

Fontana Unified School District

“The mission of the Fontana Unified School District is to graduate all students prepared to succeed in a changing world.”

www.fusd.net

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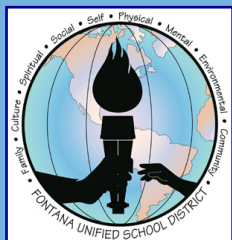
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Citrus High School

10760 Cypress Avenue, Fontana, CA 92337
(909) 357-5300

Serving Grades Ten through Twelve

Eric Groeber, *Principal*



2010-2011 School Accountability Report Card

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.

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

Most students who experience difficulty in a comprehensive school setting often find success in an alternative program. Citrus High School offers individualized instruction with frequent one-on-one student/teacher integration to ensure that the needs of every student are met. 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.

In the 2010-11 school year, Citrus High School served 424 students in grades 10-12. The chart displays student enrollment broken down by ethnicity.

Student Enrollment by Ethnic Group	
2010-11	
	Percentage
African American/Black	4.5%
American Indian	0.7%
Asian	0.5%
Filipino	0.2%
Hispanic or Latino	89.6%
Pacific Islander	0.2%
White	4.2%

Discipline & Climate for Learning

Students at Citrus High School 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 School does not experience high levels of disciplinary issues. All school staff take a proactive, guidance-oriented approach in explaining and discussing the various types of appropriate and inappropriate school behavior as well as the consequences that follow poor decision-making. Teachers are highly skilled in effective classroom management strategies and handle disruptive and unacceptable behavior in a swift, firm manner.

A progressive discipline approach is taken when students are having difficulty following school rules. Disciplinary measures are initially applied in the classroom. Students who continue demonstrating poor conduct are referred to the administration office. Administrators take into consideration the referred student's past 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.

The Suspensions and Expulsions table displays the total number and percentage of incidents at the school and in the District. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	40	85	56	7197	5316	4655
Suspension Rate	8.2%	21.4%	13.2%	17.5%	13.0%	11.4%
Expulsions	6	0	0	144	138	52
Expulsion Rate	1.2%	0.0%	0.0%	0.4%	0.3%	0.1%

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.

Dropout & Graduation Rates

Students are encouraged by teachers and administrators to attend school regularly and make a strong effort to complete assigned coursework. A Comprehensive Student Support Provider is trained to identify students at-risk of dropping out and takes a preventative approach. The CSSP uses both individualized and school wide programs to address the identified behaviors and other causes associated with dropouts and to inspire students to stay in school and earn their diploma. The school's Community Aide conducts home visits to investigate causes of non-attendance, and in some cases, bring students to school. Administration meets with new students frequently as they acclimate to the continuation high school environment and to follow-up on their progress to address concerns that may affect their efforts in earning a high school diploma.

The chart displays dropout and graduation rates for the most recent three-year period. Data from the 2010-11 school year was unavailable at the time of publication.

	Graduation & Dropout Rates		
	07-08	08-09	09-10
Dropout Rate	9.80%	20.20%	18.10%
Graduation Rate	79.20%	80.00%	83.79%

Teacher Assignment

Fontana Unified School District recruits and employs the most qualified credentialed teachers. For the 2010-11 school year, Citrus High School had 20 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	25	22	20	1572
Without Full Credentials	0	0	0	30
Working Outside Subject	0	0	0	11

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential.

Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire year.

	Misassignments/Vacancies		
	09-10	10-11	11-12
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements. Minimum qualifications include:

- Possession of a Bachelor's Degree
- Possession of an appropriate California teaching credential
- Demonstrated competence in core academic subjects

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	98.1%	1.9%
High-Poverty Schools in District	98.1%	1.9%
Low-Poverty Schools in District	N/A	N/A

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. The school supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input.

Fontana Unified School District plans, implements, and evaluates professional development opportunities for administrators and teachers. Staff members are encouraged to attend district sponsored training and professional development programs.

In the 2008-09 school year, the district offered three staff development days. In the 2009-10 and 2010-11 school years, the district offered two staff development days.

New and veteran teachers are offered support through 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.

Class Size Distribution

The Class Size Distribution table shows the average class size by subject. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
09	10	11	09	10	11	09	10	11	09	10	11	
By Subject Area												
English	19	*	23	20	*	6	13	*	20	-	*	-
Math	21	*	19	10	*	13	12	*	7	-	*	-
Science	25	*	23	2	*	5	8	*	3	-	*	-
Social Science	24	*	27	6	*	1	12	*	14	1	*	-

*2009-10 data unavailable

Parent Involvement

Citrus High School is always looking for ways to improve parent involvement. Over the last several years we have improved parent involvement by hiring staff members who can speak Spanish and provide translation during school meetings, councils, and events. Our School Liaison has developed a positive relationship with our parents and has been successful in recruiting parents to participate in our School Site Council, English Learners Advisory Committee, the District Advisory Committee, and the District Learners Advisory Committee. Parents are encouraged to attend all school-based councils even if they are not a member of the council. During these meetings we make time to discuss upcoming events at Citrus High School, and give parents an opportunity to ask questions and share concerns and student success stories during our Parent Forum which takes place after the conclusion of the official meeting.

Our Back-to-School night includes a barbecue and carnival games to encourage parents to bring the entire family and to build relationships and trust. At the end of the year, our Awards Night/Open House is a time of celebration of student achievement at Citrus High School. Once again, we include a time to have a meal together where teachers, administration, and other school staff discuss school issues and share in student success.

Our Comprehensive Student Support Provider develops parent education programs which focus on various issues of parent interest and need. Our Academic Pathways Advisor develops programs to inform both parents and students of post-high school opportunities. As funding becomes available, Citrus High School will pursue parent education opportunities such as the Parent Institute.

Contact Information

Parents seeking more information about the school's programs may contact the school office at (909) 357-5300.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800.

Statewide and similar schools API ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

The first table displays the school's statewide and similar schools API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the 2011 Growth API at the school, district, and state level.

API School Results			
	2008	2009	2010
Statewide	B	B	B
Similar Schools	B	B	B
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	-17	-33	-16
Hispanic or Latino			
Actual API Change	-	-	-34
Socioeconomically Disadvantaged			
Actual API Change	-	-	-25

Growth API						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	105	573	29,375	746	4,683,676	778
Hispanic or Latino	96	569	24,844	740	2,406,749	729
Socioeconomically Disadvantaged	83	570	25,432	741	2,731,843	726
English Learners	62	550	15,776	721	1,521,844	707

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 School'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 100 or more students or students in a grade range represent 25 percent or more of the total long-term enrollment AND are not fewer than 11 students. For more information about ASAM, please visit the state's website at <http://www.cde.ca.gov/ta/ac/am/>.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades 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.

The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate.

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide transportation to the new site. Results of school and district performance are displayed in the chart.

More information about Title I and NCLB requirements can be found on the California Department of Education's website <http://www.cde.ca.gov/ta/ac/ay/> and the U.S. Department of Education's website <http://www.nclb.gov>.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	No		Yes	
Graduation Rate	Yes		Yes	

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2008-2009
Year in PI (2011-12)	-	Year 3
# of Schools Currently in PI	-	27
% of Schools Identified for PI	-	60.00%

California Modified Assessment (CMA)

California Modified Assessment (CMA) is an alternate assessment (a STAR Program component) that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

California Alternate Performance Assessment (CAPA)

California Alternate Performance Assessment (CAPA), a component of the STAR Program, includes ELA and mathematics in grades two through eleven, and Science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

California Standards Test (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the state Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/Language Arts, Mathematics, Social Science, and Science, for the most recent three-year period. The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	8	7	12	38	42	44	50	52	54
Mathematics	4	*	2	35	39	40	46	48	50
Science	*	*	*	33	39	46	50	53	56
History/Social Science	10	3	12	25	31	35	41	44	48

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	44	40	46	35
School	12	2	*	12
Hispanic or Latino	13	1	*	12
White	*	*	*	27
Males	12	*	*	12
Females	13	5	*	11
Socioeconomically Disadvantaged	13	1	*	13
English Learners	4	*	*	2

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

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English/Language Arts section and a Math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The table displays the percent of students achieving at the Proficient or Advanced level for the past three years. **Due to the moderate number of students tested, CAHSEE scores are not disclosed for this school.**

CAHSEE By Subject									
	2008-09			2009-10			2010-11		
	School	District	State	School	District	State	School	District	State
English	-	38.0	52.0	-	41.0	54.0	-	48.0	59.0
Mathematics	-	39.0	53.0	7.0	41.0	54.0	-	44.0	56.0

Completion of High School Graduation Requirements

Students in California public schools must pass both the English/Language Arts and Mathematics portions of the California High School Exit Exam (CAHSEE) to receive a high school diploma. For students who began the 2010-11 school year in the 12th grade, the table displays the percent of students who met all state and local graduation requirements, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE website at <http://www.cde.ca.gov/ta/tg/hs>.

Completion of High School Graduation Requirements			
	School	District	State
All Students	57.0%	82.0%	*
Socioeconomically Disadvantaged	53.0%	81.0%	*
African American/Black	43.0%	85.0%	*
Hispanic or Latino	57.0%	80.0%	*
White	77.0%	88.0%	*
English Learners	48.0%	58.0%	*
Students with Disabilities	53.0%	63.0%	*

* Data was not available at the time of publication.

Admission Requirements for California's Public Universities

University of California

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 course 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 UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>

UC/CSU Course Completion

Citrus High School offers the courses required by the Fontana Unified School District and the State of California to obtain a high school diploma. The Academic Pathway Advisor works with students to assist them with developing a post-high school plan. This plan may include enrolling in a community college, vocational school, the military, or vocational training. For students who desire to go to a four-year college, the APA will help them develop a plan to take courses at a local community college to prepare them for transferring to a four year college. Students may also concurrently enroll in a local community college to obtain coursework meeting university and state college standards.

Students at Citrus High School are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
	Percentage
2010-11 Student Enrolled in Courses Required for UC/CSU Admission	0.0%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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

Advanced Placement Classes

Citrus High School does not offer Advanced Placement classes.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participate in CTE?	273
What percent of the school's pupils who completed a sequence of CTE courses also earned a high school diploma?	54.8
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	100.0

Career Technical Education (CTE) Programs

Citrus High School's Academic Pathways Advisor works with students to provide information and advice to them regarding possible career paths and Career Technical Education classes that may be of interest. The school encourages students to enroll in its career technical electives to develop an understanding and obtain a head start in identifying their goals for their future. A County ROP Recruitment Placement Specialist visits Citrus High Students weekly to share information about the ROP program and encourage students to enroll, follow-up with students already in the program to evaluate their progress, and encourage students to take advantage of career related coursework.

Citrus High School's career education courses comply with state-adopted Career Technical Education Standards and academic content standards and are integrated into 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; they receive guidance and supervision designed to ensure maximum educational benefit from part-time paid and non-paid employment.

Regional Occupational Programs (ROP) is offered in partnership with the San Bernardino County Superintendent of Schools. The following courses are offered at the school:

Career Pathways - Industry Sectors

- Building Trades and Construction
- Education, Child Development, and Family Services
- Marketing Sales and Service

On-campus CTE Courses

- Business and Finance 1A
- Construction 1A

On-campus ROP Courses

- Child Care Occupations
- Landscape Maintenance and Design

ROP Courses available on other FUSD Campuses:

- Acute Care Nurse Assistant
- Advanced Law Enforcement
- Auto Collision Repair
- Automotive Engine Performance
- Automotive Maintenance
- Automotive Service
- Automotive Systems
- Automotive Technician
- Bakery Occupations
- Career Marketing Ed
- Catering
- Computer Game Design
- Customer Service
- Digital Recording Studio
- Fire Technology
- Foundations of Information Technology
- Fundamentals of Law Enforcement
- Introduction To Health Careers
- Medical Assistant Adm
- Medical Terminology
- Nurse Assistant Certified
- Professional Dance
- Restaurant Occupations
- Sports Therapy and Fitness
- Stagecraft Construction
- Stagecraft Design
- Veterinary Assistant
- Website Design
- Welding Certification
- Welding Technology

For more information on career technical programs, ROP, partnership academies, and work experience, contact Tracie Zerpoli, Director of Career Technical Education at 909-357-5000 ext 7395 or zerptl@fUSD.net or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Counseling & Support Staff

Citrus High School 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 Intervention Team (SIT) 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.

In the 2010-11 school year, the academic counselor-to-pupil ratio was 1:424. The chart displays support staff available to students at the school in the reporting year.

Counseling & Support Services Staff		
2010-11		
	Number of Staff	Full Time Equivalent
Community Aide	1	1.0
Counselor	1	1.0
Health Clerk	1	1.0
Psychologist	1	0.2
ROP Coordinator	1	0.2
School Liaison	1	1.0
School Nurse		As Needed

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.

Instructional Materials

Fontana Unified School District held a public hearing on October 5, 2011, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*.

All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, Health, and Visual and Performing Arts, for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in November 2011 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	Algebra I	Glencoe	2008	Yes	0.0%
9th-12th	Algebra II	Glencoe	2008	Yes	0.0%
9th-12th	English Language Development	Hampton Brown	1998	Yes	0.0%
9th-12th	English/ Language Arts	Prentice Hall	2003	Yes	0.0%
9th-12th	Geometry	Glencoe	2008	Yes	0.0%
9th-12th	Science	Glencoe	2007	Yes	0.0%
9th-12th	Science	Holt	2007	Yes	0.0%
9th-12th	Science	Pearson/ Prentice Hall	2007	Yes	0.0%
9th-12th	Social Science/ History	McDougal Littell	2006	Yes	0.0%
9th-12th	Social Science/ History	Prentice Hall	2006	Yes	0.0%
9th-12th	Social Science/ History	Prentice Hall	2006	Yes	0.0%

Availability of Additional Internet Access at Public Locations

Parents may access the Internet at any of the county's public libraries. Libraries in the local area include:

- Fontana Branch Library: (909) 822-2321
- Fontana Lewis Library & Technology Center: (909) 574-4500
- Kaiser High School Public Library: (909) 357-5900 ext. 8029
- Summit High School Public Library: (909) 357-5950 ext. 3024



Safe School 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 2011. An updated copy is available to the public at the school office. Highlights of the Safe School Plan include:

- 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
- Conflict resolution

School Facilities

Citrus High School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. Over the last several years, the Fontana Unified School District has used bond funds to build a new campus for the school. The beautiful new campus opened in August 2011 for the beginning of the 2011-12 school year. The new campus has many features that were not present at the old site. These features include a multi-purpose room, a food service area, two fully outfitted science labs, a gymnasium, and a sports field. In addition, the campus has a separate building for Career Technical Education. Currently, the CTE classes that we offer are construction, landscaping, and child care. Additional CTE classes will be offered in the future. The new campus also has SMART boards installed in every classroom. Ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff.

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.

On October 25, 2011, the district's Maintenance & Operations Department noted the following reason that Citrus High School did not have a facilities inspection:

Citrus Continuation High School property of 9820 Citrus Avenue Fontana, CA 92335 is no longer occupied by students and staff. The new location of Citrus Continuation High School property is 10755 Oleander Avenue Fontana, CA 92337 and a facilities inspection walk is not required due to it still currently being under construction.

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, a 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 School 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.

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.

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. 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 submits 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.

District Expenditures

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2009-10 school year. The figures shown in the Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$8,810
From Restricted Sources	\$8,512
From Unrestricted Sources	\$298
District	
From Unrestricted Sources	\$5,322
Percentage of Variation between School & District	-94.40%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-94.53%

District Revenue Sources

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for the following special programs:

- 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 Peer Assistance & Review
- Community Based Tutoring
- Economic Impact Aid (EIA)
- Gifted & Talented Education (GATE)
- Lottery: Instructional Materials
- 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
- Title I, II, III, IV, V
- Transportation
- Transportation: Special Education
- Vocational Programs
- Williams Case Settlement

Data Sources

Data within the SARC was provided by Fontana Unified School District, retrieved from the 2010-11 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state.

Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

Salary & Budget Comparison

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

Average Salary Information		
Teachers - Principal - Superintendent		
2009-10		
	District	State
Beginning Teachers	\$41,006	\$42,017
Mid-Range Teachers	\$69,104	\$67,294
Highest Teachers	\$87,206	\$86,776
Elementary School Principals	\$107,691	\$108,534
Middle School Principals	\$110,317	\$112,893
High School Principals	\$124,509	\$123,331
Superintendent	\$191,249	\$226,417
Salaries as a Percentage of Total Budget		
Teacher Salaries	41.7%	39.4%
Administrative Salaries	4.4%	5.3%

School Site Teacher Salaries

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and throughout the state.

Average Teacher Salaries	
School & District	
School	\$71,300
District	\$69,120
Percentage of Variation	3.15%
School & State	
All Unified School Districts	\$69,207
Percentage of Variation	3.02%