



# Citrus High School

261 East Mulberry • Porterville, CA 93257 • (559) 782-7130 • Grades 10-12  
Magdalena Sanchez, Principal  
msanchez@portervilleschools.org

## 2012-13 School Accountability Report Card Published During the 2013-14 School Year

### Porterville Unified School District

600 West Grand Ave.  
Porterville, CA 93257  
(559) 793-2400  
portervilleschools.org

#### District Governing Board

Hayley Buettner  
Pete Lara, Jr.  
Pat Contreras  
Sharon Gill  
David DePaoli  
Richard Morris  
Lillian Durbin

#### District Administration

John Snavelly, Ed.D.  
**Superintendent**

Ken Gibbs, Ed.D.  
**Assistant Superintendent  
Business Services**

Martha Stuemky.  
**Assistant Superintendent  
Instructional Services**

Nate Nelson, Ed.D.  
**Assistant Superintendent  
Human Resources**

### About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/). For additional information about this school, please contact the school administration at (559) 782-7130.

### Principal's Message

Citrus High School provides a supportive academic learning environment that assists students in completing their schooling by offering educational programs and options designed to meet individualized learning needs. The goal is for students to be able to obtain a high school diploma, prepare for the high school exit exam, and move toward future goals. Citrus staff strives to motivate and assist students to improve upon their academic skills, attendance, social, cultural and community involvement. The expected outcome is for students to obtain academic achievement, become productive and contributing members of society, and enhance individual self-worth leading to success in school and in the future.

Citrus is an alternative education program offering a variety of instructional opportunities to meet the educational needs of students. Smaller classes allow interaction and exchange of ideas between students and teachers and among students themselves. As well as cooperative and collaborative classroom activities, each student's individual educational needs are recognized and incorporated into the structured school day. Continuation school students have unique needs, but they also have the desire for the realization of individual goals, effective human relationships, economic independence, and successful citizenship.

Securing a diploma gives the student a sense of accomplishment and opens doors to employment and a future that is productive and fulfilling. Upon completing all district graduation requirements, students graduate from Citrus High School, a Western Association of Schools and Colleges accredited program, earning a High School Diploma that is the same as those received by students in the district who graduate from a traditional high school.

At Citrus, we are proud of our students, proud of our parents, and proud of the wonderful staff that works hard to help guide students toward success.

### Mission Statement

Citrus High School strives to provide inspiration, motivation, and education in a safe, supporting, and rigorous learning environment while empowering students to become productive and responsible citizens.

## Community & School Profile

Porterville, lying along the foothills of the Sierras, is located on State Highway 65, 165 miles north of Los Angeles, and 171 miles east of the Pacific Coast. Centrally located to major markets, the city has strategic access to major transportation routes. Porterville Unified School District serves more than 13,000 students throughout the community, as well as the town of Strathmore. The district is comprised of ten elementary schools, three middle schools, four comprehensive high schools, one magnet academy, one continuation high school, and two alternative sites.

During the 2012-2013 school year, from 200 to 230 tenth through twelfth grade students were enrolled at the school on a traditional calendar schedule. Student demographics are shown in the chart.

Curriculum is based on meeting the needs of students through a variety of teaching styles, integrating the curriculum when appropriate, and incorporating technology whenever possible. Special emphasis is placed on cultural awareness. Diverse literature selections and various multicultural observances promote a climate of tolerance and acceptance among students and faculty.

## Opportunities for Parental Involvement

Parents and guardians have the right and should be given the opportunity to work in a mutually supportive and respectful partnership with the school to help their child succeed. Parents are actively involved in the School Site Council, Quarterly Awards, and the Parent/Student BBQ.

Citrus High School holds separate meetings for the parents of EL students, offered in Spanish, to ensure that the lines of communication remain open. Parents and guardians are encouraged to support their child's learning environment by:

- Monitoring school attendance
- Participating in extracurricular activities
- Monitoring and regulating television viewing
- Planning and participating in activities at home that are supportive of classroom activities
- Volunteering at the school
- Participating in decision-making processes by attending the School Site Council meetings

## Contact Information

Parents who wish to participate in the school's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (559) 782-7130. The district's website ([www.portervilleschools.org](http://www.portervilleschools.org)) also provides a variety of helpful resources and information for parents, students, staff, and community members.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 10	7
Gr. 11	78
Gr. 12	95
Total	180

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	3.3
Asian	0.6
Filipino	0.0
Hispanic or Latino	80.0
Native Hawaiian/Pacific Islander	0.0
White	11.7
Two or More Races	2.2
Socioeconomically Disadvantaged	88.3
English Learners	35.6
Students with Disabilities	1.7

### Average Class Size and Class Size Distribution

Average Class Size		Number of Classrooms*										
		1-20			21-32			33+				
Year	11	12	13	11	12	13	11	12	13	11	12	13
English	21.3	21.6	13	6	5	4	2	3	4	1	0	
Math	22.3	24.7	21	4	3	2	4	3	3	0	0	
Science	23.5	21.5	17	1	6	6	3	2		0	0	
SS	24	23.8	22	2	4	5	6	8	7	0	0	

\* 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, English, Math, Science and Social Science (SS), rather than grade level.

### Suspensions and Expulsions

School	10-11	11-12	12-13
Suspensions Rate	31.03	139.06	102.22
Expulsions Rate	5.42	1.04	1.11
District	10-11	11-12	12-13
Suspensions Rate	11.96	11.83	7.97
Expulsions Rate	1.03	0.14	0.17

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

### School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The safety of students and staff is a primary concern of Citrus High School. Teachers supervise students on campus before and after school and during recess, while none-duty supervisors monitor students during the lunch break. All visitors must sign in at the Principal's office and receive proper authorization to be on school grounds.

The School Site Safety Plan was most recently revised in spring 2011 by the Safety Committee. Key elements of the plan focus on emergency preparedness. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held on a regular basis; fire drills are held once a month, earthquake drills are held twice a year, and secure campus drills are conducted once each year.

### School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

**Year and month in which data were collected:** 09/27/2013

Citrus High was originally constructed in 1995 and is currently comprised of nine classrooms, a Library Media Center, a Literacy Lab, one staff room, one athletic field, and the main office. In 2008-09, two SmartBoards were added to the campus. The chart displays the results of the most recent school facilities inspection, provided by the district in December 2011.

### Cleaning Process

The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms.

A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

### Maintenance & Repair

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the district to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. At the time of publication, 100% of the school's restrooms were in working order.

### School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[ ]	[X]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	Room 101- Broken faucet / stained ceiling tiles Room 102 - Torn wall covering / loose faucet Rm103 - Broken floor tile and ceiling tile Building 100 restroom boys, Room 104 - Damaged dry wall in storage room Library -
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	Rm101, Rm102, Rm103 - Stained ceiling tiles. Rm104 - Broken ceiling tiles. Rm201 - Broken Library - Broken ceiling tile Building 100 - Restroom Boys - Receptical covers missing
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[ ]	[ ]	[X]	[ ]

Teacher Credentials			
School	10-11	11-12	12-13
<b>Fully Credentialed</b>	10	10	8
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area</b>	4	0	0
Districtwide	10-11	11-12	12-13
<b>Fully Credentialed</b>	◆	◆	563
<b>Without Full Credential</b>	◆	◆	4

Teacher Misassignments and Vacant Teacher Positions at this School			
School	11-12	12-13	13-14
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

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

## Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by site administrators, who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes the following:

- Engaging and Supporting all Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students
- Developing as a Professional Educator

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has offered two staff development days.

During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. The school uses the Best Practices teaching strategies and teachers are trained in the techniques each year.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.

## Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/)

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	72.7	27.3
<b>Districtwide</b>		
<b>All Schools</b>	98.2	1.8
<b>High-Poverty Schools</b>	98.2	1.8
<b>Low-Poverty Schools</b>	0.0	0.0

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

## Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,923	\$667	\$8,255	\$75,450
District	♦	♦	\$6,336	\$69,248
State	♦	♦	\$5,537	\$68,841
Percent Difference: School Site/District			30.3	9.0
Percent Difference: School Site/ State			49.1	9.6

\* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

\* **Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: [www.ed-data.org](http://www.ed-data.org).

### Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

In addition to general state funding, Porterville Unified School District received state and federal categorical funding for the following support programs:

- Title I, Basic Grant
- Title II, Teacher Quality & Technology
- Title III, Limited English Proficiency

Teacher and Administrative Salaries (Fiscal Year 2011-12)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,106	\$40,933
Mid-Range Teacher Salary	\$63,598	\$65,087
Highest Teacher Salary	\$82,129	\$84,436
Average Principal Salary (ES)	\$123,392	\$106,715
Average Principal Salary (MS)	\$114,481	\$111,205
Average Principal Salary (HS)	\$124,594	\$120,506
Superintendent Salary	\$155,487	\$207,812
Percent of District Budget		
Teacher Salaries	38.9%	39.8%
Administrative Salaries	4.0%	5.1%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)**

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**Year and month in which data were collected:** December 2011

Porterville Unified School District held a Public Hearing on September 6, 2011 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in December 2011, regarding textbooks in use during the 2011-12 school year.

Textbooks and Instructional Materials		
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
<p><b>Reading/Language Arts</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	<p>Glencoe/McGraw Hill Adopted 2000</p> <p>Globe Book Company Adopted 1999</p> <p>MacMillan/McGraw Hill Adopted 1999</p> <p>McDougal Littell Adopted 2005</p>	
<p><b>Mathematics</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	<p>Addison-Wesley Adopted 2003</p> <p>Brooks/Cole Adopted 2003</p> <p>CPM Educational Adopted 1999</p> <p>McDougal Littell Adopted 2006</p>	
<p><b>Science</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	<p>Glencoe Adopted 2004</p> <p>McDougal Littell Adopted 2006</p> <p>Prentice Hall Adopted 2009</p> <p>Thomson Learning Adopted 2002</p>	
<p><b>History-Social Science</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	<p>Glencoe Adopted 1999</p> <p>McDougal Littell Adopted 2006</p> <p>McGraw Hill Adopted 1999</p> <p>Prentice Hall Adopted 1999</p>	

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

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at [star.cde.ca.gov](http://star.cde.ca.gov).

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	3	6	5	42	45	42	54	56	55
Math	3	3	2	41	44	41	49	50	50
Science				44	44	44	57	60	59
H-SS	7	9	7	35	37	36	48	49	49

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	42	41	44	36
All Student at the School	5	2		7
Male	5	3		9
Female	8			3
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	5	2		6
Native Hawaiian/Pacific Islander				
White	10	5		19
Two or More Races				
Socioeconomically Disadvantaged	6	2		7
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/).

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	66	11	-84
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	66		
English Learners			
Students with Disabilities			

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	B	B	B
Similar Schools	B	B	B

### Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2005-2006	2006-2007
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	17	
Percent of Schools Currently in Program Improvement	89.5	

### API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group	School	District	State	
All Students at the School	Students	54	10,065	4,655,989
	API-G	419	742	790
Black or African American	Students	0	41	296,463
	API-G		742	708
American Indian or Alaska Native	Students	0	233	30,394
	API-G		683	743
Asian	Students	0	180	406,527
	API-G		815	906
Filipino	Students	0	93	121,054
	API-G		820	867
Hispanic or Latino	Students	44	7,923	2,438,951
	API-G	430	735	744
Native Hawaiian/Pacific Islander	Students	0	26	25,351
	API-G		655	774
White	Students	8	1,452	1,200,127
	API-G		775	853
Two or More Races	Students	2	94	125,025
	API-G		758	824
Socioeconomically Disadvantaged	Students	46	8,452	2,774,640
	API-G	422	730	743
English Learners	Students	18	3,765	1,482,316
	API-G	386	689	721
Students with Disabilities	Students	1	579	527,476
	API-G		494	615

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	No
Met Graduation Rate (if applicable)	No	No

## Admission Requirements for California's Public Universities

### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at [www.universityofcalifornia.edu/admissions/](http://www.universityofcalifornia.edu/admissions/). (Outside source)

### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at [www.calstate.edu/admission/admission.shtml](http://www.calstate.edu/admission/admission.shtml). (Outside source)

### Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	55	1,226	---
Black or African American		12	---
American Indian or Alaska Native	3	18	---
Asian	1	25	---
Filipino		34	---
Hispanic or Latino	38	818	---
Native Hawaiian/Pacific Islander		1	---
White	12	308	---
Two or More Races		4	---
Socioeconomically Disadvantaged	45	856	---
English Learners	19	351	---
Students with Disabilities		41	---

### Dropout Rate and Graduation Rate

Indicator	2009-10	2010-11	2011-12
Dropout Rate (1-year)	17.80	19.30	16.40
Graduation Rate	72.60	79.15	78.07
District			
Dropout Rate (1-year)	17.80	19.30	16.40
Graduation Rate	83.12	78.07	80.42
Dropout Rate (1-year)	16.60	14.70	13.10
Graduation Rate	80.53	77.14	78.73

\* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at [cahsee.cde.ca.gov/](http://cahsee.cde.ca.gov/).

### CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced

Subject	2010-11	2011-12	2012-13
English-Language Arts	13		4
Mathematics	5		10
District			
English-Language Arts	46	46	43
Mathematics	51	49	49
English-Language Arts	59	56	57
Mathematics	56	58	60

### Advanced Placement Courses (School Year 2011-12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English		---
Fine and Performing Arts		---
Foreign Language		---
Mathematics		---
Science		---
Social Science		---
All courses		

\* Where there are student course enrollments.

**California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	57	23	20	51	36	14
All Students at the School	96	4		90	10	
Male	94	6		86	14	
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	92	8		88	13	
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	100			91	9	
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	166
Percent of pupils completing a CTE program and earning a high school diploma	87.4
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	0.0

Courses for University of California and/or California State University	
UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	

**Career Technical Education Programs**

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district’s CTE advisory committee and the industries represented on the committee

Citrus High School offers career units in various subject areas to help prepare students for the work force. Students may request assignment to a specific area for concentrated field work. Students may take Plant Science taught at CHS and Public Safety Occupations at GHHS, which are part of the school’s Career/Technical Education (CTE) curriculum.

The following is a listing of the CTE classes that are offered off-campus:

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Public Safety Careers</li> <li>• Journalism</li> <li>• Internet Working</li> <li>• Retail Sales</li> <li>• Health Hospital Occupations</li> </ul> | <ul style="list-style-type: none"> <li>• Greenhouse Management</li> <li>• Childcare Professions</li> <li>• Floral Management</li> <li>• Computer-Assisted Design &amp; Drafting</li> <li>• Video Production</li> </ul> |
|--|--|

All of the above-listed courses incorporate state-adopted CTE model curriculum standards, and are evaluated through a combination of student projects, testing, and performance/attendance.