

CITRUS HIGH SCHOOL



Grades 10-12
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2009-10 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 instructional materials and school facilities information were acquired on January 2011.

Principal's Message



The dedicated staff of Citrus High School works with our students to help them earn a high school diploma and prepare for a future after graduation.

This is accomplished through an academically rigorous credit recovery program, challenging electives, and career technical classes. Our small class sizes, individualized (differentiated) curriculum, and a high level of teacher involvement help to further facilitate student success. In addition, student activities such as competitive sports (volleyball, basketball, and softball), student government, and weekly student activities develop a Citrus student's connection to school.

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. The 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 continue to strive for in this and future generations of students.

School Profile

During the 2009-10 school year, Citrus High School enrolled 397 students in tenth through twelfth grade on a traditional school year calendar, including 4% receiving special education services, 29.7% qualifying for English learner support, and 47.2% enrolled in the free or reduced-price meal program. Most students who experience difficulty in a comprehensive school setting often find success in an alternative program. Individualized instruction with frequent one-on-one student/teacher integration ensures that the needs of every student are met.

Percentage of Students by Ethnicity / Grade Level			
2009-10			
Ethnic Group	%	Grade Level	#
African-American	4.3%	Grade 10	4
Caucasian	4.3%	Grade 11	79
Asian	0.3%	Grade 12	314
Filipino	0.5%		
Hispanic or Latino	90.2%		
Pacific Islander	0.5%		
Total Enrollment			397

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.

Students in grades 10-12 who have been issued a suspended expulsion or placed on probation or are behind in credits 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.

A portion of Citrus High School's third period is reserved for advising students. This time is used for academic advisement, delivering schoolwide announcements, discussing college options and career-related topics. The staff views the advisory period as a time to connect with students by providing a consistent adult mentor, an environment that students are comfortable with, and open two-way communication.

Students must complete the same academic coursework required of all students in the district in order to graduate. The school year is organized into six grading periods, which facilitates an accelerated program to help students recover course credit deficiencies so they may graduate on time. Staff are dedicated to providing a differentiated academic program and personalized support, empowering students to return to their home school as soon as possible and experience future success.

Parent Involvement

Parents are responsible for making sure their child attends school every day. School staff encourage parents to become involved in their child's learning community. Back-to-School Night and Awards Night (Open House) provide opportunities for parents to interact with school staff while supporting their child's efforts. The School Site Council, English Learner Advisory Council, Superintendent's Advisory Council, and School Boundary Committee provide opportunities for parents to participate in the decision-making process and have input on curricular programs. Parents seeking more information or who want to be an active member in the learning community may contact the school.

School News

TeleParent™ 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 placed in letters or flyers and either mailed to students' homes or distributed to students to carry home. The school website is a valuable resource of general and detailed information that parents will find helpful.

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 Learner 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 School 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 a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS).

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. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. 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>.

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.

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. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report. Detailed information about the CAHSEE can be found at 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.

STAR Results All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Citrus High			FUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	3	8	7	34	38	42	46	50	52
Math	6	4	0	30	35	39	43	46	48
Science	12	*	*	31	33	39	46	50	54
History	5	10	3	19	25	31	36	41	44

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

STAR Results Percentage of Students Scoring at Proficient & Advanced Levels 2009-10								
	Citrus High							
	African-American	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	Two or Rac
English-Language Arts	*		*		8	*	*	*
Math	*				0	*		
Science			*		*		*	
History	*		*		3	*	*	*

*When 10 students or less are tested; to protect confidentiality, these results are not disclosed.

STAR Results Percentage of Students Scoring at Proficient & Advanced Levels 2009-10						
	Citrus High					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	2	12	0	6	*	
Math	0	0	0	0	*	
Science	*	*	*	*	0	
History	2	4	3	1	*	

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 behavior 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 2007-08 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/>.

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:

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2009-10

Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?

AYP Indicator	Citrus High	FUSD
Overall School Results	No	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
English-Language Arts	Yes	No
Math	Yes	No
API	No	Yes
Graduation Rate	No	No

- Each school and subgroup must perform at designated proficiency levels; 55.6% of high school students must be proficient in language arts and 54.6% 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 680 or 1 point in growth.
- Each high school must have a graduation rate of 90%.

The AYP table in this report illustrates the school's progress in meeting 2009-10 AYP target rates. 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 2009-10, Citrus High did not participate in the Title I program and is therefore not subject to comply with Title I participation requirements.

Title I Program Improvement (PI) Status

	Citrus High	FUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2008-09
Year in PI	N/A	Year 3
No. of Schools Currently in PI		13
Percent of Schools Currently Identified for PI		28.9

The statistical information in this table reflects the PI status during the 2010-11 school year.

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Citrus High			FUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	0.0	0.0	0.0	42.3	39.2	41.0	52.9	52.0	54.0
Mathematics	*	*	7.0	40.5	39.8	41.0	51.3	53.6	54.0

Three levels of performance are set: Advanced, Proficient, and Not Proficient. A score of proficient is different than the passing score for the graduation requirement. Students must achieve a scaled score of 350 on each portion to pass the exam. Students scoring above a scaled score of 380 qualify for placement in the "proficient or above" category.

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2009-10						
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	92.0	8.0	0.0	79.0	21.0	7.0
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
African American	*	*	*	*	*	*
American Indian or Alaska	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	17.0	83.0	0.0
Pacific Islander	*	*	*	*	*	*
Caucasian	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*
Migrant Education	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

*To maintain confidentiality, scores are not disclosed when less than 10 students are tested.

Alternative School Accountability Model (ASAM)		
Performance Indicators	08-09 Actual Performance Rate*	Performance Standard Achieved
Student Behavior	6.6	Commendable
Attendance	82.1	Growth Plan
Credit Completion	6.8 Average Monthly 7.2 Average Weighted	Sufficient

*Most current information available at the time this report was published.

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 about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ay/.

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 1989; ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff.

2009-10 Campus Improvement Projects:

- Continue to improve technology infrastructure and computers.
- Landscaping upgrades.

2010-11 Campus Improvement Projects:

- Campus exterior surveillance systems.

Campus Description	
Year Built	1989
Acreage	5 ac
Square Footage	26,880 sf
	Qty.
# of Permanent Classrooms	0
# of Portable Classrooms	29
# of Restrooms (student use)	1 set
Teacher Lounge	1
Computer Lab	2

Campus Supervision

As students arrive each morning and during brunch, teachers, two security officers, and an administrator circulate throughout the campus monitoring student activities. When students are dismissed for the day, teachers, school administrator, and two campus security officers ensure students depart in a safe and orderly manner. An administrator 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 February 2010. 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.

Facilities Inspections

The district's maintenance department inspects facilities and operating systems at Citrus High School at least twice a year. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs. The most recent school inspection took place on February 18, 2010. During the 2009-10 school year, all restrooms were fully operational and available for student use at all times.

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 intercession 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 (mid-morning to early evening) 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 two security officers inspect facilities for graffiti and 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, custodian and campus security officers maintain communication daily using handheld radios to quickly address maintenance and safety issues.

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 2009-10 school year, Citrus High received a portion of \$443,552 in deferred maintenance funds for campus repair and improvements.

Item Inspected	School Facility Good Repair Status			Repair Status
	Good	Fair	Poor	
Most Recent Inspection: February 18, 2010	Good	Fair	Poor	Work orders were generated for all deficiencies noted below.
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			22-Storage; 4/2 East Storage: Trash and debris.

Overall Summary	Overall Summary of School Facility Good Repair Status			
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Classroom Environment

Class Size & Teaching Load

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	2007-08			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	18.1	24	7	
Math	19.7	17	8	
Science	20.1	7		
Social Science	18.5	14	5	
2008-09				
English	18.8	20	13	
Math	21.0	10	12	
Science	24.8	2	8	
Social Science	23.3	7	12	1
2009-10				
English				
Math				
Science				
Social Science				

2009-10 Data was not available at the time of publication of this report.

Discipline & Climate for Learning

Students at Citrus High are guided by school rules and behavior 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.

Suspensions & Expulsions			
	Citrus High		
	07-08	08-09	09-10
Suspensions (#)	64	40	85
Suspensions (%)	13.62%	8.00%	21.41%
Expulsions (#)	10	6	6
Expulsions (%)	2.13%	1.20%	1.51%
FUSD High Schools			
	07-08	08-09	09-10
Suspensions (#)	2156	3840	2563
Suspensions (%)	17.00%	29.31%	19.57%
Expulsions (#)	150	107	109
Expulsions (%)	1.18%	0.82%	0.83%

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.

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 behavior trends and seriousness of infraction when determining consequences. Student discipline is always dealt with in a fair and consistent manner.

Upon enrollment, students are provided a student handbook which outlines district policies, school rules, and behavior expectations. Teachers, security officers, and administrators review academic requirements and conduct code during third period (during the 15-minute advisory time block) at the beginning of the school year. Students are further reminded of their individual responsibilities in maintaining respectful, responsible behavior through schoolwide bulletins, and the advisory period.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. At the end of each grading period, teachers select students to receive Outstanding Student awards for their efforts in meeting academic goals and demonstrating responsible behavior.

Students who have maintained positive attendance, behavior, and academic standings are nominated each month by their teachers for special recognition and a scholarship from the Exchange Club (local community organization). These students are recognized at a school board meeting. 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.

Dropouts

Citrus High School had 98 dropouts recorded for the 2007-08 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. Citrus High School's school liaison, community aide and/or counselor conduct home visits to investigate causes for non-attendance, and in some cases, bring students to school. The principal meets with new students frequently as they acclimate to the continuation school environment and to follow-up on their progress to address concerns that may effect their efforts in earning a high school diploma.

Citrus High School offers short-term solutions for those students who are deficient in course credits. Four days a week, students are encouraged to remain on campus to participate in the adult educational sponsored Rapid Credit Recovery (RCR) computer-based program to quickly fulfill graduate course requirements. The A+ Program is an innovative online curriculum which offers a combination of credit recovery lessons, CAHSEE preparation activities, and GED coursework.

In the following Dropout & Graduation Rates table, 2006-07 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. 2006-07 was the first year that dropout rates were derived from actual student-level data reported to the state

by the school district. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout & Graduation Rates			
	Citrus High		
	06-07	07-08	08-09
Dropout Rate (%)	38.9	9.8	14.4
Graduation Rate (%)	46.2	81.8	59.1
FUSD			
Dropout Rate (%)	6.2	3.8	4.1
Graduation Rate (%)	78.9	79.2	80
California			
Dropout Rate (%)	4.4	3.9	5.7
Graduation Rate (%)	80.6	80.2	78.4

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements*		
2008-09**		
Citrus High	FUSD	California
59.1%	80.0%	78.4%

Graduation Rate Formula:
of Graduates divided by CBEDS 12th Grade Enrollment

**Most current information available.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. 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.

Staff Development Days Three-Year Trend		
2007-08	2008-09	2009-10
3	3*	2

* Six half days.

During the 2009-10 school year, Citrus High held two staff development buy-back days which focused on:

- Data Analysis of STAR, CAHSEE, AYP and API Results
- Instructional Expectations
- Alternative Education Options
- Marzano Strategies
- Classroom Instruction That Works
- Single Plan for Student Achievement
- Data Driven - Instruction
- Instructional Technology Training

As a supplement to district-sponsored professional development programs, Citrus High sponsored a site-based staff training during the 2009-10 school year. Training activities focused on the Instructional Strategies, differentiated instruction, and integration of technology into the standards-based curriculum.

New and veteran teachers are offered support through the Peer Assistance and Review and Beginning Teacher Support Assistance programs. Each program pairs participating teachers with qualified veterans to

gain the skills and knowledge to be effective in the classroom. Paraprofessionals receive specialized training to support current classroom curricula and instructional strategies. Classified support staff receive job-related training from department supervisors and district representatives.

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 October 6, 2010, 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 #10-57 which certifies as required by Education Code §60119, that 1) 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.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of

instruction materials used for its visual/performing arts curriculum. During the 2010-11 school year, Fontana Unified School District provided each student, including English learners, enrolled in a visual performing arts class their own textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

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. Citrus High School offer only those courses that are required to obtain a high school diploma from the Fontana Unified School District. Students may concurrently enroll in the local community college to obtain coursework meeting university and state college entrance requirements.

University of California Admission Requirements

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University Admission Requirements

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who

live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

Workforce Preparation

Students in receive counseling every six weeks from school personnel regarding career paths and courses of study. Citrus High encourages students to enroll in its career electives program to develop an understanding and obtain a head start in identifying their goals for their future. A district ROP coordinator visits Citrus High Students weekly to 1) share information about the ROP program and encourage students to enroll, 2) follow-up with students already in the program to evaluate their progress, and 3) encourage students to take advantage of career related coursework.

On-Campus Career Technical Education (CTE) and ROP Courses	
Child Care Occupations	ROP
Teacher Aide	ROP
Accounting/Computer Accounting	CTE
General Office Occupations	CTE
Landscape Maintenance and Design	CTE
Career Pathway Sequences	
Building Trades and Construction	
Finance and Business	
Education, Child Development, and Family Services	

Citrus High's career education courses comply with state-adopted Career Technical Education and academic standards and are integrated into the student's 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.

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 or ROP coordinator.

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.

Regional Occupational Programs (ROP) are offered in partnership with the San Bernardino County Superintendent of Schools. The Career Technical Education Program table in this report shows the total number of students participating in the school's vocational education and regional occupational programs and their completion rates. For more information on career technical programs, ROP, workability, and work experience, contact the ROP coordinator or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

District Adopted Textbooks (Grades 9-12)

Publisher	Grades	% of Students Lacking Textbooks	Year Adopted
English/Language Arts			
Prentice Hall; <i>Timeless Voices, Timeless Themes</i>	9-12	0	2003
Pearson Longman; <i>Shining Star</i>	9-12	0	2004
Math			
Glencoe; <i>California Algebra 1: Concepts, Skills, and Problem Solving</i>	9-12	0	2008
Glencoe; <i>California Geometry Concepts, Skills, and Problem Solving</i>	9-12	0	2008
Glencoe; <i>California Algebra 2: Concepts, Skills, and Problem Solving</i>	9-12	0	2008
Science			
Pearson/Prentice Hall; <i>California Biology</i>	9-12	0	2007
Glencoe; <i>Chemistry: Matter and Change</i>	9-12	0	2007
Holt; <i>Earth Science</i>	9-12	0	2007
Social Science			
McDougal Littell; <i>Modern World History</i>	9-12	0	2006
McDougal Littell; <i>The Americans</i>	9-12	0	2006
Prentice Hall; <i>Economics</i>	9-12	0	2006
Prentice Hall; <i>Magruder's American</i>	9-12	0	2006

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

Career Technical Education (CTE) Program Participation**

Total Number of Students Participating in CTE Programs	132
Percentage of Students Completing CTE Program and Earning a High School Diploma	53.79%
Percentage of Students Completing CTE Program and Earning a High School Diploma	139*

*Articulation agreements with:
 Chaffey Community College - 91 Courses
 San Bernadino Valley College - 25 Courses
 Victor Valley College - 23 Courses
 **2008-09 data is most current information available.

Professional Staff

Teacher Assignment

For the 2009-10 school year, Citrus High employed 22 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

The table below identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Teacher Credentials & Assignments

	Citrus High				FUSD			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
Total Teachers	24	25	22		1869	1898	1608	
Teachers with Full Credential	24	25	22		1764	1816	1584	
Teachers without Full Credential	0	0	0		105	82	24	
Teachers in Alternative Routes to Certification	0	0	0		76	72	72	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	1	4	4		95	41	41	
Teachers with Waivers	0	0	0		0	1	1	
Teachers Teaching Outside Subject Area	0	0	0		32	26	26	
Teacher Misassignments - Total	7	0	0	0	41	4	6	0
Other Misassignments of Certificated Staff	4	0	0	0	9	0	0	0
Teacher Misassignments for English Learners	3	0	0	0	32	4	6	0
Teacher Vacancies	0	0	0	0	2	0	13	0

Percentage of Core Classes:

	2009-10	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
Citrus High	100.0%	0.0%
District Totals		
All Schools	99.7%	2.3%
High-Poverty Sch.	99.7%	2.3%
Low-Poverty Sch.	0.0%	0.0%

Teacher Education Levels 2009-10

	2009-10	
	Citrus High	FUSD
	%	%
Doctorate	0.0	0.4
Master's Degree plus 30 or more semester hours	13.0	3.1
Master's Degree	43.5	37.5
Bachelor's Degree plus 30 or more semester hours	39.1	52.1
Bachelor's Degree	4.3	7.0
Less than a Bachelor's Degree	0.0	0.0

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.

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.

Counselors & Support Personnel

(Nonteaching Professional Staff)

2009-10

	2009-10	
	No. of Staff	FTE
Counselor	2	1.5
Psychologist	1	0.2
School Nurse	As Needed	
Health Clerk	1	1.0
Community Aide	1	1.0
ROP Coordinator	1	0.2
School Liaison	1	1.0

FTE = Full-Time Equivalent

Counselor-to-Student Ratio = 1:243

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Citrus High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Citrus High School's SARC and access the Internet at any of the county's public libraries. The closest library to Citrus High School is the Fontana Branch Library located at 8437 Sierra Avenue, Fontana, CA 92335.

Fontana Branch Library

(909) 574-4500

Hours: Sunday 12-5

Monday-Thursday 10-9

Friday-Saturday 10-6

Number of computers available: 232

Number of printers available: 4

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: 2008-09 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2008-09

	2008-09	
	FUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$41,006	\$42,377
Mid-Range Teacher Salary	\$69,104	\$67,667
Highest Teacher Salary	\$87,206	\$87,102
Average Principal Salaries:		
Elementary School	\$107,691	\$108,894
Middle School	\$110,317	\$113,713
High School	\$124,509	\$124,531
Superintendent Salary	\$197,514	\$223,323
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.4 %	40.2 %
Administrative Salaries	4.5 %	5.5 %

Expenditures Per Student

For the 2008-09 school year, Fontana Unified School District spent an average of \$8,248 of total general funds to educate each student (based on 2008-09 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 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					
2008-09					
Dollars Spent per Student					
Expenditures Per Pupil	Citrus High	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$8,869	\$6,037	146.9%	N/A	N/A
Restricted (Supplemental)	\$8,867	\$1,650	537.4%	N/A	N/A
Unrestricted (Basic)	\$2	\$4,387	0.0%	\$5,681	0.0%
Average Teacher Salary	\$63,087	\$61,647	102.3%	\$68,179	92.5%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2008-09 school year, the district received categorical, special education, and support program funds for:

- ARRA: State Fiscal Stabilization Fund
- After School Learning & Safe Neighborhood Partnerships
- Arts & Music Block Grant
- CA High School Exit Examination
- CA School-age Families Education Program
- California Health Science Capacity Building Project
- California Peer Assistance & Review
- Community Based Tutoring
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority School: SAIT and Corrective Action
- Instructional Materials
- Lottery: Instructional Materials
- Parent/Teacher Involvement
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Quality Education Investment Act
- Regional Occupation Centers & Programs
- School & Library Improvement Block Grant
- School Safety & Violence Prevention
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Supplementary Programs
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Title I, II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs
- Williams Case Settlement