



Citrus High School

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

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Porterville Unified School District

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District Governing Board

Donna Berry

Jim Carson

Lillian Durbin

Juan Figueroa, Jr.

Pete Lara, Jr.

Felipe Martinez

Tomas Velasquez

District Administration

Nate Nelson, Ed.D.
Superintendent

Brad Rohrbach, Ed.D.
**Assistant Superintendent
Business Services**

Martha Stuemky, Ed.D.
**Assistant Superintendent
Instructional Services**

Andy Bukosky, Ed.D.
**Assistant Superintendent
Human Resources**

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 District which serves more than 14,000 students with some traveling an hour or more one way to get to high school. The economic base is predominately agriculture, farming, livestock and forestry, with some independent and family owned businesses, and several large corporate employers in the city of Porterville. The area served by the District is primarily residential, agriculture and forest land, and composed of a population that is racially, ethnically, linguistically and economically diverse. 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 the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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, 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 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	6
Grade 11	51
Grade 12	108
Total Enrollment	165

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	6.7
Asian	1.2
Hispanic or Latino	73.3
Native Hawaiian or Pacific Islander	0.6
White	15.2
Two or More Races	1.2
Socioeconomically Disadvantaged	89.7
English Learners	16.4
Students with Disabilities	2.4

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

Teacher Credentials for Citrus High School	17-18	18-19	19-20
With Full Credential	9	9	11
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Porterville Unified	17-18	18-19	19-20
With Full Credential	♦	♦	584
Without Full Credential	♦	♦	64
Teaching Outside Subject Area of Competence	♦	♦	17

Teacher Misassignments and Vacant Teacher Positions at Citrus High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Porterville Unified School District held a Public Hearing on September 12, 2019 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in August 2018, regarding textbooks in use during the 2019-20 school year.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p>	<p>Glencoe/McGraw Hill Adopted 2000</p> <p>Globe Book Company Adopted 1999</p> <p>MacMillan/McGraw Hill Adopted 1999</p> <p>McDougal Littell Adopted 2005</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
<p>Mathematics</p>	<p>Big Ideas (2017)</p> <p>Addison-Wesley Adopted 2003</p> <p>Brooks/Cole Adopted 2003</p> <p>CPM Educational Adopted 1999</p> <p>McDougal Littell Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
<p>Science</p>	<p>Glencoe Adopted 2004</p> <p>McDougal Littell Adopted 2006</p> <p>Prentice Hall Adopted 2009</p> <p>Thomson Learning Adopted 2002</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>

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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Citrus High was originally constructed in 1995 and is currently comprised of nine classrooms, a Library Media Center, a Literacy Lab, one staff room, one athletic field, and the main office. In 2008-09, two SmartBoards were added to the campus. The chart displays the results of the most recent school facilities inspection, provided by the district in July 2019.

Cleaning Process

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

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

Maintenance & Repair

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

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: July 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Room 102 - Torn Wall Covering Room 202 - Base Board Needs Repair
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Overall Rating	Good	Our custodian will submit work orders to the district maintenance department.

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, which 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); and
- 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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	0	5	44	44	50	50
Math	0	0	27	28	38	39

Note: 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.

Note: 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: 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.

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

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	81	63	77.78	4.76
Male	57	46	80.70	4.35
Female	24	17	70.83	5.88
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	58	45	77.59	6.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	73	55	75.34	5.45
English Learners	16	13	81.25	0.00
Students Receiving Migrant Education Services	--	--	--	--

Note: 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.

Note: 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.

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	81	61	75.31	0.00
Male	57	44	77.19	0.00
Female	24	17	70.83	0.00
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	58	44	75.86	0.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	73	53	72.60	0.00
English Learners	16	12	75.00	0.00
Students Receiving Migrant Education Services	--	--	--	--

Note: 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.

Note: 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.

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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

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. 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.

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.

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. Additionally, all appointments are made with the school secretary.

The School Safety Plan was approved in the Fall of 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	28.7	36.2	28.5
Expulsions Rate	0.8	3.1	1.2

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.4	4.9	5.0
Expulsions Rate	0.3	0.5	0.2

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	180

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	8	24			11	19			8	31	1	
Mathematics	11	5			13	8			10	9		
Science	13	5			16	5			14	8		
Social Science	6	27			10	22			6	25		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to increase student achievement and comply with the State's evaluation criteria and District policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

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

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

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

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,400	\$51,374
Mid-Range Teacher Salary	\$79,147	\$80,151
Highest Teacher Salary	\$102,208	\$100,143
Average Principal Salary (ES)	\$160,646	\$126,896
Average Principal Salary (MS)	\$163,100	\$133,668
Average Principal Salary (HS)	\$176,811	\$143,746
Superintendent Salary	\$239,293	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	4%	5%

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Citrus High School	2015-16	2016-17	2017-18
Dropout Rate	30.5	20.8	23.7
Graduation Rate	68.3	73.6	63

Rate for Porterville Unified School	2015-16	2016-17	2017-18
Dropout Rate	9.9	7.9	6.3
Graduation Rate	86.7	85.4	85.7

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

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

Career Technical Education Programs

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,923	\$667	\$8,255	\$75,450
District	N/A	N/A	\$6,336	\$82,921.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	30.3	7.3
School Site/ State	76.0	8.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	10.3
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

2018-19 Advanced Placement Courses

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

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

*Where there are student course enrollments of at least one student.

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

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <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).

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.