

Fontana Unified School District

Citrus High School

2003-2004 Annual School Report Card



*To graduate all students prepared to
succeed in a changing world.*

Citrus High School

9820 Citrus Avenue
Fontana, CA 92335
(909) 357-5300
FAX (909) 357-5302

Grades Nine through Twelve
Mike Micallef, Principal

www.fusd.net

Board of Education

Gus Hawthorn, President
Arlene Piazza, D.Min., Clerk
Laura Abernathy-Mancha, Member
Kathy Binks, Member
D. Wayne Ruble, Ed.D., Member

District Administration

Charles D. Milligan, Ph.D.
Superintendent of Schools
Laurie St. Gean
Deputy Superintendent,
Educational Programs & School
Services
Richard A. Stedry, Ed.D.
Deputy Superintendent,
Business Services
Yolanda Mendoza
Associate Superintendent,
Human Resources
Patricia J. Peoples, Ed.D.
Associate Superintendent,
Administrative Services

A Message from the Superintendent

As we continue to focus on increasing the achievement of all our students, the Board of Education and the Fontana Unified School District have adopted district goals that will be the foundation of every decision we make and will prepare students for a productive future. Our goals are:

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.

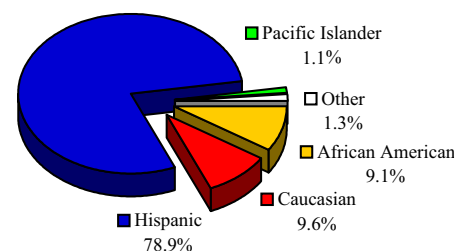
There are many opportunities for you to be involved in the decision-making processes within your school and the District. Contact your principal for information about how you can help and about the various committees that need your support. Remember, your input and involvement are critical to the success of our students.

Charles D. Milligan, Ph.D.
Superintendent of Schools

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

**Enrollment by Ethnic Group
2003-04**

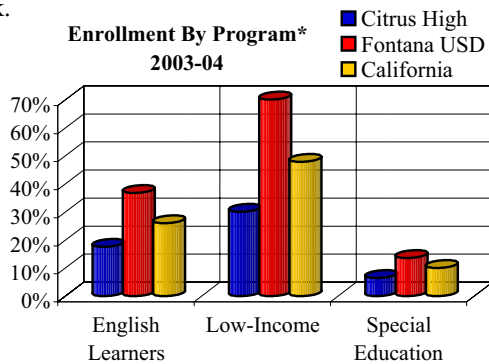


and a vital component of other facets of this report card, namely: achievement, ongoing goal realization, discipline, budget analysis, and facility enhancement.

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.

School Profile

Citrus High School operates as an alternative high school program for the Fontana Unified School District. Citrus High School enrolls students 16 years of age and older, whose needs are not fully met by a comprehensive high school setting. In addition, the district's Alternative to Expulsion program is located on the Citrus High campus, and serves probationary children at the middle and high school levels. Smaller classes and a small campus setting promote individual attention and instruction. Students enrolled at Citrus High School must complete the same academic coursework required of all students in the district in order to graduate. The staff at Citrus High School is dedicated to providing an excellent academic program and personalized support so that students are successfully prepared for post-secondary education and the world of work.



*Source: STAR testing enrollment.

Discipline & Climate for Learning

Citrus High has found that good discipline is a solid foundation on which to build an effective school; good discipline and school effectiveness share many characteristics. The goal of Citrus High's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Citrus High staff believes students who develop a sense of personal responsibility will mature both academically and emotionally. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation as well as the student handbook, which clearly states behavioral expectations and school rules.

Attendance

Attendance is critical to academic achievement, and regular daily attendance is a priority at Citrus High School. Attendance, tardy and truancy policies are clearly stated, consistently enforced and consequences fairly administered. Suspensions and expulsions occur when required by law, or when all other alternatives are exhausted.

Citrus High School had 131 dropouts in 2002-03. Intervention programs that promote attendance and reduce dropout rates include: Positive assemblies for good attendance and good report cards, Independent Study, adult education classes, acceleration in earning course credits, and one-on-one and group counseling.

Suspensions & Expulsions

	Citrus High			Fontana USD High Schools		
	2002	2003	2004	2002	2003	2004
	Suspensions (#)	143	113	120	1,766	1,852
Expulsions (#)	14	8	14	182	165	160
Suspensions (%)	23.3	22.7	23.7	17.3	17.3	18.9
Expulsions (%)	2.3	1.6	2.7	1.8	1.5	1.4

Graduation & Dropout Rates

	00-01	01-02	02-03
Graduates (#)	88	101	105
Graduation Rate (%)	23.3	58.4	57.7
Dropouts (#)	72	101	131
Dropout Rate (%)	46.8	58.4	26.4

Class Size

Citrus High School maintained a schoolwide average class size of 23 students for the 2003-04 school year. Class size rates are based on grade level and subject area.

Teaching Load Distribution

	Classrooms containing:											
	Average Class Size			1-22 Students			22-32 Students			33+ Students		
	02	03	04	02	03	04	02	03	04	02	03	04
English	17	12	21	24	35	18	3	-	16	-	-	1
Math	16	16	24	11	14	5	7	3	11	-	-	-
Science	16	13	20	11	10	2	-	-	2	-	-	-
Social Science	16	14	22	19	19	7	2	3	14	-	-	-

Instructional Time

All instructional minute requirements at Citrus High either met or exceeded state requirements for the 2003-04 school year. The California Education Code requires that continuation school students in grades nine through twelve receive a minimum of 33,300 annual minutes of instructional time. Citrus High offered 56,340 minutes of instructional time. For the 2003-04 school year, Citrus High offered 180 days of instruction comprised of 180 regular days and no minimum days.

Textbooks & Instructional Materials

Fontana Unified School District held a Public Hearing on January 19, 2005 regarding district wide sufficiency of instructional materials pursuant to the settlement of Williams vs. the State of California. It was determined that there were not sufficient textbooks in the following areas: 1) class sets were provided, individual students did not receive their own textbooks; 2) health textbooks were not purchased for grades K-5; and 3) social studies textbooks for grades K-5 were out of print. The Board resolved to purchase additional textbooks and laboratory materials in order to meet state requirements and to adopt new materials in health for grades K-12. During spring 2005, additional textbooks and instructional materials were purchased, ensuring that each pupil, including English Learners, has textbooks or instructional materials to use in class and to take home to complete required homework.

All textbooks and instructional materials used within the district are aligned to the California State Content Standards and have been approved by the Board of Education. Textbooks in grades

K-8 have been selected from the state's most recent list of adopted materials. Fontana Unified School 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.

District-Adopted Textbooks (Grades 9-12)			
Subject	Publisher	Course	Year Adopted
Language Arts	Prentice Hall	English 9-12	2003
Math	Prentice Hall	Algebra I	2001
Math	Prentice Hall	Geometry	2001
Math	McDougal Littell	Algebra II	2002
Math	Houghton Mifflin	Trigonometry	2002
Math	Houghton Mifflin	Calculus	2002
Science	Glencoe	Earth Science	2001
Science	Prentice Hall	Biology	2001
Science	Prentice Hall	Chemistry	2001
Science	Glencoe	Physics	2001
Social Science	McDougal Littell	World History	2001
Social Science	Prentice Hall	U.S. History	2001
Social Science	Prentice Hall	Government	2001
Social Science	Glencoe	Economics	2001

Teacher Assignment

For the 2003-04 school year, Citrus High School had 26 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status			
	02	03	04
Fully Credentialed	24	28	26
Emergency Credentials	0	1	0
Interns	1	0	0
Waivers	0	0	0
Total Teachers	25	28	27
Working Outside Subject	0	0	0
Teacher Misassignments for 2004-05 = 0			
Misassignments of Teachers of English Learners = *			
Teacher Vacancies for 2004-05 = 0			
<i>*Data currently unavailable.</i>			
Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.			

NCLB-Compliant Teachers

The federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession

Teacher Education Levels 2003-04		
	Citrus High	Fontana USD
Doctorate	0.0%	1.3%
Master's Degree +30*	63.0%	34.6%
Master's Degree	0.0%	0.7%
Bachelor's Degree +30*	29.6%	45.2%
Bachelor's Degree	7.4%	18.3%
Less Than Bachelor's	0.0%	0.7%
<i>*Indicates additional hours above and beyond degree.</i>		
Courses Taught by NCLB-Compliant Teachers		
Highly Qualified Teachers	34.6%	40.9%
High Poverty Schools	n/a	32.6%
Low Poverty Schools	n/a	100.0%

of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. Many teachers in the district are completing additional training as well as the state's process to show subject area competence in order to become NCLB-compliant.

Substitute Teachers

The district currently has a pool of 500 qualified substitute teachers. Substitute teachers must meet minimum state requirements; they are either currently enrolled in a university and have completed 90 semester/135 quarter units towards a Bachelor's degree and have passed the CBEST or have completed a Bachelor's Degree and have passed the CBEST. In the event a substitute teacher is not available for an absent teacher, credentialed staff or administrators fill the vacancy during prep-periods.

Teacher Evaluation

Non-tenured teachers are evaluated twice annually and tenured 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 and include 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 experience for all students; Assessing student learning; and Developing as a professional educator.

School Facilities & Safety

Citrus High School provides a clean, safe, and functional environment for students, staff, and community members. Original school facilities were built in 1988. Current school facilities encompass 26,880 square feet and are situated on 5 acres. Facilities include 29 portable classrooms. At the time of this publication in June of 2005, 100% of the school's restrooms were fully functioning.

Fontana Unified School District participates in the State School Deferred Maintenance Program, which assists school districts with expenditures for major repair or replacement of existing school building components. No improvements were scheduled at Citrus High School for the 2003-04 and 2004-05 school years.

A custodian ensures that all classrooms and facilities are clean, safe, and in good repair and working order. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Each custodial staff member receives training and an extensive handbook that contains highly detailed districtwide maintenance procedures including daily expectations, responsibilities, and safety measures.

While data presented in this report is reflective of the 2003-04 school year, beginning in January of 2005, California schools must report the most recent occurrence of any of the eight emergency facility needs as specified in Education Code Section 17592.72(c)(1). Fontana Unified School District uses a facility survey instrument developed by the California Office of Public School Construction to ascertain facility improvement needs. On May 12, 2005, the district inspected Citrus High School's campus using the facility survey instrument and did not find any emergency facility needs. Results of this survey may be obtained at the district office.

Safety of students and staff is a primary concern of Citrus High School. The school is a closed campus; all visitors must sign in at the office and wear identification badges while on school grounds. Adult supervision is provided before and after school, and during lunch and passing periods, by the school resource officer, campus security officers, teachers, classified staff, and school administrators.

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 updated in June 2004 and was reviewed with the staff at that time. An updated copy is available to the public at the school office. Highlights of the Safe School Plan include Safe Schools' Plan of Action, state and local discipline policies, addressing student aggression, visible authoritative presence on campus, intervention programs for at-risk students, comprehensive disaster and crisis plans, conflict resolution, and safe transportation, communication strategy.

Total Graduates	Graduates with UC/CSU Required Courses	UC/CSU Course Enrollment*	Total Course Enrollments*
105	0 0.00%	404 55.6%	727

** Duplicated Count (one student can be enrolled in several courses).*

FONTANA USD Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)			
CTE Participants	Secondary CTE Students (Enrolled in second and/or succeeding courses of a sequence)		
Total Course Enrollment 4,935	Number of Concentrators	Number of Completers	Completion Rate
	4,935	1604	33%
	Grade 12 CTE Students		
	Number of Completers	Number Earning Diploma	Graduation Rate
	720	653	91%

College Preparation

Students at Citrus High School are encouraged to take the required courses if they plan to attend a four-year university. The chart illustrates the proportion of UC/CSU required courses taken and successfully completed.

Work Force Preparation

It is the goal of Citrus High that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. Students receive counseling from instructors and administrators regarding career paths and opportunities. Several local colleges make presentations regarding their programs on campus throughout the year.

All students have the opportunity to participate in a Career Class which exposes students to a broad array of career opportunities and facilitates selection of a career path based on individual interests, goals, strengths, and abilities. Citrus High offers a variety of career-path related classes:

- Computers
- Introduction of Business
- Small Business Management
- Career and Life Skills
- Contemporary Communications
- Work Experience

The Regional Occupation Program, offered through San Bernardino County, holds classes at all of the comprehensive high schools in the district. Citrus High students are eligible to participate in these classes. Students with an Individual Education Plan (IEP) are eligible to participate in the Workability Program, which provides training and placement to students with special needs.



Student Achievement & Assessment

In 2003-04, multiple measures of student achievement were used as an ongoing part of the quality instructional program at Citrus High School. These measures were used to monitor students' actual progress as well as to evaluate the effectiveness of the instructional program. Measures included STAR testing; district language arts, math, science, and social science assessments; and student work.

Norm Referenced Test

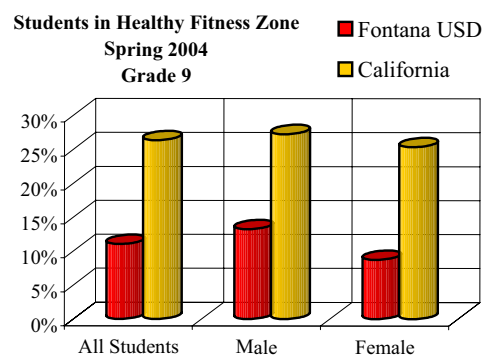
The CAT/6 is a standardized norm referenced test, which indicates how the student or group of students compares with that of a national sample group of students tested from around the country. All students in grades two through eleven are tested each spring. Students in grades nine through twelve are tested in the academic areas of reading, science, written expression, and mathematics. The adjacent table reflects the percentages of students scoring at or above the 50th percentile (or those students performing at or above the average level) in reading and math.

CAT/6 Norm Referenced Test 2003 & 2004												
% At or Above 50th Percentile												
Subject Area	Reading						Math					
	9		10		11	9		10				
Grade Level	03	04	03	04	03	04	03	04				
Year Ending	03	04	03	04	03	04	03	04				
All Students												
Citrus High School	23	26	20	22	14	15	18	15	21	17	7	12
Fontana USD	36	35	36	36	35	35	35	35	42	44	36	35
California	50	48	49	49	47	47	46	46	51	52	46	46
Subgroups												
Females	20	32	16	18	19	16	7	10	6	13	6	12
Males	24	21	24	26	12	14	24	18	35	20	7	11
English Learners	17	13	7	19	4		8	15	9	13	5	
Non English Learners	24	23	23	34	12	21	18	15	20	16	6	17
SED^	17	11	23	10	14		0	0	14	15	0	12
Non SED	26	29	24	22	26	15	24	19	23	18	9	12
Students with Disability					27						9	
African American			18	25		29			18	17		21
White (not Hispanic)				27		17				27		33
Hispanic or Latino	26		20		16		18		20		6	

[^]SED = Socioeconomically Disadvantaged
Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

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 fifth, seventh and ninth grades. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). Due to the low number of students tested, and in order to maintain confidentiality, scores for Citrus High School are not disclosed for the 2003-04 school year.



California Standards Tests (CST)

California Standards Tests assess student performance on the California State Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards) levels. The state target for every student is to score at the Advanced or Proficient level. For detailed course and grade level results, please visit the state's Standardized Testing and Reporting (STAR) website: <http://star.cde.ca.gov>.

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Tests									
All Students									
% Performing at Proficient & Advanced Levels									
	Citrus High			Fontana USD			California		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English/Language Arts	4	3	6	16	18	20	32	35	36
Math	1	1	2	18	24	23	31	35	34
Science	2	2	2	10	11	9	30	27	25
History/Social Science	3	4	2	15	15	16	28	28	29

California Standards Tests				
Citrus High School Subgroup Results 2004				
% Performing at Proficient & Advanced Levels				
	English/ Language Arts	Math	Science	History/ Social Science
Male	5	2	0	3
Female	7	1	4	1
English Learners	3	0	3	0
SED [^]	6	2	2	2
Students with Disabilities	7	0		0
African American	3	0	0	0
Hispanic	5	1	2	2
White (not Hispanic)	11	6		9

[^]SED = Socioeconomically Disadvantaged

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. The state has determined a performance target of 800 for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Awards: Schools that meet both schoolwide and subgroup Growth Targets are eligible for the Governor's Performance Award. For schools with an API of 800 and above, the state requires at least a five-point improvement to qualify for awards.

II/USP: Schools that do not meet their Growth Targets and have a Statewide API Rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve academic achievement.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API)													
	2001 Base	Growth Target	Actual Growth	Growth 2001-02	2002 Base	Growth Target	Actual Growth	Growth 2002-03	2003 Base	Growth Target	Actual Growth	Growth 2003-04	
All Students	384	21											443
Subgroups													
SED^	378	17		439									
White (not Hispanic)	445	17											
Hispanic	378	17		439									
	<u>2001</u>	<u>2002</u>	<u>2003</u>						<u>2002</u>	<u>2003</u>	<u>2004</u>		
Percent Tested (Base)	83				Eligible for Governor's Performance Award				No	n/a	n/a		
Percent Tested (Growth)					Eligible for II/USP Program				--- Not funded ---				
Statewide Rank	1				Received II/USP Funding				--- Not funded ---				
Similar Schools Rank	1				Applied for II/USP Program				--- Not funded ---				

^SED - Socioeconomically Disadvantaged

Alternative Schools Accountability Model (ASAM)

Alternative schools, like all schools, must seek to meet state standards of learning and achievement. Citrus High School participates in the Alternative Schools Accountability Model (ASAM) for reporting school performance. ASAM is based on the results of standardized tests and other state and district approved indicators. The Public Schools Accountability Act (PSAA) Advisory Committee finds that the ASAM is a better measure of schools serving a majority of students who are at risk since these schools must also meet the challenges of addressing the personal and social issues that confront the at risk student and which often interfere with educational progress. ASAM accurately reflects the growth of students enrolled in alternative schools based on multiple indicators of progress reflecting academic performance, as well as other aspects of growth. Collection of data to create baseline reports for comparisons with other schools began in the 2001-02 school year. Academic Performance Index (API) scores have been calculated for ASAM schools in order to determine Adequate Yearly Progress (AYP) as required by No Child Left Behind.

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 to a proficiency level; 11.2% of elementary and middle school students must be proficient in language arts and 9.6% 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).
- Each school must have a graduation rate of 82.8% or show an increase in the graduation rate of 0.2% over a two-year period.

After two consecutive years of failure to meet AYP in a particular subgroup, a school that receives Title I funding becomes eligible for Title I Program Improvement (PI). There are several consequences for schools that have been placed in Program Improvement, including the provision of additional tutoring and replacement of staff. Students of PI schools are also allowed to transfer to other schools (within their district) that meet AYP. Citrus High School does not receive Title I funding and is not subject to Program Improvement mandates.

Adequate Yearly Progress (AYP)				
School, District, and Subgroups Meeting All Annual Objectives				
	Citrus High		Fontana USD	
	2003	2004	2003	2004
Overall	No	No	No	No
All Students	No	No	Yes	Yes
African American			Yes	Yes
American Indian/Alaskan			Yes	Yes
Asian			Yes	Yes
Filipino			Yes	Yes
Hispanic	No	n/a	Yes	Yes
Pacific Islander			Yes	Yes
White (not Hispanic)			Yes	Yes
SED^	No	n/a	Yes	Yes
English Learners	No	n/a	No	Yes
Students with Disabilities			No	No

^SED = Socioeconomically Disadvantaged
Only numerically significant subgroups are reported.

Federal Awards & Intervention Programs	
2004-05	
Recognized as a Title I Achieving School	n/a
Year Identified for Program Improvement	n/a*
Year in Program Improvement	n/a*
Year Exited Program Improvement	n/a*
Program Improvement Schools in District	
Number of Schools in Program Improvement	14
Percent of Schools in Program Improvement	36.8%
*School does not receive Title I funds and is not subject to Program Improvement mandates.	

Counseling & Other Support Services

It is the goal of Citrus High School to assist students in their social and personal development as well as academics. The school and district provide special attention to students who experience achievement problems, difficulty coping with personal and family problems, and trouble with decision making or handling peer pressure. The school employs qualified personnel to provide counseling and support services.

Counseling & Support Services Staff		
Title	Number of Staff	Full Time Equivalent
Counselor	1	1
Health Assistant	1	0.5
Nurse	1	
Psychologist	1	0.2
Speech/Language Specialist	1	

Training & Curriculum Improvement

All training and curriculum development activities at Citrus High School revolve around the California State Content Standards and Frameworks. Professional development activities were provided during the 2003-04 school year to support the adoption of new curriculum or the implementation of new programs and include: Prentice Hall Language Arts Adoption, Instructional Strategies, Six Trait of Writing, Specially Designed Academic Instruction in English (SDAIE), and Teacher Expectations & Student Achievement (TESA).

Fontana Unified School District offers support to new and veteran teachers as well as interns, pre-intern teachers, and substitute teachers. Staff members are encouraged to attend workshops and conferences. The district offers three annual staff development days. During the 2003-04 school year district training included: Beginning Teacher Support and Assistance (BTSA), Peer Assistance and Review (PAR), Reading and Writing Instructional Strategies, Instructional Strategies in Language Arts, Math, and Science (Grades 6-12), Classroom Management, Differentiated Instruction for English Language Learners, Certification for Gifted and Talented Education (GATE), and use of technology in the classroom.

Special Programs

Instructional programs are aligned to the California State Content Standards. The school 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 and supplemental instructional materials and programs. Special programs include: Advancement in Math and English (AIME) lessons, Algebra A/B (completed over a two-year period), Reading and Writing intervention elective, English Language Development (ELD) elective, and Resource Specialist program.

Quality of Instruction & Leadership

Leadership at Citrus High School is a responsibility shared among district administration, the principal, assistant principals, instructional staff, students, and parents. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs

and comply with district goals. Committees include: Leadership Team, Associated Student Body, School Site Council (SSC), District Advisory Council (DAC) English Language Learners Advisory Committee (ELAC), Student Study Team (SST), and Individual Education Plan (IEP) Teams.

Parents who wish to volunteer or participate in Citrus High School's leadership teams, school committees, or school activities may contact the school office at (909) 357-5300.

Expenditures & Services Funded

At the time this report was published, the most recent salary and budget comparison data for the state of California was for the 2002-03 school year. In 2002-03, Fontana Unified School District spent an average of \$6,304 to educate each student.

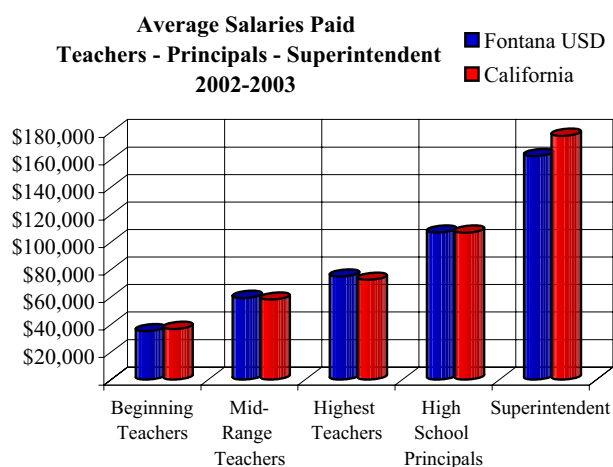
Current Expense of Education Per Student* 2002-2003		
Statewide Average		
Fontana USD	All Unified School Districts	All Districts
\$6,304	\$6,882	\$6,822

**Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2003-04 school year, Citrus High School had the following categorical programs: Limited English Proficient (LEP), Tenth Grade Counseling, Title V, High Priority School Grant.

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 more than 20,000 average daily attendance throughout the state.



Salaries as a Percentage of Total Budget 2002-2003		
	Fontana USD	California
Teacher Salaries	42.6%	41.6%
Administrative Salaries	5.4%	5.1%