

# Citrus High School School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the 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 website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2025-26 School Contact Information

<b>School Name</b>	Citrus High School School
<b>Street</b>	261 East Mulberry
<b>City, State, Zip</b>	Porterville, CA 93257
<b>Phone Number</b>	(559) 782-7130
<b>Principal</b>	Apolinar Marroquin Jr
<b>Email Address</b>	amarroqu@portervilleschools.org
<b>School Website</b>	citrus.portervilleschools.org
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	54-75523-5430624

### 2025-26 District Contact Information

<b>District Name</b>	Porterville Unified School District
<b>Phone Number</b>	(559) 793-2400
<b>Superintendent</b>	Nate Nelson, Ed.D.
<b>Email Address</b>	nlnelson@portervilleschools.org
<b>District Website</b>	portervilleschools.org

### 2025-26 School Description and Mission Statement

#### 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

## 2025-26 School Description and Mission Statement

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 this 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.

### 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. During the 2024-25 school year, CHS had 272 active and inactive students. 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. The district is comprised of ten elementary schools, three middle schools, four comprehensive high schools, three dependent charter schools, one continuation high school, and one alternative site. 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.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	2
Grade 11	36
Grade 12	117
<b>Total Enrollment</b>	<b>155</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	32.9
Male	67.1
American Indian or Alaska Native	3.9
Hispanic or Latino	81.3
Native Hawaiian or Pacific Islander	0.6
Two or More Races	1.3
White	12.9
English Learners	25.2
Foster Youth	3.2
Homeless	2.6
Migrant	1.9
Socioeconomically Disadvantaged	98.1
Students with Disabilities	4.5

### 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	3.1	31.23	523	79.83	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	28.2	4.32	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	31.6	4.83	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	6.3	62.55	43.5	6.64	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0.6	6.13	28.7	4.38	15831.9	5.67
<b>Total Teaching Positions</b>	10.1	100	655.2	100	279044.8	100

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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	2.1	21.15	483.2	77.28	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	33.9	5.42	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	43.5	6.97	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	7.8	77.67	47.4	7.59	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0.1	1.19	17.1	2.73	14303.8	5.15
<b>Total Teaching Positions</b>	10.1	100	625.3	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	3.5	34.3	486.9	78.02	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	40.4	6.49	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	26.8	4.3	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	6.7	65.6	50.9	8.16	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	18.9	3.03	13705.8	4.91
<b>Total Teaching Positions</b>	10.3	100	624.1	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	6.30	7.8	6.7
<b>Total Out-of-Field Teachers</b>	6.30	7.8	6.7

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Porterville Unified School District held a Public Hearing on August 28, 2025 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 regarding textbooks in use during the 2024-2025 school year.

<b>Year and month in which the data were collected</b>	August 2025
--	-------------

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Collections Houghton-Mifflin Adopted 2020	0.0%
<b>Mathematics</b>	Big Ideas (2017)  Addison-Wesley Adopted 2003  Brooks/Cole Adopted 2003  CPM Educational Adopted 1999  McDougal Littell Adopted 2006	0.0%
<b>Science</b>	Accelerate Learning, STEMscopes, 2022Houghton Mifflin, Science Dimensions, 2022McGraw Hill, Inspire, 2022Glencoe Adopted 2004  McDougal Littell Adopted 2006  Prentice Hall Adopted 2009	0.0%

	Thomson Learning Adopted 2002	
<b>History-Social Science</b>	Glencoe/1999 McDougal Littell/2006 McGraw Hill California Impact, 2022 Prentice Hall/1999	0.0%
<b>Health</b>	Everyday Learning, Health & Wellness, Meeks & Heit, 1998 Positive Prevention Plus, 2015	0%

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

## School Facility Conditions and Planned Improvements

Citrus High was originally constructed in 1995 and is currently comprised of nine classrooms, a Career-Tutorial Center, one staff room, one athletic field, and the main office. During the Summer of 2021, the computer lab classroom ( room #206) was converted into a regular classroom. Additionally In 2024-25, all teacher and staff computers were updated, and all classrooms have either a Smart TV or Active Board, as per teacher preference. A class set of new lap-tops and cameras were also purchased for our Media Arts program this Fall 2024, and our 2024-2025 technology plan will address purchasing additional chrome books for classroom and check out purposes. In 2024-25, the 200 building classrooms received new student and teacher furniture, and the 100 building will receive furniture upgrades in 2025-26. The chart displays the results of the most recent school facilities inspection, provided by the district in July 2024. Citrus will develop a maintenance plan with site and district maintenance team to address the "Fair" rated items on the FIT report.

### 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.

<b>Year and month of the most recent FIT report</b>				July 2025
<b>System Inspected</b>	<b>Rate Good</b>	<b>Rate Fair</b>	<b>Rate Poor</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Floor damage: Rm 101, 103 Ceiling tiles: Rm 102, 104 Counters: Rm 102 Baseboard: Rm 204, 205 Wall damage: Rm 101, 102, snack bar, 201, computer lab, 202, 203, 204, 205  Damaged and worn interior surfaces such as flooring, ceiling tiles, or wall finishes will be repaired or replaced as needed. Painting, patching, or refinishing

## School Facility Conditions and Planned Improvements

			work is scheduled promptly to restore classroom and office spaces to safe and functional condition.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X	Roaches: Snack bar  When areas fail to meet district cleanliness standards, corrective cleaning or extermination measures will be implemented. Custodial staff and contractors will perform targeted remediation to restore sanitation and prevent recurrence.
<b>Electrical</b>	X		Exposed cables: Computer lab Hanging sensor: Rm 103 Data cover plate: Rm 104  Identified electrical deficiencies will be repaired or replaced by district maintenance personnel or licensed electricians. All corrective work ensures compliance with electrical safety codes and uninterrupted classroom operation.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		
<b>Safety:</b> Fire Safety, Hazardous Materials	X		Propane tank needs removal: Snack bar  Any safety hazards identified through inspections — including improper storage of hazardous materials — are corrected promptly.
<b>Structural:</b> Structural Damage, Roofs	X		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### 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.

### 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	7	8	41	42	47	48
<b>Mathematics</b> (grades 3-8 and 11)	0	0	27	28	35	37

### 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	55	48	87.27	12.73	8.33
Female	16	13	81.25	18.75	7.69
Male	39	35	89.74	10.26	8.57
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	48	41	85.42	14.58	9.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	15	14	93.33	6.67	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	49	43	87.76	12.24	9.30
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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
<b>All Students</b>	54	48	88.89	11.11	0.00
<b>Female</b>	15	13	86.67	13.33	0.00
<b>Male</b>	39	35	89.74	10.26	0.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	47	41	87.23	12.77	0.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	15	14	93.33	6.67	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	48	43	89.58	10.42	0.00
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	4.26	2.38	19.3	21.78	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	61	42	68.85	31.15	2.38
<b>Female</b>	18	10	55.56	44.44	--
<b>Male</b>	43	32	74.42	25.58	0.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	49	34	69.39	30.61	2.94
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	21	16	76.19	23.81	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	59	40	67.80	32.20	2.50
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2024-25 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 Horticulture and Nursery Practices courses taught at CHS as well as Media Arts courses as part of the school's Career/Technical Education (CTE) curriculum.

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

- Greenhouse Management
- Media Arts
- Video Production
- Introduction to Computer Science

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.

## 2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	108
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## 2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

## 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.

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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	--	--	--	--	--

## 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.

## 2025-26 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, District level LCAP meetings and the personalized Parent Intake meetings. Citrus High School holds various meetings (i.e. intake meetings, Character Related Awards Assemblies, Quarterly Fun Days, Back to School, Open House,

## 2025-26 Opportunities for Parental Involvement

Thanksgiving lunch celebration, Christmas lunch celebration, College & Career Related Events etc.) throughout the year. In 2024-25 Citrus will offer Parent Workshops throughout the year, two workshops each semester. The workshops will focus on familiarizing and educating parents with site and district empowerment platforms. 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 life choices
- 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](http://www.portervilleschools.org)) also provides a variety of helpful resources and information for parents, students, staff, and community members.

## 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
<b>Dropout Rate</b>	31.5	28.2	34.8	12.6	10.5	7.8	8.2	8.9	8
<b>Graduation Rate</b>	61	67.5	63	85.5	88.9	91.6	86.2	86.4	87.5

#### 2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	135	85	63.0
<b>Female</b>	43	26	60.5
<b>Male</b>	92	59	64.1
<b>Non-Binary</b>	0.0	0.0	0.0
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	0	0	0.00
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	108	68	63.0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	17	11	64.7
<b>English Learners</b>	42	33	78.6
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	11	7	63.6
<b>Socioeconomically Disadvantaged</b>	135	85	63.0
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	232	216	156	72.2
Female	78	71	60	84.5
Male	154	145	96	66.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	191	177	132	74.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	24	24	16	66.7
English Learners	60	55	36	65.5
Foster Youth	--	--	--	--
Homeless	12	11	10	90.9
Socioeconomically Disadvantaged	228	213	154	72.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	14	12	12	100.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.88	4.05	4.31	2.26	2.01	2.41	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.78	0.81	2.16	0.16	0.28	0.33	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.31	2.16
Female	5.13	1.28
Male	3.90	2.60
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.19	2.62
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	8.33	0.00
English Learners	3.33	1.67
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.39	2.19
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 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 on January 23, 2025 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. In 2024-25, Citrus will continue to update and monitor its Page-all system (VALCOM), improving communication during a campus crisis and/or emergency. Additionally, all appointments are made with the school secretary.

The School Safety Plan was approved in the Fall of 2024 by site council, and approved by PUSD Board in January, 2025.

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	8	29	0	0
Mathematics	12	11	0	0
Science	8	11	0	0
Social Science	9	21	0	0

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	7	36		
Mathematics	17	8		
Science	8	13		
Social Science	7	29		

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	14	11		
Mathematics	18	7		
Science	16	5		
Social Science	19	8		

## 2024-25 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	170

## 2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$19,475	\$1,148	\$18,327	\$134,406
District	N/A	N/A	\$8,015	\$106,899
Percent Difference - School Site and District	N/A	N/A	78.3	22.8
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	48.7	25.8

## Fiscal Year 2024-25 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 IV Student Support & Academic Enrichment

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

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$67,408	\$62,783
Mid-Range Teacher Salary	\$101,816	\$97,783
Highest Teacher Salary	\$131,482	\$128,020
Average Principal Salary (Elementary)	\$206,509	\$160,224
Average Principal Salary (Middle)	\$210,148	\$166,992
Average Principal Salary (High)	\$225,139	\$180,971
Superintendent Salary	\$331,044	\$313,465
Percent of Budget for Teacher Salaries	24%	30.05%
Percent of Budget for Administrative Salaries	3.89%	5%

## 2024-25 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	0
--	---

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	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

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. Citrus administration uses the POP cycle for teacher evaluations; (P)Pre observation conference with teacher,(O) Observation of lesson, (P) Post observation conference with teacher . Evaluation focuses on the California Standards for Teaching Profession (CSTP's);

- 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

In addition to using the CSTP's for evaluations, Citrus established and uses the following instructional goals to monitor and improve instruction during walk-thrus; 1. Clear objective posted and reviewed, 2. Differentiated & individualized teaching and learning,3. Intentional engagement strategies, 4. Checking for understanding, and 5. Raising of depth of knowledge.

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 five 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 Teacher Induction Program facilitator and/or the IMPACT program, along with requesting support from the districts CORE coaches. In addition to PUSD PD opportunities, Citrus will utilize their Wednesday PD time to focus on Relational Building, Literacy Strategies and Social-emotional Learning. In 2024-25, Citrus upgraded its daily Advisory Program to focus on relationship building, improve literacy (Read Theory Program), address social-emotional concerns, and improve college and career readiness efforts. During Advisory, CHS will utilize the following web-based programs; ReadTheory ( literacy), XELLO ( College & Career), and 2nd Step ( Social-Emotional Lessons). Since 2021, Citrus

## Professional Development

remains a California Model Continuation School, as per the CDE. It's Model School status includes yearly Professional Development at the California Continuation Educators Association (CCEA) conference.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	4	3