

Citrus Valley High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page 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.

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.

2022-23 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 |

2022-23 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 |

2022-23 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 Chrombook/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

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 9 | 572 |
| Grade 10 | 593 |
| Grade 11 | 528 |
| Grade 12 | 522 |
| Total Enrollment | 2,215 |

2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 49.5 |
| Male | 50.3 |
| American Indian or Alaska Native | 0.2 |
| Asian | 8.1 |
| Black or African American | 6.9 |
| Filipino | 2.3 |
| Hispanic or Latino | 57.4 |
| Native Hawaiian or Pacific Islander | 0.5 |
| Two or More Races | 4.4 |
| White | 20.2 |
| English Learners | 5.7 |
| Foster Youth | 0.5 |
| Homeless | 14.7 |
| Migrant | 0.0 |
| Socioeconomically Disadvantaged | 60.5 |
| Students with Disabilities | 11.6 |

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

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) | 79.50 | 84.91 | 832.10 | 85.87 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 6.70 | 0.70 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 4.90 | 5.26 | 35.20 | 3.63 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 3.10 | 3.32 | 29.80 | 3.08 | 12115.80 | 4.41 |
| Unknown | 6.00 | 6.49 | 65.10 | 6.72 | 18854.30 | 6.86 |
| Total Teaching Positions | 93.70 | 100.00 | 969.10 | 100.00 | 274759.10 | 100.00 |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 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) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|-------------|---------|
| Permits and Waivers | 1.80 | |
| Misassignments | 3.10 | |
| Vacant Positions | 0.00 | |
| Total Teachers Without Credentials and Misassignments | 4.90 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

| Indicator | 2020-21 | 2021-22 |
|--|-------------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.90 | |
| Local Assignment Options | 2.10 | |
| Total Out-of-Field Teachers | 3.10 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 1.40 | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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 2022 |
|--|---------------|

| 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 | Anatomy & Physiology: Walsh, Hole's Essentials of Anatomy & Physiology McGraw Hill (2020) Anatomy & Physiology: Essentials of Human Anatomy & Physiology McGraw Hill (2021) Biology Pearson (2020) Modern Chemistry HMH (2017) Environmental Science: Sustaining Your World National Geographic / Cengage (2017) Earth Science Prentice Hall (2006) Physics: Hewett, Conceptual Physics Savvas (2021) Physics H Physics HMH (2017) | Yes | 0% |

| | | | |
|--|---|-----|----|
| History-Social Science | <p>United States History, Geography, Continuity, and Change McGraw Hill (2019)</p> <p>World History, Culture, and Geography: The Modern World (2019)</p> <p>American Government Pearson (2019)</p> <p>Economic Principals in Action Pearson (2019)</p> | Yes | 0% |
| Foreign Language | <p>Latin: Latin for the New Millennium Course 1 -4 Bolchazy Carducci (2022)</p> <p>French: Chemins Course 1-3 Vista Higher Learning (2023)</p> <p>AP French: Themes Vista Higher Learning (2022)</p> <p>Spanish: Encuentros Course 1-3 Vista Higher Learning (2022)</p> <p>AP Spanish: Temas Vista Higher Learning 2020</p> <p>Spanish for Native Speakers: El Espanol Para Nosotros McGraw Hill (2014)</p> <p>Spanish 2.1, Pasos Y Puentes Scott Foresman (1992)</p> | Yes | 0% |
| Health | N/A | No | 0% |
| Visual and Performing Arts | N/A | | 0% |
| 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

July 2022

| 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 | | | |

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).
4. **College and Career Ready**
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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | 71 | N/A | 51 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 42 | N/A | 35 | N/A | 33 |

2021-22 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.

ELA 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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 475 | 460 | 96.84 | 3.16 | 71.30 |
| Female | 219 | 209 | 95.43 | 4.57 | 70.81 |
| Male | 254 | 249 | 98.03 | 1.97 | 71.49 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 47 | 47 | 100.00 | 0.00 | 85.11 |
| Black or African American | 31 | 30 | 96.77 | 3.23 | 46.67 |
| Filipino | 15 | 14 | 93.33 | 6.67 | 92.86 |
| Hispanic or Latino | 257 | 246 | 95.72 | 4.28 | 67.89 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | 20 | 20 | 100.00 | 0.00 | 75.00 |
| White | 103 | 101 | 98.06 | 1.94 | 77.23 |
| English Learners | 23 | 22 | 95.65 | 4.35 | 13.64 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 77 | 75 | 97.40 | 2.60 | 60.00 |
| Military | 48 | 47 | 97.92 | 2.08 | 57.45 |
| Socioeconomically Disadvantaged | 296 | 285 | 96.28 | 3.72 | 65.61 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 40 | 38 | 95.00 | 5.00 | 13.16 |

2021-22 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.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 474 | 457 | 96.41 | 3.59 | 41.79 |
| Female | 219 | 208 | 94.98 | 5.02 | 39.90 |
| Male | 253 | 247 | 97.63 | 2.37 | 43.32 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 47 | 47 | 100.00 | 0.00 | 70.21 |
| Black or African American | 31 | 30 | 96.77 | 3.23 | 33.33 |
| Filipino | 15 | 14 | 93.33 | 6.67 | 71.43 |
| Hispanic or Latino | 256 | 243 | 94.92 | 5.08 | 32.51 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | 20 | 20 | 100.00 | 0.00 | 50.00 |
| White | 103 | 101 | 98.06 | 1.94 | 48.51 |
| English Learners | 23 | 23 | 100.00 | 0.00 | 4.35 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 77 | 75 | 97.40 | 2.60 | 36.00 |
| Military | 48 | 47 | 97.92 | 2.08 | 36.17 |
| Socioeconomically Disadvantaged | 296 | 282 | 95.27 | 4.73 | 35.11 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 40 | 36 | 90.00 | 10.00 | 2.78 |

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | NT | 26.82 | NT | 32.27 | 28.5 | 29.47 |

2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 490 | 466 | 95.1 | 4.9 | 26.82 |
| Female | 227 | 218 | 96.04 | 3.96 | 26.15 |
| Male | 261 | 246 | 94.25 | 5.75 | 27.64 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 35 | 34 | 97.14 | 2.86 | 67.65 |
| Black or African American | 43 | 38 | 88.37 | 11.63 | 15.79 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 283 | 268 | 94.7 | 5.3 | 18.66 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 19 | 19 | 100 | 0 | 21.05 |
| White | 98 | 95 | 96.94 | 3.06 | 38.95 |
| English Learners | 13 | 12 | 92.31 | 7.69 | 0 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 69 | 66 | 95.65 | 4.35 | 13.64 |
| Military | 78 | 75 | 96.15 | 3.85 | 17.33 |
| Socioeconomically Disadvantaged | 314 | 297 | 94.59 | 5.41 | 20.54 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 49 | 42 | 85.71 | 14.29 | 4.76 |

2021-22 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.

2021-22 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 1006 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 54.5 |
| 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 |
|---|---------|
| 2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission | 97.66 |
| 2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission | 37.33 |

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 9 | 92% | 93% | 92% | 93% | 91% |

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.

2022-23 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

2022-23 Opportunities for Parental Involvement

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 2019-20 | School 2020-21 | School 2021-22 | District 2019-20 | District 2020-21 | District 2021-22 | State 2019-20 | State 2020-21 | State 2021-22 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | | 0.8 | 3.2 | | 4 | 5.7 | | 8.9 | 7.8 |
| Graduation Rate | | 97.3 | 95.3 | | 92.3 | 91.4 | | 84.2 | 87 |

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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 | 536 | 511 | 95.3 |
| Female | 257 | 249 | 96.9 |
| Male | 277 | 260 | 93.9 |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | 37 | 35 | 94.6 |
| Black or African American | 46 | 41 | 89.1 |
| Filipino | -- | -- | -- |
| Hispanic or Latino | 306 | 293 | 95.8 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | 19 | 19 | 100.0 |
| White | 113 | 109 | 96.5 |
| English Learners | 22 | 18 | 81.8 |
| Foster Youth | -- | -- | -- |
| Homeless | 96 | 92 | 95.8 |
| Socioeconomically Disadvantaged | 417 | 393 | 94.2 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0 |
| Students with Disabilities | 62 | 50 | 80.6 |

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 2376 | 2312 | 492 | 21.3 |
| Female | 1181 | 1143 | 251 | 22.0 |
| Male | 1188 | 1162 | 240 | 20.7 |
| American Indian or Alaska Native | 5 | 5 | 2 | 40.0 |
| Asian | 182 | 182 | 15 | 8.2 |
| Black or African American | 166 | 164 | 40 | 24.4 |
| Filipino | 54 | 53 | 7 | 13.2 |
| Hispanic or Latino | 1384 | 1337 | 319 | 23.9 |
| Native Hawaiian or Pacific Islander | 10 | 10 | 5 | 50.0 |
| Two or More Races | 103 | 101 | 29 | 28.7 |
| White | 468 | 456 | 73 | 16.0 |
| English Learners | 145 | 142 | 50 | 35.2 |
| Foster Youth | 16 | 14 | 11 | 78.6 |
| Homeless | 343 | 337 | 92 | 27.3 |
| Socioeconomically Disadvantaged | 1531 | 1487 | 388 | 26.1 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 280 | 277 | 91 | 32.9 |

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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 |

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 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.09 | 4.42 | 0.22 | 3.67 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.04 | 0.00 | 0.03 | 0.00 | 0.07 |

2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 4.42 | 0.04 |
| Female | 2.29 | 0.00 |
| Male | 6.57 | 0.08 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 1.65 | 0.00 |
| Black or African American | 10.24 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 4.41 | 0.07 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 7.77 | 0.00 |
| White | 3.42 | 0.00 |
| English Learners | 9.66 | 0.69 |
| Foster Youth | 31.25 | 0.00 |
| Homeless | 5.83 | 0.29 |
| Socioeconomically Disadvantaged | 5.49 | 0.07 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 11.07 | 0.00 |

2022-23 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.

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 |

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 | 29 | 15 | 25 | 37 |
| Mathematics | 27 | 15 | 42 | 17 |
| Science | 23 | 25 | 33 | 18 |
| Social Science | 28 | 12 | 22 | 27 |

2021-22 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 | 369.17 |

2021-22 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) | 7.0 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 1.0 |

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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 | \$7924.58 | \$1258.40 | \$6666.18 | \$88,606.30 |
| District | N/A | N/A | \$7211.11 | \$88,816 |
| Percent Difference - School Site and District | N/A | N/A | -7.9 | -0.2 |
| State | N/A | N/A | \$6,594 | \$88,358 |
| Percent Difference - School Site and State | N/A | N/A | 1.1 | 0.3 |

2021-22 Types of Services Funded

CVHS offers the following services and programs to support students:

- ~Grade/credit recovery via an on-line provider (Edgenuity)
- ~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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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 | \$54,370 |
| Mid-Range Teacher Salary | \$82,615 | \$82,681 |
| Highest Teacher Salary | \$109,075 | \$106,610 |
| Average Principal Salary (Elementary) | \$133,996 | \$135,283 |
| Average Principal Salary (Middle) | \$143,214 | \$141,244 |
| Average Principal Salary (High) | \$155,485 | \$152,955 |
| Superintendent Salary | \$260,000 | \$264,367 |
| Percent of Budget for Teacher Salaries | 35% | 33% |
| Percent of Budget for Administrative Salaries | 4% | 5% |

2021-22 Advanced Placement (AP) Courses

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

| | |
|--|------|
| Percent of Students in AP Courses | 17.6 |
|--|------|

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 | 2 |
| English | 5 |
| Fine and Performing Arts | 1 |
| Foreign Language | 2 |
| Mathematics | 3 |
| Science | 5 |
| Social Science | 13 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 31 |

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 22-23 school year, collaboration and professional development is held on Monday afternoons for 45 minutes. Additionally, CVHS trained whole staff on Equity and Universal Design for Learning during a 6 hour Professional Development November 1, 2022.

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

| Subject | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 35/3 | 35/3 | 35/3 |