

FONTANA UNIFIED SCHOOL DISTRICT
 SCHOOL ACCOUNTABILITY REPORT CARD • SPRING 1996

Citrus High School

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 Bryan Malloy, Principal

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A Message from the Principal

We are very proud of the accomplishments of our staff and students at Citrus High School. Citrus High School is a true alternative education program, integrating 14 different operations on one campus. We recently added the Ted J. Porter School as one of our programs. The School Accountability Report Card, established by Proposition 98 in November of 1988, presents some of the indicators of the school's programs, and its successes in areas where we are trying to improve.

I feel Citrus is a school that serves specific needs in the Fontana Unified School District. Due to the hard work and support of the Board of Education, district administrators, and teachers, we feel we are accomplishing our goals.

It is Citrus High School's belief that every student can succeed. At Citrus High School, we try to tailor our programs to accomplish that goal.

Bryan Malloy, Principal
 Citrus High School

School Description

Citrus High School is an alternative learning center in the Fontana Unified School District. We offer a variety of programs designed to meet the needs of our students. Our goal is to provide a quality instructional program within a flexible structure. At this time, we have a total enrollment of 688 students. The Citrus population is a rich mixture of Anglo (27%), Latino (59%), Black (13%), and Other, including Pacific Islander, Filipino (1%) students.

Citrus High School enjoys the active support of its parents and other community members.

Our staff, students, community members, School Board members and parent volunteers have worked together to identify the following Expected Schoolwide Learning Results (ESLR's) as goals for our students.

Expected Schoolwide Learning Results

1. Self-Directed Individuals
2. Life-Long Learners
3. Responsible Citizens
4. Collaborative Workers

In its effort to achieve the Expected Schoolwide Learning Results the school works closely with several community groups, the Fontana Teachers Association, the City of Fontana through Parks and Recreation and the Performing Arts Center. Citrus High School has formed a partnership with California Steel Industries and Southern California Edison in the Adopt-A-School Program. This is a nationwide program for businesses to formally create a relationship of support for schools.

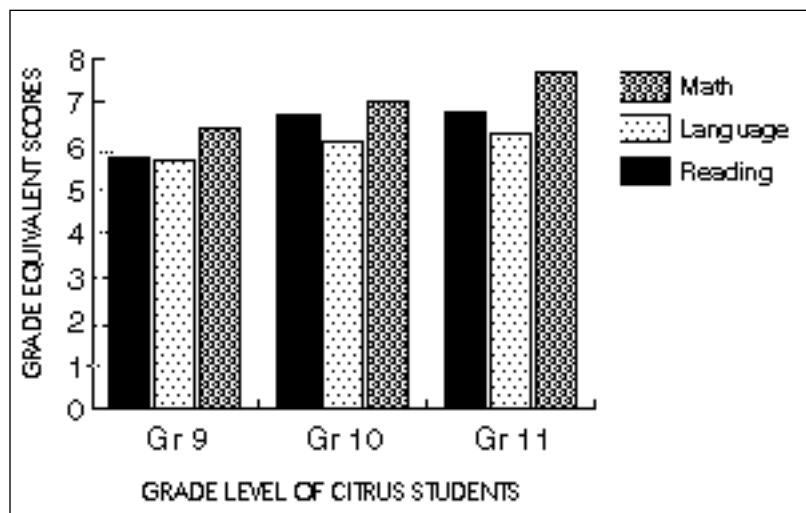
**INDICATORS OF THE
 CONDITIONS OF THE SCHOOL**

Student Achievement

The staff and parents of Citrus High School believe that scores on standardized tests are but one limited indication of what students are learning while in school. It is for this reason that this report card supplements trends in selected test scores with information about other areas of student achievement.

Due to the de-emphasis on grade level and emphasis on the accumulation of productive hours/units, grade levels at Citrus are determined by the accumulation of units, not years in school.

One hundred and forty students graduated last June. This was the largest graduating class.



Attendance Rate

In spite of a changing student body, Citrus High School continues to enjoy good attendance rates. This is most likely the result of the excellent educational environment created jointly by the teachers and the administration. This is truly a school community that cares for its students and clearly communicates this concern to everyone, whether new to the area or not.

There was a 40% dropout rate in the 1995-96 school year. This rate is lower than the state average.

Expenditures & Services Offered

Although funding in many budget categories for Citrus High School is established by the Board of Education, in the District's yearly budget, much valuable information is available at the school site. The following are significant:

- a) The instructional materials account (4310) has basically remained the same during the past three years, with each enrollment funded at \$84.37 for instructional supplies.
- b) In 1995-96 Citrus High School received funding in categorical accounts amounting to \$4,737. This money serves students/programs in the following areas: special education, resource, and Title IV.

The Fontana Unified School District is spending an average of \$2,920 per student for all educational services including transportation, health services, instructional materials and maintenance. These monies are used to develop the school and implement its programs.

INDICATORS OF THE CONDITIONS OF THE SCHOOL (Continued)

Class Sizes and Teaching Loads

Citrus High School currently has a teaching staff of 25 and an average class size of 22 students per classroom in the continuation school. The alternative education teacher/student ratio is 30.1. This low ratio of teacher to student allows individualized teaching to take place and greater attention given to each student.

Teacher Assignment

All Citrus teachers are assigned to teach within the areas authorized by their credentials. Within the total teaching staff of 49 at Citrus High School, all curricular subjects are covered as mandated by California State Curriculum Frameworks. They include but are not limited to: science, math, language arts, business education, P.E., history, art, extra-curricular activities, and driver's education.

Textbooks & Instructional Materials

All departments annually review the textbooks and other instructional materials used in the instructional process.

Counseling & Student Support Services

Students at Citrus are provided with the services of one full-time counselor, and part-time services from our nurse, speech therapist, psychologist, adaptive P.E. teacher and a resource specialist for the special education students. Counseling programs currently offered consist of vocational advisement, drug education, individual and group counseling sessions, and the advisement program.

Substitute Teachers

As is the case with all surrounding school districts, the Fontana Unified School District is not always able to find substitutes who are qualified to teach in our school. However, the Board approved all off-track teachers at CSP elementary schools to substitute in our schools when they are not in session and this is helping somewhat to ease our problems in this area.

School Facilities and Safety

The recent influx of students has created problems of space that are being aided with the use of temporary trailer classrooms. 100% of the students at Citrus High School are housed in temporary trailer classrooms. Citrus High School is hoping to be funded in 1996-97 for new buildings.

According to the Standard School Crime Report for the 1995-96 school year there were 24 safety related incidents at Citrus High School. This normally includes fights which are grounds for suspension, several types of vandalism and property crimes, and incidents related to weapons or substance abuse.

Classroom Discipline

There is general agreement among all school staff on the instructional goals of the school, the policy for maintaining order and the need for everyone to cooperate. The Citrus High School staff uses the "pat on the back" approach in student interaction. Education Code 48900 laws are used with discretion in order to maintain the discipline within the school. Attendance at Citrus is of high priority and an effort is made by every staff member to account for student absentees and truants.

Teacher Evaluation & Professional Improvement

In accordance with the negotiated agreement, all permanent teachers in the Fontana Unified School District are evaluated on a two-year cycle. The evaluation procedures used are consistent with the research on useful evaluation and State law, and administrators are fully trained in using the procedure.

Probationary teachers (those working less than two years in the District) are observed at least three times per year and receive two formal evaluations annually.

Quality of Instruction & Climate for Learning

Citrus High School has been continuing with the training and curriculum improvement plan which was developed jointly by the teachers and the administration. Not only are we doing visitations to other schools, but we are having staff development days to keep up with the steady growth of curricular trends.

Salary Reporting 1995-96

The law requires we report our salary structure compared to similar district statewide averages. The most current data provided by the California Department of Education is for the 1995-96 school year.

The lowest beginning teachers' annual salary is \$28,280 for 182 days of service or \$155.38 per day. The statewide average for beginning teachers in districts similar to ours is \$26,980 annually.

The average mid-range salary is \$42,600 for 182 days of service or \$228.57 per day in our district. The statewide mid-range salary is \$42,403 in districts similar to ours.

The highest salary for a teacher in our district is \$53,182 or \$292.21 per day in our district. The statewide average for the highest paid teachers in districts similar to ours is \$49,859.

All teachers salaries represent 42.7% of the total budget.

Principals' salaries vary according to time in the position and work year; however, when salaries are averaged for all such principals, their annual averaged salary is \$62,399 or 299.77 per day of service. The statewide average for principals is \$67,192.

Our district superintendents' salaries vary based on responsibility; however, when salaries were averaged their annual average salary (1994-95) was \$90,124 which equal 0.3% of the total budget. Superintendents are paid to work 220 days excluding weekends, holidays, and vacation at an average daily rate of \$409.65. They are responsible for the services performed by 2,414 certificated and classified employees and for about 31,000 students. Data is not available for districts with similar numbers of students; however, the 1994-95 state average for superintendents in similar districts was \$114,830.

All certificated and classified administrative salaries and board stipends in our district represent 4.53% of the total budget.