

CITRUS HIGH SCHOOL

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2005-06 SCHOOL ACCOUNTABILITY REPORT CARD

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The statistical information disclosed in this report is obtained from the California Department of Education and the Fontana Unified School District. When published, this report met all SARC-related state and federal requirements, using the most current data available. Data for school facilities and instructional materials were acquired October 2006.

Principal's Message

The goal of Citrus High School is to prepare students for the high school exit exam and allow them to be competitive for a decent job in a global economy. Citrus High School maintains the ideal that it is not the sole responsibility of an individual or school to produce high-caliber, contributing members of society. Rather, we consider the evolution of our students the result of a group effort. That being the case, we welcome any suggestions, ideas, or comments you may have in this regard and anticipate the continuation of the partnerships that exist between students, parents, community members, and staff; as such they remain an essential aspect of each and every one of our lives - present and future.

That evolution process can be noted in the progress we report herein, which is a result and a vital component of other facets of this report card, namely: achievement, ongoing goal realization, discipline, budget analysis, and facility enhancement.

Thank you for assisting Citrus High School in maintaining a high level of educational excellence that we will continue to strive for in this and future generations.

Parent Involvement

Parents are responsible for making sure their child attends school every day. School staff

encourage parents to be involved in their child's learning community. Back to School Night and awards nights provide opportunities for parents to interact with school staff while supporting their child's efforts. The School Site Council/English Language Advisory Council provides the opportunity for parents to participate in the decision-making process and have input on curricular programs.

School-to-home communication takes place in a variety of formats. Citrus High's student-published newsletter is issued quarterly and keeps parents informed on current school activities and events. ConnectEd is an Internet-based telephone messaging system that forwards personalized messages (in both English and Spanish) from school staff to each student's home. Special announcements and reminders are occasionally placed in flyers and either mailed to students' homes or distributed to students to carry home. Parents seeking more information or who want to be an active member in the learning community may contact the school office at (909) 357-5300.

School Profile

During the 2005-06 school year, Citrus High School enrolled 456 students in ninth through twelve grade on a traditional school year calendar. Most students who experience difficulty in a comprehensive school setting often find success in an alternative program.

District Goals

LEARNING FOR ALL STUDENTS Every student will be provided a comprehensive educational program aligned with the California State Standards that increases student achievement at the highest level and increases attendance.

SAFE, POSITIVE, WELL-MAINTAINED SCHOOLS Every student will be provided with a clean, orderly, and adequately equipped school that is organized for its educational purpose and where every student is welcomed, respected, and valued.

QUALITY STAFF PROVIDING QUALITY SERVICE Every student will be provided with a quality education by highly qualified staff who will be continuously trained in teaching strategies, support programs, and staff development activities.

SCHOOL/HOME/COMMUNITY PARTNERSHIPS & COMMUNICATION Every student will be supported, and relationships enhanced, through open communication with parents, students, colleagues, and the community to develop partnerships.

ACQUISITION & ALLOCATION OF RESOURCES THAT SUPPORT THE ABOVE GOALS Every student will be supported through the strategic allocation of all resources by continuously reviewing, updating, and fully implementing all district plans.

Individualized instruction with frequent one-on-one student/teacher integration ensures that the needs of every student are met.

Middle and high school students who have been issued a suspended expulsion or placed on probation are given a final opportunity to improve behavior and academic standing at Citrus High School in an effort to regain entrance into their comprehensive home school. As an alternative solution to expulsion from the district's school system, referred students are placed with certificated teachers experienced in delivering a highly structured, disciplined program. Smaller class sizes promote individualized attention and instruction. Students must complete the same academic coursework required of all students in the district in order to graduate. Staff are dedicated to providing an excellent academic program and personalized support, empowering students to return to their home school as soon as possible and experience future success.

Student Achievement

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Citrus High. These measures are used to monitor students' actual progress as well as to evaluate the effectiveness of the instructional program.

California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

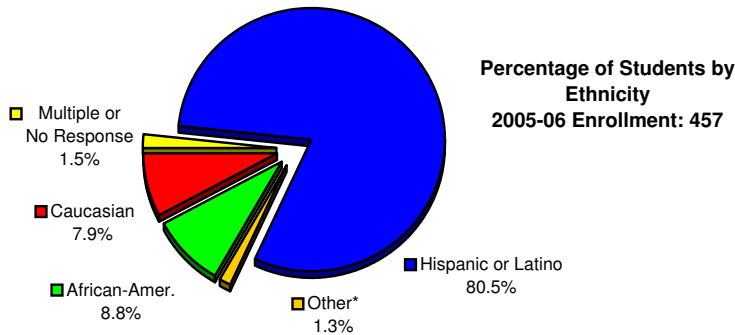
Standardized State Assessments

Students at Citrus High participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of the California Achievement Test (CAT/6), California Standards Tests (CST), the Aprenda 3 (as of 2005-06), and the California Alternative Performance Assessment (CAPA).

The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

CAT/6

The CAT/6 is a standardized norm referenced test, which indicates how a student or group of students compares with that of a national sample group of students tested from around the country. All students in grades three and seven are tested each spring in reading, spelling and mathematics. Additional details can be obtained from the CDE's website <http://star.cde.ca.gov/>.



*American Indian or Alaska Native, Asian and Pacific Islander combined.

CAT/6 Test Results All Students Percentage of Students Scoring At or Above Average (50th Percentile Rank)									
	Citrus High			FUSD			California		
	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
Reading	20	*	*	29	27	28	43	41	42
Math	15	*	*	39	41	39	51	52	53

*Only third and seventh grade students participated in the 2004-05 and 2005-06 administration of the CAT/6 exam.

California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Citrus High			FUSD			California		
	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
English-Language Arts	6	8	9	20	25	28	36	40	42
Math	2	3	6	23	26	27	34	38	40
Science	2	8	3	9	11	18	25	27	35
History	2	7	7	16	18	17	29	32	33

Only grades 5, 9, 10, and 11 take the Science portion of this exam and only grades 8, 10, and 11 take the History portion.

California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2005-06							
	Citrus High						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	0	*	*		7	*	32
Math	0	*	*		4	*	12
Science	*				0	*	*
History	0	*	*		7	*	21

*Less than 10 students were tested; to protect confidentiality, these results are not disclosed. In cases where a % is not provided, no students were tested in the subgroup or subject area.

California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2005-06						
	Citrus High					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	9	8	5	9	0	
Math	8	2	1	3	4	
Science	5	0	*	0	*	
History	8	6	6	7	0	

Alternative School Accountability Model (ASAM)		
Birch High Performance Indicators	05-06 Actual Performance Rate	Performance Standard Achieved
Student Behavior	3.4%	Commendable
Attendance	74.2%	Growth Plan
Credit Completion	18.5/19.4*	Exceeds Commendable

*18.5% average monthly credit completion rate and 19.4% average weighted credit completion.

California Standards Tests (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. All school districts in the state are required to report their CST results in comparison to the state average.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

Physical Fitness

In the spring of each year, schools are required by the state to administer a physical fitness test to all students in the seventh and ninth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

Upon completion of the 2005-06 fitness exam, no students were tested. Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

Beginning in the 2005-06 school year, students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 30% of Citrus High School's tenth grade students who took the test passed the math portion of the exam and 28% passed the English portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

High schools are required to disclose, by student group, the percentage of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to data collection schedules for high school completion data, information will not be available until next year's reporting cycle. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

Academic Performance Index

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement. Small schools like Citrus High, not participating in the Academic Performance Index, apply for participation in the state's Alternative School Accountability Model.

Alternative School Accountability Model

Schools that cannot participate in the API due to student population size may apply to participate in the Alternative School Accountability Model (ASAM). Citrus High has adopted ASAM which is based on the results of standardized tests and other state board- and district-approved *performance indicators*. Alternative schools, like all schools, must seek to meet state standards of learning and achievement. Schools serving a majority of students who are at high risk for behavioral or educational failure, expelled or under disciplinary sanction, wards of the court, pregnant and/or parenting, or recovered dropouts must also meet the challenge of addressing personal and social issues that confront students and interfere with their abilities to reach grade level standards. ASAM accurately reflects the growth of students enrolled in alternative schools based on multiple indicators of progress including academic performance as well as other aspects of growth.

Citrus High's *performance indicators* used to evaluate progress are:

1. Student Behavior: the percentage of long-term students who were recommended for suspension or expulsion.
2. Attendance: the percentage of attendance by long-term students.
3. Credit completion: the average number of credits earned by long-term students.

Note: Long-term enrollment is 1) 100 or more students OR 2) students in a grade range represent 25 percent or more of the total long-term enrollment AND are not fewer than 11 students.

Collection of data to create baseline reports for comparison with other schools began in the 2001-02 school year. The ASAM table in this report illustrates Citrus High's performance indicators and performance rating for the 2005-06 school year. A "Commendable" or "Sufficient" rating indicates a school met or exceeded expectations. A "Growth Plan" rating indicates that school performance requires improvement that most schools should be able to make in a reasonable amount of time. For more information about ASAM, please visit the state's website at <http://www.cde.ca.gov/ta/ac/am/>.

Federal and State Awards

California Education Code requires schools to disclose their qualification for the Governor's Performance Award and Immediate Intervention Underperforming Schools Program. These programs are no longer funded by the

California Department Education due to state budget cutbacks, therefore results are not reported.

Adequate Yearly Progress (AYP)

No Child Left Behind (NCLB) is a federal law that mandates that all students, including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency, meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate Adequate Yearly Progress (AYP) toward achieving that goal. AYP mandates that certain requirements are met each year:

- Each school and subgroup must perform at designated proficiency levels; 22.5% of high school students must be proficient in language arts and 20.9% must be proficient in math.
- At least 95% of students must take state standardized tests.
- Schools must show improvement in the Academic Performance Index (API) by achieving an API score of 590 or 1 point in growth.
- Each high school must have a graduation rate of 82.9% or show an increase in the graduation rate of 0.2% over a two-year period.

The AYP table in this report illustrates specific student subgroups, referred to as "numerically significant subgroups," that either met or did not meet AYP criteria. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores. A "Yes" in the table means the school or subgroup was at or above the 2006 proficiency/participation targets. "No" means the school or subgroup was below the proficiency/participation targets. Citrus High did not meet 2006 AYP criteria in any of its subgroups. Since the high school does not participate in the federal Title I program, it is not required to enter program improvement status.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2005-06

Did the school and district meet or exceed 2006 AYP performance criteria in each of the areas listed below?

AYP Indicator	Citrus High	FUSD
Overall School Results	No	No
Participation Rate - 2005-06 Target Rate - 95%		
English-Language Arts	No	Yes
Math	No	Yes
Percent Proficient (CST Exam)		
English-Language Arts	Yes	Yes
2005-06 Target Rate - 22.5%		
Math	Yes	Yes
2005-06 Target Rate - 20.9%		
API Score	Yes	Yes
590 or Increase API by 1 Point		
Graduation Rate	No	No
2005-06 Target Rate - 82.9% or +.1% one year change or +.2% two-year average change		

After two consecutive years of failure to meet AYP in a particular subgroup, a school becomes eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). There are several consequences for schools that have been placed in Program Improvement, including the provision of additional tutoring and replacement of staff. Students attending PI schools may transfer to a non-PI school within their district.

More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2005-06, Citrus High did not participate in the Title I program and is therefore not subject to comply with Title I participation requirements. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ay/.

Title I Program Improvement (PI) Status		
	Citrus High	FUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2006-07
Year in PI	N/A	Year 1
Year Exited PI	N/A	N/A
No. of Schools Currently in PI		9
Percent of Schools Currently Identified for PI		22.0

School Facilities & Safety

Citrus High provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1988; ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff.

Campus Description	
Year Built	1989
Acreage	5
Square Footage	26,880
	Qty.
# of Permanent Classrooms	0
# of Portable Classrooms	29
# of Restrooms (student use)	1 set
Teacher Lounge	1
Computer Lab	1

Campus Supervision

Adult supervision is present in all areas of the campus as students arrive in the morning, during brunch, and when students leave in the afternoons. As students arrive each morning and during brunch, teachers, two security officers, and administrators circulate around the campus monitoring student activities. When students are dismissed for the day, teachers and the two campus security officers ensure students depart in a safe and orderly manner. All administrators and security staff carry handheld radios for effective routine and emergency communications. Citrus High is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed, updated, and discussed with school staff in the fall of 2006. An updated copy is available to the public at the school office. Highlights of the Safe School Plan include the following: Safe Schools' Plan of Action, comprehensive disaster and crisis plan, state and local discipline policies, intervention programs for at-risk students, addressing student aggression, visible authoritative presence on campus, safe transportation, communication strategies, and conflict resolution.

Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure classrooms, student facilities, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. The Fontana Unified School District publishes a comprehensive custodial manual which outlines cleaning standards and prioritization guidelines. Each custodial staff member receives job training and is provided a copy of the district's cleaning manual which defines individual responsibilities regarding maintenance procedures, daily

responsibilities, performance expectations, and safety measures. Daily housekeeping and cleaning takes place in the evening. When students and staff are on intersession or school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

An electronic work order process is in place for non-routine school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards all work orders to the district's maintenance department. Upon receipt, the maintenance department identifies the scope of each project and then assigns projects to either district maintenance technicians/specialists or site custodians. Each site custodian is capable of handling most general repairs projects; projects requiring specialists or third party contractors are completed by the district's maintenance department. Emergency repairs are typically resolved immediately by either school custodians or district maintenance specialists.

One full-time afternoon custodian is assigned to Citrus High and is responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning before students arrive on campus, the principal and secretary inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Restrooms are cleaned and stocked every evening and prepared for the following day's use. The principal and campus security officers maintain communication daily using handheld radios to quickly address maintenance and safety issues.

The district's maintenance department inspects facilities and operating systems at Citrus High School at least twice a year. A formal inspection report is filed annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses a school site inspection survey developed by the California Office

School Site Inspection		
Most Recent Inspection: February 15, 2006		
Inspection Area	In Good Repair?	Comments or Description of Deficiency
Gas Leaks	Yes	
Mechanical Systems	Yes	
Windows/Doors/Gates (Interior & Exterior)	Yes	
Interior Surfaces (Walls, Floors, & Ceilings)	No	In designated areas: Replace stained or damaged ceiling tiles Replace or repair worn carpet, loose seams Replace or repair chipped/cracked floor tiles
Hazardous Materials (Interior & Exterior)	Yes	
Structural Damage	Yes	
Fire Safety	Yes	
Electrical (Interior & Exterior)	No	Replace broken lens cover in Room 26
Pest/Vermin Infestation	Yes	
Drinking Fountains (Inside & Outside)	Yes	
Restrooms*	Yes	
Sewer	Yes	
Playgrounds/School Grounds	Yes	
Other	Yes	

*100% of restrooms functioning properly during 2005-06.

Deficiencies noted in school inspection report were corrected immediately by the district's maintenance department.

of Public School Construction to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on February 15, 2006.

Deferred Maintenance

Fontana Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2005-06 school year, Citrus High received a portion of \$14,000 of deferred maintenance funds for painting projects.

Classroom Environment

Discipline & Climate for Learning

Students at Citrus High are guided by school rules and behavioral expectations established by the Fontana Unified School District and which promote respect, cooperation, courtesy, and acceptance of others. Citrus High does not experience high levels of disciplinary issues. All school staff take a proactive, guidance-oriented approach in explaining and discussing the various types of appropriate and inappropriate school behavior as well as the consequences that follow poor decision-making. Teachers are highly skilled in effective classroom management strategies and handle disruptive and unacceptable behavior in a swift, firm manner.

A progressive discipline approach is taken when students are having difficulty following school rules. Disciplinary measures are initially applied in the classroom. Students who continue demonstrating poor conduct are referred to the administration office. Administrators take into consideration the referred student's past behavioral trends and seriousness of infraction when determining consequences. Student discipline is always dealt with in a fair, firm, and consistent manner.

Suspensions & Expulsions

	Citrus High		
	03-04	04-05	05-06
Suspensions (#)	120	95	106
Suspensions (%)	23.72%	21.16%	23.19%
Expulsions (#)	14	12	18
Expulsions (%)	2.77%	2.67%	3.94%
	FUSD High Schools		
	03-04	04-05	05-06
Suspensions (#)	2107	2397	2863
Suspensions (%)	18.92%	20.56%	23.38%
Expulsions (#)	157	208	176
Expulsions (%)	1.41%	1.78%	1.44%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

Upon enrollment, students are provided a student handbook which outlines district policies, school rules, and behavioral expectations. Teachers review academic requirements and conduct code in the classroom at the beginning of the school and as needed throughout the year. Students are reminded of their individual responsibilities in maintaining respectful, responsible behavior through schoolwide bulletins and the quarterly newsletter.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Once a month, students maintaining outstanding achievement in academics and attendance are invited to have lunch with the principal. Each quarter, teachers select students to receive Outstanding Student awards for their efforts in meeting academic goals and demonstrating responsible behavior. Selected students are recognized during the brunch period and presented with a special certificate. At the end of the school year, students who have maintained a perfect attendance record receive special recognition from administration.

Extracurricular Activities

Citrus High promotes fitness and teaches teamwork and good sportsmanship through intramural sports as part of the physical education curriculum. Basketball, volleyball, and softball teams compete in a continuation school athletic league.

Instructional Time

During the 2005-06 school year, Citrus High offered 180 days of instruction. All instructional minutes offered at Citrus High exceeded state requirements specified in the California Education Code. The state requires continuation schools to offer 32,400 minutes of instruction (180 days with a minimum of 180 minutes each day); Citrus High offered a total of 56,340 minutes of instruction for the 2005-06 school year.

Dropouts

Citrus High School had 158 dropouts recorded for the 2004-05 school year. Students are encouraged by teachers and administrators to attend school regularly and make a strong effort to complete assigned coursework. Teaching staff and counselors are trained to identify students at risk of dropping out and take a preventative approach, initiating individualized counseling to inspire students to stay in school and earn their diploma.

Dropout & Graduation Rates

	Citrus High		
	02-03	03-04	04-05
Dropout Rate (%)	26.4	58.1	36.1
Graduation Rate (%)	84.8	82.3	76.2
	FUSD		
	02-03	03-04	04-05
Dropout Rate (%)	3.6	7.3	4.9
Graduation Rate (%)	84.8	82.3	76.2
	California		
	02-03	03-04	04-05
Dropout Rate (%)	3.2	3.3	3.1
Graduation Rate (%)	86.7	85.3	84.9

2004-05 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report.

Class Size & Teaching Load

Citrus High maintained a schoolwide average class size of 15 students for the 2005-06 school year. The table below illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Teaching Load Distribution Departmentalized Instruction

Subject	2003-04			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	21.1	18	16	1
Math	23.6	5	11	
Science	19.8	2	2	
Social Science	22.6	6	14	
Subject	2004-05			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	14.1	34	3	
Math	17.8	15	2	
Science	17.1	7	2	
Social Science	16.7	16	5	
Subject	2005-06			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	14.4	26	6	
Math	16.3	17	5	
Science	21.1	8	3	
Social Science	16.1	17	3	

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Professional development activities were provided by the district during the 2005-06 school year to support the adoption of new curriculum and the implementation of new programs. Training topics focused on:

- Instructional Strategies
- Differentiated Instruction
- Classroom Management
- Language Arts Teaching Skills
- Health Adoption Training (K-5, 7 & 9)
- AB466 Training (Math & Reading)
- A Focused Approach to Understanding Poverty
- Shining Star Adoption Training

Citrus High supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input. During the 2005-06 school year, Citrus High held three staff development (Buy-Back) days that featured:

- Edusoft Training
- Technology
- Western Association of Schools and Colleges (WASC) Evaluation and Preparation

- Data Collection
- SDAIE Training (Specially Designed Academic Instruction in English)
- Instructional Strategies

Fontana Unified School District offers support to new and veteran teachers as well as interns, pre-intern teachers, paraprofessionals, and substitute teachers. Staff members are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

School Leadership

Citrus High's principal, Mr. Kenneth Decroo, works closely with the assistant principal and leadership team to direct the school's efforts in offering a well-balanced and rigorous core curriculum aligned with state and district standards. The principal and assistant principal take a team approach in managing the many decision-making and supervisory responsibilities associated with running an effective school.

Mr. Decroo has been in the educational field for over 23 years, serving the Fontana Unified School District for the most recent 11 years, and principal of Citrus High since the beginning of the 2006-07 school year. Mr. Decroo has an impressive background in providing staff development training on the Marzano Strategies and teaching the master's program in technology at Cal State San Bernardino. Principal Decroo holds a master's degree in anthropology, a second master's degree in instructional technology, a third master's degree in educational leadership, and a bachelor's degree in anthropology. Professional credentials include a Tier I and Tier II administrative credential and completion of AB75 Principal Training.

Supporting the principal in the decision-making process is the school leadership team, comprised of the principal, assistant principal, and six teacher representatives. The leadership team meets twice a month to address operational components and establish school policies. Once a month, each department chairperson conducts a department-level staff meeting to discuss course-related curriculum and staff development needs. The principal typically attends each department's meeting to observe and provide guidance as needed.

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Citrus High structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

The school's special education program is staffed by one resource specialist teacher and one resource specialist aide who work with students individually and in small groups in both in the general education classroom and in the resource class. Each

student is provided instruction based upon their Individual Education Plan (IEP), which is reviewed and updated annually by the school's IEP teams. All students are mainstreamed into the general education classroom based upon their IEP and provided instruction in the least restrictive environment.

Students identified as English Learners (EL) are placed with a teacher who has been certified to teach English learners. EL students receive instruction based on their level of understanding the English language. Some students may be enrolled in an English Language Development (ELD) course in place of an elective and as a supplement to their regular language arts class. ELD instruction focuses on language skills development, reading skills, vocabulary development, and language fluency. State-approved ELD instructional materials are used in the classroom and for individualized intervention. As students increase fluency in the English language, Citrus High continues to monitor their performance through the CELDT and adjusts instruction as needed to ensure continued success.

Citrus High hosts a series of intervention programs to meet the needs of those students not meeting state proficiency standards in language arts and math. During- and after-school intervention activities include:

- Tutoring: teachers are available for individual tutoring four days a week for 60 minutes a day. Students may request individual tutoring sessions as needed with teachers in the Homework Center.
- Homework Center: students have access to a quiet, supportive environment to complete assignments or receive assistance from certificated staff. The Homework Center is open four days a week for one hour each day.
- Math Topics/English Topics: elective courses focused on math and language arts enrichment in basic skills and subject matter. Students may voluntarily enroll as a proactive step in preparing for the CAHSEE exam and future coursework.

Instructional Materials

All textbooks used in the core curriculum throughout Fontana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On September 29, 2006, Fontana Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 06-54 which certifies as required by Education Code §60119, 1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or

instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-11 inclusive.

District Adopted Textbooks (Grades 9-12)

Publisher	Year Adopted
Language Arts	
Prentice Hall; <i>Timeless Voices, Timeless Themes</i>	2003
Hampton Brown; <i>High Point</i>	
Math	
Prentice Hall; <i>Algebra I</i>	2001
Prentice Hall; <i>Geometry: Tools for A Changing World</i>	2001
McDougal Littell; <i>Geometry: Applying, Reasoning, Measuring</i>	2001
McDougal Littell; <i>Algebra II</i>	2002
Houghton Mifflin; <i>Calculus of a Single Variable</i>	2002
Houghton Mifflin; <i>Precalculus</i>	2002
Science	
Glencoe; <i>Earth Science</i>	2001
Prentice Hall; <i>Biology</i>	2001
Prentice Hall; <i>Addison-Wesley Chemistry</i>	2001
Glencoe; <i>Physics: Principals and Problems</i>	2001
Social Science	
McDougal Littell; <i>World Geography</i>	2006
Teachers Curriculum Institute; <i>Geography Alive</i>	2006
McDougal Littell; <i>Modern World History</i>	2006
McDougal Littell; <i>The Americans</i>	2006
Prentice Hall; <i>Economics</i>	2006
Prentice Hall; <i>Magruder's American</i>	2001
McDougal Littell; <i>The Earth and its People</i>	2005
McDougal Littell; <i>The American Pageant</i>	2006
Glencoe-McGraw Hill; <i>Economics</i>	2005
Prentice Hall; <i>The Western Heritage</i>	2006

College Preparation & Work Readiness

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Enrollment In and Completion of UC/CSU-Required Courses

2004-05*	%
Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	50.9
Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

*Most current data available.

Advanced Placement

In most high schools, students seeking to qualify for college credit while in still in high school may enroll in advance placement courses. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. Citrus High does not offer advanced placement courses. Students may enroll in advanced placement courses when returning to a comprehensive high school.

SAT Reasoning Test

The SAT is designed to assess many of the skills that are important to a student's success in college and their general educational development; the scoring range is 200-800. Citrus High students may attend SAT prep workshops at either Kaiser, A. B. Miller, or Fontana high schools to prepare for college entrance examinations. SAT workshops offer instruction in reading, writing, and mathematics as well as test-taking skills and procedures. SAT test preparation workshops are provided free of charge on weekends and after school. During the 2003-04, 2004-05, and 2005-06 school years, no students took the SAT exam.

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Students are introduced to Citrus High's career technical education programs, career pathways, career class, work experience program, regional occupational programs, and workability programs upon enrollment. Career education courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Individual student assessment of work readiness skills takes place through end-of-course exams, course-required projects, and on-the-job/classroom observation. Community partnerships and course instructors provide feedback on student progress following an established schedule based on program type. Counselors follow-up with student progress in meeting high school and post-secondary goals at least once a year.

Work experience students are partnered with community organizations and employers that provide on-the-job training and mentoring for students 16 years and older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, contact the school's counselor.

Regional Occupational Programs (ROP) are offered in partnership with the San Bernardino County Superintendent of Schools. A variety of career technical education courses are available on and off campus to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education. The following table lists ROP programs offered on campus.

Career Technical Advisory Committees

2005-06

Advisory Committee Representative	Industry
Pam Tuttle	Printing/Graphic Arts

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

Career technical education programs offered on campus at Citrus High include applied technology, business and computer science, and consumer science. Students are invited to enroll in career technical programs sponsored at other high schools in the district. Off-campus programs are offered in the areas of: applied technology, business, and consumer science. The Career Technical Education Program table in this report shows the total number of students participating

Career Technical Education (CTE) Program Participation

2005-06

Total Number of Students Participating in CTE Programs	5350
Percentage of Students Completing CTE Program and Earning a High School Diploma	94.74%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	N/A

Teacher Credentials & Assignments

	Citrus High			FUSD		
	03-04	04-05	05-06	03-04	04-05	05-06
Total Teachers	38	26	25	1780	1911	1823
Teachers with Full Credential	26	26	24	1635	1771	1723
Teachers without Full Credential	12	0	1	155	140	100
Teachers in Alternative Routes to Certification	1	1	0	63	168	91
Pre-Internship	0	0	0	47	9	0
Teachers with Emergency Permits	0	0	1	56	34	33
Teachers with Waivers	0	0	0	0	2	0
Teachers Teaching Outside Subject Area	0	0	2	35	60	34
Teacher Misassignments - Total	***	0	10	**	73	392
Other Misassignments of Certificated Staff	0	0	0	45	15	13
Teacher Misassignments for English Learners	***	0	10	1404*	58	379
Teacher Vacancies	0	0	0	0	0	4

*Represents total class periods where teachers were misassigned.

**Total Misassignments represents all certificated staff (including EL Misassignments) that did not hold the required credential for their assigned position. Since Misassignment for English Learners is reported in class periods and Other Misassignments is reported in number of teachers; the values cannot be added.

***Data unavailable at the time this report was published.

Percentage of Core Classes:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2005-06	
Citrus High	78.9	21.1
District Totals		
All School	89.0	11.0
High-Poverty Sch.	94.0	6.0
Low-Poverty Sch.	0.0	0.0

Teacher Education Levels

2005-06

	Citrus High	FUSD
	%	%
Doctorate	0.0	1.4
Master's Degree plus 30 or more semester hours	52.0	35.1
Master's Degree	0.0	0.3
Bachelor's Degree plus 30 or more semester hours	44.0	50.8
Bachelor's Degree	0.0	11.0
Less than a Bachelor's Degree	4.0	1.3

in the district's vocational education and regional occupational programs and their completion rates. For more information on career technical programs, ROP, and work experience, contact the high school's counseling office or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Professional Staff

Substitute Teachers

During the 2005-06 school year, the district had a pool of 596 qualified substitute teachers, comprised primarily of aspiring teachers. Substitute teachers must 1) have passed the CBEST and hold a Bachelor's Degree or 2) obtain a 30-day substitute permit. Sometimes, Citrus High has difficulty in obtaining qualified substitute teachers from the district's pool. In the event that a substitute teacher from the district's pool is not available, the absent teacher's class is divided and students are placed in another class with a certificated teacher.

Teacher Assignment

For the 2005-06 school year, Citrus High employed 24 teachers who met all credential requirements in accordance with state guidelines.

Teacher Evaluations

Evaluation procedures and criteria for our teachers are defined in the District's collective bargaining agreement. Probationary teachers are observed at least three times and evaluated twice on an annual basis. Permanent teachers are evaluated every other year. Evaluations are conducted by administrators who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria are based on the California Standards for the Teaching Profession:

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- Assessing student learning
- Developing as a professional educator

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, may be required to participate in the district's Peer Assistance and Review program (PAR). Teachers in the PAR program are evaluated annually and may exit the program upon obtaining a satisfactory evaluation.

Counseling & Support Services Staff

Citrus High makes every effort to meet the academic, emotional, and physical needs of its students. The school employs highly qualified personnel to provide counseling and support services. An active Student Study Team (SST) meets frequently to address issues that affect the ability of a student to perform at his or her best in school. Using a collaborative approach, members of the SST evaluate and recommend various intervention strategies and services to meet the unique needs of the referred student.

Counselors & Support Personnel (Nonteaching Professional Staff) 2005-06

	No. of Staff	FTE
Counselor	1	1.0
Psychologist	1	0.1
School Nurse	1	0.2
Health Assistant	1	0.5
Adaptive PE Specialist	1	0.1
Adaptive PE Aide	1	0.1

LSH = Language/Speech/Hearing
FTE = Full-Time Equivalent

The district's Special Education Local Plan Areas (SELPA) provides a wide range of specialized instructional and support services for students with exceptional needs. The SELPA employs highly qualified professionals and special education experts to meet the unique needs of each child based upon their IEP. Citrus High's special education staff collaborates with the district's SELPA to coordinate designated instruction and services (DIS), special education programs, and resource programs to ensure students receive instruction and services to support their individual learning needs.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2004-05 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2004-05 school year, Fontana Unified School District spent an average of \$6,840 of total general funds to educate each student (based on 2004-05 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the

Salary Comparison 2004-05		
	FUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,293	\$37,540
Mid-Range Teacher Salary	\$61,162	\$59,426
Highest Teacher Salary	\$77,184	\$73,925
Average Principal Salaries:		
Elementary School	\$102,289	\$96,377
Middle School	\$97,640	\$100,144
High School	\$110,198	\$109,130
Superintendent Salary	\$185,400	\$185,251
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.6%	40.9%
Administrative Salaries	5.0%	5.3%

district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Current Expense of Education per Pupil 2004-05

Expenditures Per Pupil	Dollars Spent per Student				
	Citrus High	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$10,483	\$7,114	147.4%	N/A	N/A
Restricted (Supplemental)	\$9,831	\$2,311	425.4%	N/A	N/A
Unrestricted (Basic)	\$652	\$4,803	13.6%	\$4,743	13.7%
Average Teacher Salary	\$64,635	\$54,086	119.5%	\$57,560	112.3%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2004-05 school year, the district received approximately \$2,265 per student in federal, state, and local aid for the following categorical, special education, and support programs:

21st Century	School Improvement
Class Size Reduction	School Safety
Comprehensive School Reform	Smaller Learning Communities
Early Intervention	Special Education
Dropout Prevention	Staff Development
Gifted & Talented Education	State & Federal Preschool
High Priority Schools	Supplemental Technology
Instructional Materials	Tenth Grade Counseling
Parent Education	Title I, III, & V
Peer Assistance & Review	Tobacco Use Prevention
Reading First	Career & Vocational Education