sweep training, and in-service on matters such as pepper spray and verbal judo. The security team is responsible for providing students an opportunity to attend school in a safe and positive environment. The officers are uniformed and are on duty at all CV onsite and many off-site activities.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	32	34	22
Mathematics	23	31	37	13
Science	27	13	35	13
Social Science	29	5	36	15

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	18	22	34
Mathematics	27	16	36	18
Science	28	11	27	20
Social Science	28	13	19	27

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	25	20	42
Mathematics	27	19	25	31
Science	24	21	33	17
Social Science	26	15	30	21

2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	438

2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.8

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,722.81	\$1,286.20	\$6,436.61	\$88,606.30
District	N/A	N/A	\$6,440.60	\$89,813
Percent Difference - School Site and District	N/A	N/A	-0.1	-1.4
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-27.0	2.5

2020-21 Types of Services Funded

CVHS offers the following services and programs to support students:

- ~Grade/credit recovery via an on-line provider (Edgenuity or Acellus)
- ~Dual Enrollment Program with Crafton Hills Community College
- ~Chromebooks/Laptops for all students to increase student access to technology as well as to prepare our students for standardized computerized testing (Smarter Balanced).
- ~Academic Case Carriers to give designated students additional academic support with the goal of ensuring student success in high school, allowing us to better prepare our students for their entrance into college, technical school, or the work-force upon graduation.
- ~Math Support Program
- ~English Learner Coordinator to assist English Learners with access to the core curriculum.
- ~Citrus After School Help (CASH) to support students with certificated teachers who can tutor and help with homework.
- ~Peer Tutoring
- ~CTE Pathways
- ~Link Crew
- ~Academic Support Classes

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,965	\$52,562
Mid-Range Teacher Salary	\$86,521	\$83,575
Highest Teacher Salary	\$109,075	\$104,166
Average Principal Salary (Elementary)	\$133,996	\$131,875
Average Principal Salary (Middle)	\$143,214	\$137,852
Average Principal Salary (High)	\$155,485	\$150,626
Superintendent Salary	\$240,400	\$260,243
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	4%	5%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	22.3
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	5
Fine and Performing Arts	1
Foreign Language	3
Mathematics	5
Science	6
Social Science	15
Total AP Courses Offered	36

Professional Development

The Citrus Valley High School staff is committed to continual professional growth. Both CVHS and the District have implemented professional development plans with a variety of offerings. CVHS has weekly collaboration days(35 partial days) for 45 minutes on Monday afternoon. This time is used for professional development, data analysis, discussion of best practices, department meetings, team meetings, discussion and analysis of benchmark assessments and the results from those benchmark assessments. Teachers also work closely together, by departments, analyzing data and modifying curriculum, programs and/or instruction as needed to improve student achievement. Additionally, there are three full days of Professional Development/Continuous Improvement designated for CAASPP data analysis and yearly Instructional Focus including AVID strategies. Through the evaluation process, teachers develop their own goals for professional improvement. New teachers participate in teacher induction programs both through the District and their universities and their colleagues also provide mentoring. New teachers also attend workshops geared to their needs on campus. First and second year teachers are expected to participate in the Induction program and are assigned experienced teachers as Induction support providers. After analyzing the results of the Smarter Balanced Test, the school wide focus is developed. For the 21-22 school year, collaboration and professional development is held on Monday afternoons for 45 minutes.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	35/3	35/3	35/3

Redlands Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Student Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Mauricio Arellano
Email Address	mauricio_arellano@redlands.k12.ca.us
District Website Address	www.redlands.k12.ca.us

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	10793	2	0.02	99.98	--
Female	5248	0	0.00	100.00	--
Male	5543	2	0.04	99.96	--
American Indian or Alaska Native	30	0	--	100.00	--
Asian	878	0	0.00	100.00	--
Black or African American	679	1	0.15	99.85	--
Filipino	213	0	0.00	100.00	--
Hispanic or Latino	5701	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	37	0	0.00	100.00	--
Two or More Races	590	1	0.17	99.83	--
White	2665	0	0.00	100.00	--
English Learners	829	0	0.00	100.00	--
Foster Youth	79	0	0.00	100.00	--
Homeless	3504	0	0.00	100.00	--
Military	124	0	0.00	100.00	--
Socioeconomically Disadvantaged	7762	2	0.03	99.97	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1645	2	0.12	99.88	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	10793	2	0.02	99.98	--
Female	5248	0	0.00	100.00	--
Male	5543	2	0.04	99.96	--
American Indian or Alaska Native	30	0	--	100.00	--
Asian	878	0	0.00	100.00	--
Black or African American	679	1	0.15	99.85	--
Filipino	213	0	0.00	100.00	--
Hispanic or Latino	5701	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	37	0	0.00	100.00	--
Two or More Races	590	1	0.17	99.83	--
White	2665	0	0.00		--
English Learners	829	0	0.00	100.00	--
Foster Youth	79	0	0.00	100.00	--
Homeless	3504	0	0.00	100.00	--
Military	124	0	0.00	100.00	--
Socioeconomically Disadvantaged	7762	2	0.03	99.97	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1645	2	0.12	99.88	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	10,676	8459	79.2%	20.8%	50.3%
Female	5,186	4184	80.7%	19.3%	52.5%
Male	5,487	4,272	77.9%	22.1%	48.2%
American Indian or Alaska Native	34	20	58.8%	41.2%	35.0%
Asian	880	727	82.6%	17.4%	71.3%
Black or African American	673	472	70.1%	29.9%	35.8%
Filipino	253	178	70.4%	29.6%	69.7%
Hispanic or Latino	5,613	4,435	79.0%	21.0%	40.4%
Native Hawaiian or Pacific Islander	43	31	72.1%	27.9%	51.6%
Two or More Races	537	483	89.9%	10.1%	60.5%
White	2,652	2,096	79.0%	21.0%	63.4%
English Learners	841	607	72.2%	27.8%	13.3%
Foster Youth	103	51	49.5%	50.5%	23.5%
Homeless	1,639	1,284	78.3%	21.7%	38.6%
Military	0	0	0%	0	0%
Socioeconomically Disadvantaged	7,606	5,956	78.3%	21.7%	42.0%
Students Receiving Migrant Education Services	0	0	0%	0	0%
Students with Disabilities	1,570	1,219	77.6%	22.4%	18.3%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	10,676	8,284	77.6%	22.4%	32.2%
Female	5,186	4,100	79.1%	20.9%	30.3%
Male	5,487	4,181	76.2%	23.8%	33.9%
American Indian or Alaska Native	34	22	64.7%	35.3%	18.2%

Asian	880	714	81.1%	18.9%	61.6%
Black or African American	673	465	69.1%	30.9%	15.1%
Filipino	253	176	69.6%	30.4%	52.8%
Hispanic or Latino	5,613	4,304	76.7%	23.3%	22.2%
Native Hawaiian or Pacific Islander	43	31	72.1%	27.9%	32.3%
Two or More Races	537	476	88.6%	11.4%	41.6%
White	2,652	2,078	78.4%	21.6%	42.6%
English Learners	841	583	69.3%	30.7%	9.8%
Foster Youth	103	51	49.5%	50.5%	5.9%
Homeless	1,639	1252	76.4%	23.6%	22.9%
Military	0	0	0%	0	0%
Socioeconomically Disadvantaged	7,606	5,861	77.1%	22.9%	25.1%
Students Receiving Migrant Education Services	0	0	0%	0	0%
Students with Disabilities	1,570	1,214	77.3%	22.7%	11.2%

*At or above the grade-level standard in the context of the local assessment administered.