

Citrus High School

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



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

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

2022-23 District Contact Information

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

2022-23 School Overview

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 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

2022-23 School Overview

District which serves more than 14,000 students with some traveling an hour or more one way to get to high school. During the 2020-2021 school year, CHS had 276 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	19
Grade 12	136
Total Enrollment	155

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	36.8
Male	63.2
American Indian or Alaska Native	1.9
Asian	0.6
Black or African American	0.6
Filipino	0.0
Hispanic or Latino	85.8
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.3
White	9.7
English Learners	29.0
Foster Youth	1.9
Homeless	0.6
Migrant	6.5
Socioeconomically Disadvantaged	97.4
Students with Disabilities	1.9

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.60	33.89	498.10	80.41	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	27.90	4.52	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	33.10	5.34	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	7.10	66.02	42.40	6.85	12115.80	4.41
Unknown	0.00	0.00	17.80	2.88	18854.30	6.86
Total Teaching Positions	10.80	100.00	619.40	100.00	274759.10	100.00

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

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

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

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	7.10	
Total Out-of-Field Teachers	7.10	

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

2021-22 Class Assignments

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

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

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Porterville Unified School District held a Public Hearing on August 26, 2021 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 2021-2022 school year.

Year and month in which the data were collected	August 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Collections Houghton-Mifflin Adopted 2020	Yes	0.0%
Mathematics	Big Ideas (2017) Addison-Wesley Adopted 2003 Brooks/Cole Adopted 2003 CPM Educational Adopted 1999 McDougal Littell Adopted 2006	Yes	0.0%
Science	Accelerate Learning, STEMscopes, 2022Houghton Mifflin, Science Dimensions, 2022McGraw Hill, Inspire, 2022Glencoe Adopted 2004 McDougal Littell Adopted 2006 Prentice Hall Adopted 2009 Thomson Learning Adopted 2002	Yes	0.0%
History-Social Science	Glencoe/1999 McDougal Littell/2006 McGraw Hill California Impact, 2022 Prentice Hall/1999	Yes	0.0%
Foreign Language			
Health	Everyday Learning, Health & Wellness, Meeks & Heit, 1998 Positive Prevention Plus, 2015	Yes	0%
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

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 2021-2022, all teacher and staff computers were updated, and 5 of 9 classrooms have Smart TV's. A class set of new lap-tops were also purchased for our Media Arts program this Fall 2021, and our 2022-23 technology plan will address updating the remaining four classes with Smart TV's. The chart displays the results of the most recent school facilities inspection, provided by the district in July 2020.

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.

Year and month of the most recent FIT report

September, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	cracked stained floors, peeling wallpaper chipped counter floor molding damaged missing drawer near door peeling wall paper gutters need scraped and painted loose floor molding hole in wall
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	light near the back out, circle light out missing hanging light camp old projector mount - exposed wires old clock light cover missing projector screen exposed electrical outlet missing wire cover
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		loose sink faucet - leaky faucet clogged eye wash station sink handle missing

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	8	N/A	40	N/A	47
Mathematics (grades 3-8 and 11)	N/A	0	N/A	23	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	61	52	85.25	14.75	7.69
Female	26	20	76.92	23.08	10.00
Male	35	32	91.43	8.57	6.25
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	48	42	87.50	12.50	2.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	8	72.73	27.27	--
English Learners	22	21	95.45	4.55	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	58	50	86.21	13.79	6.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	61	52	85.25	14.75	0.00
Female	26	21	80.77	19.23	0.00
Male	35	31	88.57	11.43	0.00
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	48	42	87.50	12.50	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	8	72.73	27.27	--
English Learners	22	21	95.45	4.55	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	58	50	86.21	13.79	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	0	NT	17.02	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	109	53	48.62	51.38	0
Female	45	22	48.89	51.11	0
Male	64	31	48.44	51.56	0
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	93	47	50.54	49.46	0
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	28	13	46.43	53.57	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	106	52	49.06	50.94	0
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2021-22 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
- Fundamentals of Programming and Software Development
- Introduction to Computer Science
- Business Finance

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.

2021-22 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	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	2.58
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	NA	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA	NA
Grade 9	0	0	0	0	0

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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 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. In 2021-2022 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) 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		31	32.2		7	10		8.9	7.8
Graduation Rate		63.2	64.4		88	86.7		84.2	87

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

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	149	96	64.4
Female	57	38	66.7
Male	92	58	63.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	129	84	65.1
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	12	8	66.7
English Learners	45	28	62.2
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	149	96	64.4
Students Receiving Migrant Education Services	14	9	64.3
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	245	228	181	79.4
Female	90	84	73	86.9
Male	155	144	108	75.0
American Indian or Alaska Native	3	2	2	100.0
Asian	1	1	1	100.0
Black or African American	1	1	1	100.0
Filipino	1	1	1	100.0
Hispanic or Latino	206	194	151	77.8
Native Hawaiian or Pacific Islander	2	2	2	100.0
Two or More Races	5	5	4	80.0
White	26	22	19	86.4
English Learners	78	74	57	77.0
Foster Youth	6	4	3	75.0
Homeless	5	5	5	100.0
Socioeconomically Disadvantaged	232	216	170	78.7
Students Receiving Migrant Education Services	13	12	7	58.3
Students with Disabilities	5	5	5	100.0

C. Engagement

State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	34.39	3.95	2.45
Expulsions	1.05	0.25	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.76	12.24	0.19	2.05	0.20	3.17
Expulsions	0.00	1.22	0.01	0.09	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.24	1.22
Female	7.78	0.00
Male	14.84	1.94
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	12.14	1.46
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	7.69	0.00
English Learners	16.67	1.28
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	11.21	1.29
Students Receiving Migrant Education Services	38.46	0.00
Students with Disabilities	0.00	0.00

2022-23 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 October 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 the Fall of 2021-2022, Citrus received a new Announcement and Page-all system (VALCOM) that will improve 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 2020.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	9	28	1	
Mathematics	18	6	1	
Science	13	9		
Social Science	9	21	1	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	11	24	9	
Mathematics	20	7	3	
Science	12	11	5	
Social Science	11	22	7	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	18		
Mathematics	18	7	1	
Science	16	7	1	
Social Science	16	9	2	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	155

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,275.49	\$2,143.59	\$12,131.90	\$102,377.41
District	N/A	N/A	\$3,120.68	\$87,181
Percent Difference - School Site and District	N/A	N/A	118.2%	16.0%
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	59.1	-11.4

2021-22 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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$57,115	\$54,370
Mid-Range Teacher Salary	\$86,268	\$82,681
Highest Teacher Salary	\$111,404	\$106,610
Average Principal Salary (Elementary)	\$168,369	\$135,283
Average Principal Salary (Middle)	\$176,026	\$141,244
Average Principal Salary (High)	\$186,502	\$152,955
Superintendent Salary	\$256,208	\$264,367
Percent of Budget for Teacher Salaries	27%	33%
Percent of Budget for Administrative Salaries	4%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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
Total AP Courses Offered 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 2021-2022, Citrus will deploy an Advisory Schedule (T & TH) that will focus on relationship building, improve literacy (Read Theory Program) and address social-emotional content through "the Harbor Series", Jostens SEL curriculum.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5