



Citrus High School

261 East Mulberry • Porterville, CA 93257 • (559) 782-7130 • Grades 9-12

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Porterville Unified School District

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District Governing Board

Hayley Buettner

Pete Lara, Jr.

Pat Contreras

Sharon Gill

David DePaoli

Felipe Martinez

Lillian Durbin

District Administration

John Snavely, 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

Community & School Profile:

Citrus High School is a continuation high school with a great history and a very rich tradition—located in Porterville, California. CHS has become known as “the school the students have built” as students and staff members are very involved in projects and community service. Based on a school-wide philosophy of individual accountability and personal responsibility, along with a commitment to maintain an atmosphere in which all students feel significant, connected, resourced and empowered, the CHS community is tight-knit and proud. Porterville Unified School District (PUSD) is the largest geographic district in Tulare County. It is located in the south east portion of Tulare County. This district serves the city of Porterville (population 53,000), the Tule Indian Reservation, and many small farming and mountain communities in the surrounding area—many of which have K-8 districts that feed into the high schools of PUSD. There are an estimated 85,000 people residing within the boundaries of the District which serves more than 14,000 students with some traveling an hour or more one way to get to high school. The economic base is predominately agriculture, farming, livestock and forestry, with some independent and family owned businesses, and several large corporate employers in the city of Porterville. The area served by the District is primarily residential, agriculture and forest land, and composed of a population that is racially, ethnically, linguistically and economically diverse. There are 5 comprehensive high schools in PUSD and Citrus High School (CHS) is the only continuation high school within the District. Students attending CHS are referred and transferred from one of the District high schools, Tulare County court schools, juvenile hall or an out of district program due to lack of credits, poor behavior, poor attendance, and/or transient lives. Juniors make up the bulk of the school population followed by seniors and the smallest group being the sophomores. Citrus High School’s students must be 16 years old, or older, and students are only referred if they are significantly behind in credits, academic skills and/or have poor attendance and/or poor behavior. All students, with a parent or guardian present, attend an intake meeting/orientation at CHS two days prior to the first day of attendance. This intake meeting allows parents and students to become familiar with the school culture, program, requirements and expectations. At that time, students and parents are given a student-parent handbook, an enrollment packet and a power point introduction that is facilitated by the principal, academic counselor and intervention teacher. CHS has a transient population that fluctuates throughout the school year—a low of 150 students in a semester and a high of 250 students in a semester. It is not unusual for as many as 400 individual students to enroll in CHS at any particular time during the school year—even if it be for a very short period of time. The largest ethnic group on campus, Hispanic, makes up about 75% of the student population with the second largest group being Caucasian, at around 15%. The remaining student body can be broken down into Native American, at 5-10%, and all others making up less than 5%. The gender distribution tends to be at a 2:1 ratio of male to female and, at times, moves closer to 3:1.

Principal’s Message:

I want to welcome you to Citrus! For reasons personal to you, your educational and life journey has brought you to our school. Please know that the entire Citrus community is committed to helping you. It is our desire that your time at Citrus will be a rewarding experience that is filled with dynamic learning, rich experiences and life-long relationships. We wholeheartedly want to work with you and for you. The school's entire staff has purposed as a team to inspire, motivate, empower and equip you with the necessary skills so that you can grow, develop, learn and graduate. Citrus offers a unique and challenging program as we offer the necessary core and elective classes that you will need to graduate.

With this in mind, please know that we expect each and every student to accept responsibility for their own learning and to understand that great effort will be required while enrolled at Citrus. We also expect that parents will be positive participants in the lives of their children and that they will work harmoniously with the school. Let me encourage you in saying that I believe that Citrus High School will be a blessing to you and your family this school year. Again, welcome to Citrus and may the 2014-2015 school year be your most successful and memorable yet.

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.

About the SARC

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (559) 782-7130 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 10	8
Grade 11	58
Grade 12	99
Total Enrollment	165

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
American Indian or Alaska Native	4.8
Asian	1.2
Filipino	1.2
Hispanic or Latino	75.8
White	15.2
Two or More Races	1.2
Socioeconomically Disadvantaged	87.9
English Learners	21.2
Students with Disabilities	1.8
Foster Youth	1.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Citrus High School	13-14	14-15	15-16
With Full Credential	8	8	10
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Porterville Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	622
Without Full Credential	♦	♦	26
Teaching Outside Subject Area of Competence	♦	♦	16

Teacher Misassignments and Vacant Teacher Positions at this School			
Citrus High School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	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. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 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
This School	100.0	0.0
Districtwide		
All Schools	95.0	5.0
High-Poverty Schools	95.0	5.0
Low-Poverty Schools	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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Porterville Unified School District held a Public Hearing on September 10, 2015 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 August 2015, regarding textbooks in use during the 2015-16 school year.

Textbooks and Instructional Materials Year and month in which data were collected: August 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Glencoe/McGraw Hill Adopted 2000 Globe Book Company Adopted 1999 MacMillan/McGraw Hill Adopted 1999 McDougal Littell Adopted 2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Addison-Wesley Adopted 2003 Brooks/Cole Adopted 2003 CPM Educational Adopted 1999 McDougal Littell Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Glencoe Adopted 2004 McDougal Littell Adopted 2006 Prentice Hall Adopted 2009 Thomson Learning Adopted 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

Textbooks and Instructional Materials Year and month in which data were collected: August 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	Glencoe Adopted 1999 McDougal Littell Adopted 2006 McGraw Hill Adopted 1999 Prentice Hall Adopted 1999 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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 May 2015.

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 custodian 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 (Most Recent Year) Year and month in which data were collected: 05/20/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: 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

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 05/20/2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			Rm101, Rm102, Rm103 - Stained ceiling tiles. Rm104 - Broken ceiling tiles. Rm201 - Broken Library - Broken ceiling tile Building 100 - Restroom Boys - Receptacle covers missing
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	1	29	44
Math	0	19	33

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	0	9	0	43	42	37	59	60	56

* Results are for grades 5, 8, and 10. 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	37
All Student at the School	0
Male	0
Female	0
American Indian or Alaska Native	--
Hispanic or Latino	0
White	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	0
Students Receiving Migrant Education Services	--
Foster Youth	--

* 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	91	86	94.5	79	5	1	0
Male	11	91	63	69.2	76	5	2	0
Female	11	91	23	25.3	87	4	0	0
American Indian or Alaska Native	11	91	5	5.5	--	--	--	--
Filipino	11	91	2	2.2	--	--	--	--
Hispanic or Latino	11	91	68	74.7	81	3	0	0
White	11	91	11	12.1	55	18	9	0
Socioeconomically Disadvantaged	11	91	75	82.4	80	5	1	0
English Learners	11	91	19	20.9	84	0	0	0
Students with Disabilities	11	91	2	2.2	--	--	--	--
Students Receiving Migrant Education Services	11	91	4	4.4	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	91	86	94.5	79	0	0	0
Male	11	91	63	69.2	76	0	0	0
Female	11	91	23	25.3	87	0	0	0
American Indian or Alaska Native	11	91	5	5.5	--	--	--	--
Filipino	11	91	2	2.2	--	--	--	--
Hispanic or Latino	11	91	68	74.7	81	0	0	0
White	11	91	11	12.1	73	0	0	0
Socioeconomically Disadvantaged	11	91	75	82.4	80	0	0	0
English Learners	11	91	19	20.9	89	0	0	0
Students with Disabilities	11	91	2	2.2	--	--	--	--
Students Receiving Migrant Education Services	11	91	4	4.4	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Parents and guardians have the right at CHS to work in a mutually supportive and respectful partnership with the school to help their child succeed. Parents are actively involved on the School Site Council Committee, English Language Acquisition Committee, and the Parent/Student BBQ. Citrus High School holds various meetings (i.e. intake meetings, Quarterly Fun Days, Back to School, Open House, Thanksgiving lunch celebration, Christmas lunch celebration, etc.) throughout the year. Meetings are 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 PUSD website (www.portervilleschools.org) also provides a variety of helpful resources and information for parents, students, staff, and community members.

State Priority: School Climate

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

The safety of students and staff is a primary concern of Citrus High School. Teachers and support aides supervise students on campus before, during and after school--including break and lunch. All visitors must sign in at the Administration office and receive proper authorization to be on school grounds. The School Site Safety Plan was most recently revised in the Fall of 2014 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 quarterly and other drills (i.e. earthquake, hazardous material, etc.) are held twice a year. For the safety of CHS students, all volunteers are fingerprinted and cleared through the Department of Justice, and screened and interviewed by site administration.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	48.42	29.56	37.46
Expulsions Rate	1.43	1.26	1.34
District	2012-13	2013-14	2014-15
Suspensions Rate	5.91	5.95	5.91
Expulsions Rate	0.25	0.64	0.34
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	No	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	No	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	No	No	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	No	Yes

2015-16 Federal Intervention Program		
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	16	
Percent of Schools Currently in Program Improvement	80.0	

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	23	21	12	4	4	21	4	5	1			
Math	21	26	11	2	2	14	3	5				
Science	17	17	11	6	6	12						
SS	22	23	10	5	3	21	7	7	3			

* 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.80
Counselor (Social/Behavioral or Career Development)	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	180

* 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.

Professional Development provided for Teachers

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to increase student achievement and 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 six 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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,580	\$43,062
Mid-Range Teacher Salary	\$65,824	\$67,927
Highest Teacher Salary	\$85,004	\$87,811
Average Principal Salary (ES)	\$143,127	\$110,136
Average Principal Salary (MS)	\$134,920	\$115,946
Average Principal Salary (HS)	\$142,109	\$124,865
Superintendent Salary	\$192,148	\$211,869
Percent of District Budget		
Teacher Salaries	37%	39%
Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

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

Title VII, Indian, Native Hawaiian, and Alaska Native Education

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,923	\$667	\$8,255	\$75,450
District	♦	♦	\$6,336	\$71,239
State	♦	♦	\$5,348	\$71,529
Percent Difference: School Site/District			30.3	7.3
Percent Difference: School Site/ State			76.0	8.8

* Cells with ♦ do not require data.

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	59	22	20	56	34	11
All Students at the School	95	5		91	9	
Male	100			91	9	
Female				92	8	
Hispanic or Latino	93	7		87	13	
Socioeconomically Disadvantaged	94	6		89	11	

* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Citrus High School	2012-13	2013-14	2014-15
English-Language Arts	4		5
Mathematics	10		9
Porterville Unified School District	2012-13	2013-14	2014-15
English-Language Arts	43	42	41
Mathematics	49	49	44
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Citrus High School	2011-12	2012-13	2013-14
Dropout Rate	16.40	14.70	13.90
Graduation Rate	80.54	83.65	84.29
Porterville Unified School District	2011-12	2012-13	2013-14
Dropout Rate	16.40	14.70	13.90
Graduation Rate	80.54	83.65	84.29
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

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

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	40.32	87.9	84.6
Black or African American		40	76
American Indian or Alaska Native	40	72.41	78.07
Asian		95	92.62
Filipino		95.24	96.49
Hispanic or Latino	42.57	86.74	81.28
Native Hawaiian/Pacific Islander		60	83.58
White	25	92.28	89.93
Two or More Races	100	92.86	82.8
Socioeconomically Disadvantaged		88.71	61.28
English Learners	25	57.58	50.76
Students with Disabilities	42.11	85.12	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	0
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

2014-15 Advanced Placement Courses		
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.

Career Technical Education Programs

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:

- Public Safety Careers
- Journalism
- Internet Working
- Retail Sales
- Health Hospital Occupations
- Greenhouse Management
- Childcare Professions
- Floral Management
- Computer-Assisted Design & Drafting
- Video Production

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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <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., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.