

Citrus Valley High School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

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

About This School

School Contact Information (School Year 2020-2021)

| Entity | 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 | Rhonda Bruce |
| Email Address | rhonda_bruce@redlands.k12.ca.us |
| Website | http://www.cvhs.redlandsusd.net/ |
| County-District-School (CDS) Code | 36-67843-0118802 |

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

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. English, Math, Science, Social Studies, Special Ed, and ROP classes are equipped with Chromebook/laptop carts that have a computer for each student. 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.

Student Enrollment by Grade Level (School Year 2019-2020)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 545 |
| Grade 10 | 547 |
| Grade 11 | 523 |
| Grade 12 | 476 |
| Total Enrollment | 2,091 |

Student Enrollment by Student Group (School Year 2019-2020)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 7.1 |
| American Indian or Alaska Native | 0.5 |
| Asian | 7.5 |
| Filipino | 2.4 |
| Hispanic or Latino | 54.8 |
| Native Hawaiian or Pacific Islander | 0.4 |
| White | 22.9 |
| Two or More Races | 4.2 |
| Socioeconomically Disadvantaged | 65 |
| English Learners | 4.4 |
| Students with Disabilities | 11 |
| Foster Youth | 0.6 |
| Homeless | 6 |

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

Teacher Credentials

| Teachers | School 2018-19 | School 2019-20 | School 2020-21 | District 2020-21 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 89.6 | 93 | 96 | 103 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 1 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2018-19 | 2019-20 | 2020-21 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

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.

| 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% |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|--|----------------------------|--|
| 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) American Government Pearson (2019) Economic Principals in Action Pearson (2019) | Yes | 0% |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|--|----------------------------|--|
| Foreign Language | Latin, Course 1 Ecce Romani IA Cambridge / Longman (1998/1995) 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) | Yes | 0% |
| Science Laboratory Equipment (grades 9-12) | See Above | | 0% |

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

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.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: November 2020

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

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 75 | N/A | 57 | N/A | 50 | N/A |
| Mathematics (grades 3-8 and 11) | 49 | N/A | 44 | N/A | 39 | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 33 | N/A | 36 | N/A | 30 | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|---------------------|------------------|-------------------|--------------------------|-------------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

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.

Career Technical Education (CTE) Participation (School Year 2019-2020)

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 931 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 44.1 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission | 98.86 |
| 2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission | 54.72 |

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

| 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 |
|-------------|--|--|---|
| 5 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

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 web site and at Back to School Night.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

| Indicator | School 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 1.6 | 2.3 | 2.8 | 3.9 | 4.9 | 3.4 | 9.1 | 9.6 | 9 |
| Graduation Rate | 96.3 | 95.2 | 95.5 | 90.7 | 89.6 | 92.1 | 82.7 | 83 | 84.5 |

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

(data collected between July through June, each full school year respectively)

| Rate | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 3.1 | 3.3 | 2.9 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.2 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 |

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019-20 | District 2019-20 | State 2019-20 |
|--------------------|-------------------|---------------------|------------------|
| Suspensions | 2.22 | 2.16 | |
| Expulsions | 0.05 | 0.03 | |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

School Safety Plan (School Year 2020-2021)

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.

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.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 | 2019-20 | 2019-20 | 2019-20 | 2019-20 |
|----------------------------------|--------------------------|----------------------------------|-----------------------------------|---------------------------------|--------------------------|----------------------------------|-----------------------------------|---------------------------------|--------------------------|----------------------------------|-----------------------------------|---------------------------------|
| | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| English Language Arts | 24 | 35 | 39 | 18 | 24 | 32 | 34 | 22 | 28 | 18 | 22 | 34 |
| Mathematics | 26 | 17 | 45 | 13 | 23 | 31 | 37 | 13 | 27 | 16 | 36 | 18 |
| Science | 27 | 12 | 34 | 18 | 27 | 13 | 35 | 13 | 28 | 11 | 27 | 20 |
| Social Science | 30 | 6 | 27 | 27 | 29 | 5 | 36 | 15 | 28 | 13 | 19 | 27 |

*Number of classes indicates how many classrooms 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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | 418.2 |

*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.

Student Support Services Staff (School Year 2019-2020)

| Title | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 5 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist (non-teaching) | |
| Other | 3 |

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$7,937.95 | \$1,449.60 | \$6,487.86 | \$80,192.00 |
| District | N/A | N/A | \$6,015.41 | \$84,929 |
| Percent Difference - School Site and District | N/A | N/A | 7.6 | -5.7 |
| State | N/A | N/A | \$7,750 | \$84,577 |
| Percent Difference - School Site and State | N/A | N/A | -17.7 | -5.3 |

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

Types of Services Funded (Fiscal Year 2019-2020)

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
- Classroom Chromebooks/Laptops for ELA, Math, Science, Sped, ROP, and Social Science 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

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$46,120 | \$52,484 |
| Mid-Range Teacher Salary | \$81,554 | \$81,939 |
| Highest Teacher Salary | \$102,814 | \$102,383 |
| Average Principal Salary (Elementary) | \$126,044 | \$129,392 |
| Average Principal Salary (Middle) | \$135,743 | \$136,831 |
| Average Principal Salary (High) | \$146,559 | \$147,493 |
| Superintendent Salary | \$226,600 | \$254,706 |
| Percent of Budget for Teacher Salaries | 34.0 | 34.0 |
| Percent of Budget for Administrative Salaries | 4.0 | 5.0 |

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

Advanced Placement (AP) Courses (School Year 2019-2020)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | 2 | N/A |
| English | 8 | N/A |
| Fine and Performing Arts | 1 | N/A |
| Foreign Language | 3 | N/A |
| Mathematics | 3 | N/A |
| Science | 6 | N/A |
| Social Science | 16 | N/A |
| All courses | 39 | 22.7 |

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

Professional Development (Most Recent Three Years)

| Measure | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 35/3 | 35/3 | 35/3 |

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 one hour on Tuesday mornings. This time is used for professional development, data analysis, discussion of best practices, department meetings, team meetings, discussion and analysis of common assessments and the results from those common 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. 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 20-21 school year, collaboration and professional development is held on Tuesday afternoons for 45 minutes.