

# Fontana Unified School District

9680 Citrus Avenue Fontana, CA 92335 (909) 357-7600

## Citrus High School

10760 Cypress Avenue, CA 92337 • (909) 357-5300  
Serving grades Ten through Twelve • CDS Code: 36-67710-3630480  
<https://www.fusdweb.com/sites/hs/Citrus/default.aspx>



**Mike Bunten, Principal**  
*Michael.Bunten@fusd.net*

### 2018-2019 School Accountability Report Card

#### Board of Education

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**Marcelino "Mars" Serna, Vice President**  
**Peter Garcia, Member**  
**Mary Sandoval, Member**  
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**Juleny Ortiz-Contreras, Student Board Member**

#### District Administration

**Randal S. Bassett**  
*Superintendent*  
*randal.bassett@fusd.net*

**Ryan DiGiulio**  
*Associate Superintendent,*  
*Business Services*

**Miki Inbody**  
*Associate Superintendent,*  
*Teaching & Learning*

**Joseph Bremgartner**  
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**Craig Baker**  
*Sr. Executive Director,*  
*Student Services*

**Martin Sissac**  
*Chief of School*  
*Police Services*

#### SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.
- To view our SARC online, please visit our website or scan the QR code to the right.



#### District Vision

##### Our Mission

"Every Student Successful. Engaging Schools. Empowered Communities."

##### Our Shared Vision

Fontana Unified is a community united to ensure that every student is prepared for success in college, career, and life.

##### Our Core Values

- Teamwork and Respect
- Excellence and Achievement
- Responsibility and Accountability
- Equity and Opportunity
- Dedication and Commitment



##### Our Three Cornerstones of Success

- Every Student Successful: Schools demonstrate a relentless focus on preparing students for success in college, career and life.
- Engaging Schools: Schools have the high-quality resources, leaders and teachers to provide the comprehensive learning environment required for a world-class education.
- Empowered Communities: Schools cultivate healthy environments and meaningful partnerships with families and communities to support student achievement in and out of school.

##### Our Goals and Budget Priorities

- Increase proficiency and strategic thinking
- Promote multilingualism and multiculturalism
- Increase graduation and college and career readiness
- Cultivate effective teachers and leaders
- Engage students and decrease dropout rates
- Strengthen family and community engagement
- Promote healthy environments

## School Vision

At Citrus High School, our mission is to graduate high school students who are lifelong learners, literate individuals, and critical thinkers who know their value in a global community.

## Mission Statement

Learning Equals Success.

## Principal's Message

Citrus High School's goal is for every student to earn a high school diploma and to be prepared for a future after graduation. This is accomplished through an academically rigorous curriculum, a credit recovery program, challenging electives, career technical classes, and a post-secondary plan for each student. Our small class sizes, individualized (differentiated) curriculum, and a high level of teacher involvement help to further facilitate student success. The staff and administration of Citrus High School values the partnerships that we have developed between students, parents, and community members. We welcome any suggestions or comments that you may have and look forward to a continuation of these partnerships.

The value of these partnerships, the effectiveness of our programs, and the efforts of our students and staff are reflected in this report. In this report you will find, among other things, information about our academic program, student achievement, parent involvement opportunities, instructional materials, school safety, facilities, and staff. Thank you for taking the time to read our School Accountability Report.

## School Enrollment

The charts display student enrollment broken down by student group and grade.

### Enrollment Trend by Grade Level

|       | 2016-17 | 2017-18 | 2018-19 |
|-------|---------|---------|---------|
| 10th  | 12      | 3       | 5       |
| 11th  | 120     | 80      | 96      |
| 12th  | 266     | 224     | 181     |
| Total | 398     | 307     | 282     |

### Enrollment by Student Group

2018-19

|                                     | Percentage |
|-------------------------------------|------------|
| Black or African American           | 4.3        |
| American Indian or Alaska Native    | 0.7        |
| Asian                               | 0.4        |
| Filipino                            | 0.7        |
| Hispanic or Latino                  | 90.1       |
| Native Hawaiian or Pacific Islander | 0.4        |
| White                               | 3.2        |
| Two or More Races                   | 0.4        |
| EL Students                         | 33.7       |
| Socioeconomically Disadvantaged     | 94.3       |
| Students with Disabilities          | 16.0       |
| Foster Youth                        | 0.7        |
| Homeless                            | 1.4        |

## School Profile (School Year 2019-20)

Citrus High School enrolls approximately 500 students in grades 10 -12. Our program of individualized student support, targeted interventions, and credit recovery ensures a high level of student learning and that the needs of every student are met. Students can regain entrance to their home school or earn their diploma from Citrus High School. Citrus High School students must complete the same academic coursework required of all students in the district in order to graduate. Our 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. In addition, students can recover additional credits by taking advantage of our computer based instruction program and taking classes after school.

The Citrus High School campus has many features to enhance our students' education. Our facilities include a multipurpose room/cafe/teria, a gymnasium, 2 fully equipped science labs, an electronic white board in every classroom, and a state of the art Career Technical Education Building. This building includes specially designed labs for students to learn construction, plumbing, and electrical skills. In addition, our program also offers CADD (computer assisted design and drafting). Our Career Technical Education Program provides our students with valuable life skills and additional career options which they can take advantage of immediately after graduation.

# Conditions of Learning

## State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## School Facilities (School Year 2019-20)

### *Age & Condition of Facilities*

Citrus High School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision.

### *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 school administrators, and two district security officers ensure students depart in a safe and orderly manner. All administrators and security officers 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.

Two full-time custodians (day and night) and one part-time custodian (night) are assigned to Citrus High and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order.

Each morning before students arrive on campus, administration 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. Administration, custodians and campus security officers maintain communication daily using handheld radios to quickly address maintenance and safety issues.

Daily housekeeping and cleaning takes place after school hours. When students and staff are on intersession or school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

An electronic work order process is in place for non-routine school repairs and maintenance projects. School staff 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.

### *Improvements to Facilities*

The following facility improvements are being made districtwide where necessary: wi-Fi infrastructure upgrade and technology upgrades, sidewalk replacement (on-site tripping hazards), portable ramp replacement, portable HVAC units for portable classrooms of various sites, re-sealing of gym floor, solar installation projects, PA system upgrades, paint exterior of entire school, paint interior of entire school, replace/repair swamp coolers, replace intermittent failing HVAC units, replacement of portable siding and paint, replace ramps, general installation of TVs in classrooms.

## Facility Inspection Results

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 each 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 chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. Facilities information was collected in October 2019.

| School Facility Conditions                                  |                                  |      |      |   |
|---|----------------------------------|------|------|---|
| Date of Last Inspection: 03/21/2019                         |                                  |      |      |   |
| Overall Summary of School Facility Conditions: Exemplary    |                                  |      |      |   |
| Data Collected: October, 2019                               |                                  |      |      |   |
| Items Inspected   | Facility Component System Status |      |      | Deficiency & Remedial Actions Taken or Planned  |
|   | Good                             | Fair | Poor |   |
| Systems (Gas Leaks, Mech/HVAC, Sewer)                       | X                                |      |      |   |
| Interior  | X                                |      |      | BLDG A/ ADMIN BLDG: FLOOR TILES ARE BUBBLED AND CRACKED AT MAIN ENTRY. MPR: LINOLEUM FLOOR IS BUBBLING THROUGHOUT. A 201, A 202/ INFO CTR, H 105: WATER STAIN CEILING TILES. (Work orders submitted.) |
| Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation) | X                                |      |      |   |
| Electrical  | X                                |      |      |   |
| Restrooms/Fountains   | X                                |      |      |   |
| Safety (Fire Safety, Hazardous Materials)                   | X                                |      |      | MPR: PAINT IS CHIPPING ON DOOR FRAME. (Work order submitted.)   |
| Structural (Structural Damage, Roofs)                       | X                                |      |      |   |
| External (Grounds, Windows, Doors, Gates, Fences)           | X                                |      |      |   |

## Instructional Materials (School Year 2019-20)

### Sufficiency of Instructional Materials

Fontana Unified School District held a public hearing on September 18, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, foreign language materials, visual and performing arts materials, and/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, Foreign Languages, Health, and Visual and Performing Arts, for use in the classroom and to take home.

### Adoption of Instructional Materials

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.

### History/Social Studies & Science Curricula

The district is in the process of transitioning to new curricula and instructional materials for the subjects of History/Social Studies and Science. The district has reviewed the materials that are currently in-use and determined them to be aligned with the state standards. The History/Social Studies adoption for grades six through twelve was completed in spring of 2019, and grades Kindergarten through five is planned for early 2020. The adoption of Science curriculum for all grades is planned for the 2020-2021 school year.

## Quality, Currency, & Availability

The table displays information collected in September 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

| District-Adopted Textbooks      |                          |  |   |               |                           |           |
|---------------------------------|--------------------------|--|---|---------------|---------------------------|-----------|
| Data Collected: September, 2019 |                          |  |   |               |                           |           |
| Grade Levels                    | Subject                  | Publisher  | Series  | Adoption Year | From Most Recent Adoption | % Lacking |
| 10th-12th                       | AP Literature            | WW. Norton & Co.                                   | Norton Introduction to Literature             | 2016          | Yes                       | 0.00%     |
| 10th-12th                       | English/Language Arts    | Expository Reading and Writing Course, 2nd Edition | The California State University               | 2013          | Yes                       | 0.00%     |
| 10th-12th                       | English/Language Arts    | Bedford/St. Martin                                 | The Language of Composition                   | 2016          | Yes                       | 0.00%     |
| 10th-12th                       | English/Language Arts    | The College Board                                  | Springboard, English Language Arts for 9-12   | 2017          | Yes                       | 0.00%     |
| 10th-12th                       | Advanced Algebra         | Cengage  | Advanced Algebra with Financial Application   | 2015          | Yes                       | 0.00%     |
| 10th-12th                       | Algebra I                | McGraw-Hill  | Beginning and Intermediate Algebra            | 2017          | Yes                       | 0.00%     |
| 10th-12th                       | Integrated Math          | Houghton Mifflin Harcourt                          | Integrated Math Level 1-3                     | 2015          | Yes                       | 0.00%     |
| 10th-12th                       | Pre-Calculus             | Pearson Prentice Hall                              | Precalculus: Graphical Numerical Algebraic    | 2014          | Yes                       | 0.00%     |
| 10th-12th                       | Trigonometry             | Pearson Prentice Hall                              | Precalculus: Graphical Numerical Algebraic    | 2014          | Yes                       | 0.00%     |
| 10th-12th                       | AP Calculus              | Pearson  | Calculus: Graphical, Numerical, Algebraic     | 2014          | Yes                       | 0.00%     |
| 10th-12th                       | Calculus                 | Prentice Hall                                      | Calculus                                      | 2015          | Yes                       | 0.00%     |
| 10th-12th                       | AP Statistics            | W. H. Freeman                                      | The Practice of Statistics                    | 2014          | Yes                       | 0.00%     |
| 10th-12th                       | Statistics               | Pearson  | Stats in Your World                           | 2014          | Yes                       | 0.00%     |
| 10th-12th                       | AP American Government   | McGraw Hill  | American Democracy Now                        | 2016          | Yes                       | 0.00%     |
| 10th-12th                       | AP Economics             | Glencoe/McGraw-Hill                                | Economics: Principals, Problems, and Policies | 2006          | Yes                       | 0.00%     |
| 10th-12th                       | US History               | Impact   | Impact United States History                  | 2019          | Yes                       | 0.00%     |
| 10th-12th                       | World History            | Impact   | Impact World History                          | 2019          | Yes                       | 0.00%     |
| 10th-12th                       | Economics                | Impact   | Impact Economics                              | 2019          | Yes                       | 0.00%     |
| 10th-12th                       | American Government      | Impact   | Impact American Government                    | 2019          | Yes                       | 0.00%     |
| 10th-12th                       | AP European History      | Prentice Hall                                      | Western Heritage Since 1300                   | 2015          | Yes                       | 0.00%     |
| 10th-12th                       | AP Psychology            | BFW Wsorth   | Psychology in Modules AP                      | 2016          | Yes                       | 0.00%     |
| 10th-12th                       | AP US History            | McDougal Littell                                   | The American Pageant                          | 2006          | Yes                       | 0.00%     |
| 10th-12th                       | AP World History         | Bedford  | Ways of the World                             | 2016          | Yes                       | 0.00%     |
| 10th-12th                       | Psychology               | Holt   | Psychology                                    | 2005          | Yes                       | 0.00%     |
| 10th-12th                       | Sociology                | Holt   | Sociology                                     | 2007          | Yes                       | 0.00%     |
| 10th-12th                       | AP Biology               | Pearson Prentice Hall                              | Campbell Biology                              | 2014          | Yes                       | 0.00%     |
| 10th-12th                       | AP Chemistry             | Prentice Hall                                      | Chemistry: The Central Science                | 2014          | Yes                       | 0.00%     |
| 10th-12th                       | AP Environmental Science | Bedford, Freeman & Worth                           | Environmental Science                         | 2014          | Yes                       | 0.00%     |
| 10th-12th                       | AP Physics               | Pearson  | College Physics                               | 2014          | Yes                       | 0.00%     |
| 10th-12th                       | Biology                  | Pearson/Prentice Hall                              | California Biology                            | 2007          | Yes                       | 0.00%     |
| 10th-12th                       | Chemistry                | Glencoe/McGraw-Hill                                | Chemistry: Matter & Change                    | 2007          | Yes                       | 0.00%     |
| 10th-12th                       | Geology                  | Holt, Rinehart & Winston                           | Earth Science                                 | 2007          | Yes                       | 0.00%     |
| 10th-12th                       | Marine Biology           | Amsco Publications                                 | Marine Biology and Oceanography 2nd Ed        | 2007          | Yes                       | 0.00%     |
| 10th-12th                       | Organic Chemistry        | John Wiley & Sons                                  | Organic Chemistry                             | 2018          | Yes                       | 0.00%     |
| 10th-12th                       | Physics                  | Holt, Rinehart & Winston                           | Physics                                       | 2007          | Yes                       | 0.00%     |
| 10th-12th                       | Physiology               | Benjamin Cummings/ Pearson Ed.                     | Human Anatomy & Physiology                    | 2007          | Yes                       | 0.00%     |
| 10th-12th                       | Forensic Science         | Pearson/Prentice Hall                              | Forensic Science                              | 2008          | Yes                       | 0.00%     |
| 10th-12th                       | AP French                | Pearson  | Allons Au-dela                                | 2014          | Yes                       | 0.00%     |
| 10th-12th                       | AP Spanish Language      | Vista Higher Learning                              | Temas   | 2014          | Yes                       | 0.00%     |
| 10th-12th                       | AP Spanish Lit.          | Pearson  | Reflexiones                                   | 2014          | Yes                       | 0.00%     |
| 10th-12th                       | French                   | Vista Higher Learning                              | Daccord Level 1-3                             | 2015          | Yes                       | 0.00%     |
| 10th-12th                       | Spanish                  | McGraw-Hill  | Asi Se Dice Level 1-3                         | 2017          | Yes                       | 0.00%     |
| 10th-12th                       | Spanish                  | McGraw-Hill  | El Español Para Nosotros Level 1-2            | 2017          | Yes                       | 0.00%     |

## Teacher Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

|  | Teacher Credential Status |       |       |          |
|--|---------------------------|-------|-------|----------|
|  | School                    |       |       | District |
|  | 17-18                     | 18-19 | 19-20 | 19-20    |
| Fully Credentialed   | 25                        | 24    | 24    | 1735     |
| Without Full Credentials   | 0                         | 0     | 0     | 18       |
| Teaching Outside Subject Area of Competence (with full credential) | 0                         | 0     | 0     | 4        |

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

|  | Misassignments/Vacancies |          |          |
|--|--------------------------|----------|----------|
|  | 17-18                    | 18-19    | 19-20    |
| Misassignments of Teachers of English Learners | 0                        | 0        | 0        |
| Misassignments of Teachers (other)             | 0                        | 0        | 0        |
| <b>Total Misassignments of Teachers</b>        | <b>0</b>                 | <b>0</b> | <b>0</b> |
| Vacant Teacher Positions                       | 0                        | 1        | 0        |

## Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA).

A new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS) has been developed. The California Standards Test and California Modified Assessment for Science are no longer administered. The new California Science Test (CAST) was piloted in spring 2017, field tested during the 2017–18 school year, and is now administered operationally. CAST results are not available for the current reporting period.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

The first table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11).

| Subject  | California Assessment of Student Performance and Progress    |      |      |          |      |      |       |      |      |
|--|--|------|------|----------|------|------|-------|------|------|
|  | Percent of Students Meeting or Exceeding the State Standards |      |      |          |      |      |       |      |      |
|  | School   |      |      | District |      |      | State |      |      |
|  | 2017   | 2018 | 2019 | 2017     | 2018 | 2019 | 2017  | 2018 | 2019 |
| English Language Arts/Literacy (Grades 3-8 and 11) | 10   | 8    | 10   | 33       | 38   | 41   | 48    | 50   | 50   |
| Mathematics (Grades 3-8 and 11)                    | 0  | 0    | 0    | 19       | 23   | 26   | 37    | 38   | 39   |
| Science (Grades 5, 8, and 10)                      | --   | --   | --   | --       | --   | --   | --    | --   | --   |

The second table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

| California Assessment of Student Performance and Progress |                       |               |                |                    |                               |               |                |                    |                               |
|---|-----------------------|---------------|----------------|--------------------|-------------------------------|---------------|----------------|--------------------|-------------------------------|
| Student Groups  | English-Language Arts |               |                |                    |                               | Mathematics   |                |                    |                               |
|   | Total Enrollment      | Number Tested | Percent Tested | Percent Not Tested | % Met or Exceeded CA Standard | Number Tested | Percent Tested | Percent Not Tested | % Met or Exceeded CA Standard |
| All Students  | 160                   | 149           | 93.13          | 6.87               | 10.07                         | 150           | 93.75          | 6.25               | 0                             |
| Male  | 108                   | 101           | 93.52          | 6.48               | 7.92                          | 102           | 94.44          | 5.56               | 0                             |
| Female  | 52                    | 48            | 92.31          | 7.69               | 14.58                         | 48            | 92.31          | 7.69               | 0                             |
| Hispanic or Latino  | 149                   | 139           | 93.29          | 6.71               | 10.79                         | 140           | 93.96          | 6.04               | 0                             |
| Socioeconomically Disadvantaged                           | 142                   | 133           | 93.66          | 6.34               | 10.53                         | 134           | 94.37          | 5.63               | 0                             |
| English Learners  | 59                    | 56            | 94.92          | 5.08               | 0                             | 57            | 96.61          | 3.39               | 0                             |
| Students with Disabilities                                | 16                    | 15            | 93.75          | 6.25               | 0                             | 15            | 93.75          | 6.25               | 0                             |

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## College Entrance Info

### University of California

Admission requirements for the 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://admission.universityofcalifornia.edu/>.

### California State University

Eligibility for admission to the 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

Students 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 |
| Students Enrolled in Courses Required for UC/CSU Admission (2018-19)        | 90.07%     |
| Graduates Who Completed All Courses Required for UC/CSU Admission (2017-18) | -          |

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

## Career Technical Education (CTE) Programs (School Year 2018-19)

Students are introduced to career technical education programs through a wide array of career pathways. Students receive career guidance individually, in small groups, and in workshop format to address career pathways, career exploration opportunities, post-secondary training, and courses of study. Career education courses comply with state-adopted Career Technical Education Standards and Academic Content Standards and are integrated into all Career Technical Education Courses. These courses blend college preparatory academics with rigorous career technical education courses that are centered around an industry sector, pathway, and career theme. Individual student assessment of work readiness skills takes place through end-of-course exams, course-required projects, and classroom observation in Career Technical Courses. A variety of different career technical education courses are available to help prepare high school students for entry-level employment, upgrading current job skills, industry certification or obtaining more advanced levels of education using industry standard equipment under the guidance of industry professionals.

The following courses are available to students at the school:

### Career Pathways - Industry Sectors

- Building Trades and Construction
- Information Communication Technologies (being developed)

### On-campus Courses

- National Center for Construction Education & Research (NCCER)
- NCCER Core
- NCCER IME&I
- Computer Information Systems and Applications
- Business & Finance

For more information, contact Tracey Vackar, Executive Director of College, Careers and Economic Development, at (909) 357-7600 ext 29180, or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

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 participated in CTE programs?   | 231      |
| What percentage of the school's pupils completed a CTE program and earned a high school diploma?  | 90.0%    |
| What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education? | 40.0%    |

## Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Parent Involvement (School Year 2019-20)

Our School Outreach 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 English 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 give parents an opportunity to ask questions and share concerns and student success stories at the conclusion of the official meeting. Over the last several years we have improved parent communication by hiring staff members who can speak Spanish and provide translation during school meetings, councils, and events.

Our Back-to-School night includes food and carnival games to encourage parents to bring the entire family and to build relationships and trust. Our Counselors present parent education programs which focus on various issues of parent interest and need. In addition our Counselors provide programs to inform both parents and students of post-high school opportunities.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

## Dropout & Graduation Rates

Students are encouraged by teachers, Counselors, and administrators to attend school regularly and make a strong effort to complete assigned coursework. Citrus High School's Counselors are trained to identify students at-risk of dropping out and take a preventative approach. The Counselors use 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. Our School Outreach Liaison conducts parent/student attendance intervention meetings, home visits to investigate causes of non-attendance, and in some cases, bring students to school.

The chart displays dropout and graduation rates for the most recent three-year period. Data from the 2018-19 school year was unavailable at the time of publication. Note: The National Center for Education Statistics graduation rate is provided in the table.

|          | Graduation & Dropout Rates |       |       |            |       |       |
|----------|----------------------------|-------|-------|------------|-------|-------|
|          | Dropout                    |       |       | Graduation |       |       |
|          | 15-16                      | 16-17 | 17-18 | 15-16      | 16-17 | 17-18 |
| School   | 40.2%                      | 32.7% | 33.3% | 52.3%      | 59.6% | 59.4% |
| District | 6.8%                       | 6.0%  | 6.6%  | 90.1%      | 90.6% | 90.0% |
| State    | 9.7%                       | 9.1%  | 9.6%  | 83.8%      | 82.7% | 83.0% |

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension and expulsion rates; and
- Other local measures on the sense of safety.

### 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. All school staff members 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.

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, Counselors, security officers, and administrators review academic requirements and the school's code of conduct at the beginning of the school year and periodically throughout the school year. Students are further reminded of their individual responsibilities in maintaining respectful, responsible behavior through school wide bulletins during homeroom.

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 Student of the Term awards for their efforts in meeting academic goals and demonstrating responsible behavior. In addition Citrus High School's Renaissance Awards are earned by students maintaining a high level of academic achievement.

## Suspensions & Expulsions

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

|          | Suspensions & Expulsions |       |       |            |       |       |
|----------|--------------------------|-------|-------|------------|-------|-------|
|          | Suspensions              |       |       | Expulsions |       |       |
|          | 16-17                    | 17-18 | 18-19 | 16-17      | 17-18 | 18-19 |
| School   | 12.34                    | 11.60 | 10.70 | 0.31       | 0.00  | 0.40  |
| District | 4.20                     | 3.88  | 3.20  | 0.08       | 0.04  | 0.10  |
| State    | 3.65                     | 3.51  | 3.50  | 0.09       | 0.08  | 0.10  |

## Safe School Plan (School Year 2019-20)

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 August 2019. 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

## Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## Additional Internet Access/Public Libraries

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

## Class Size

The table indicates the average class size by subject area, as well as the number of classrooms that fall into each size category.

|                 | Class Size Distribution |    |    |                        |    |    |                |    |    |              |    |    |
|-----------------|-------------------------|----|----|------------------------|----|----|----------------|----|----|--------------|----|----|
|                 | Average Class Size      |    |    | Classrooms Containing: |    |    |                |    |    |              |    |    |
|                 | 17                      | 18 | 19 | 1-20 Students          |    |    | 21-32 Students |    |    | 33+ Students |    |    |
|                 | 17                      | 18 | 19 | 17                     | 18 | 19 | 17             | 18 | 19 | 17           | 18 | 19 |
| By Subject Area |                         |    |    |                        |    |    |                |    |    |              |    |    |
| English         | 19                      | 8  | 12 | 23                     | 46 | 36 | 9              | 2  | 2  | -            | -  | -  |
| Mathematics     | 18                      | 12 | 12 | 13                     | 17 | 14 | 2              | 1  | 4  | -            | -  | -  |
| Science         | 19                      | 10 | 10 | 6                      | 14 | 16 | 5              | -  | 1  | -            | -  | -  |
| Social Science  | 21                      | 12 | 13 | 13                     | 23 | 20 | 11             | 4  | 6  | -            | -  | -  |

## Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the Common Core State Standards, including Next Generation Science Standards, Professional Learning Communities, 21st Century Learning and Multi-Tiered System of Supports. The schools supplement district training with site-based training focused on meeting the needs of the school, based upon student assessment results and teacher input. The 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.

All staff complete mandatory training online through Target Solutions annually. The mandated training covers the following topics: Child Abuse, Mandated Reporter Training, School Bullying, Anti-Harassment Training, Maintaining Professional Staff/Student Boundaries, Bloodborne Pathogens Safety, and Recognizing and Preventing Youth Suicide.

New and veteran teachers are offered support through Peer Assistance & Review and Induction programs. Each program pairs participating teachers with qualified mentoring teachers in order to gain skills and knowledge to be most effective in the classroom. Paraprofessionals receive specialized training to support current classroom curricula and effective instructional strategies. Classified support staff receive job-related training from department supervisors and district representatives.

Beginning with the 2018-2019 school year, three days are dedicated annually to district-wide staff development. Prior to the 2018-2019 school year, the district dedicated two days annually. All school sites have early student-release days on Wednesdays; half of this time is devoted to professional development for school site staff, resulting in nineteen partial days for professional learning. Additional professional development opportunities take place by releasing teachers from their classroom with substitutes. To ensure this doesn't impact the instructional program, every effort is made to limit teachers being released from their classroom for professional development to no more than five days per school year. Teachers and classified staff are also offered additional optional professional development opportunities outside of their work day and during winter break, summer break, and Saturdays. Additional compensation is awarded for attendance in order to encourage staff to take advantage of opportunities available during non-contracted times.

The table displays the number of days that any professional development opportunity was available to staff including both full and partial days. Not all staff will attend each professional development opportunity. Different opportunities are offered to staff throughout the year based on job description and development needs.

| Professional Development  |       |       |       |
|---|-------|-------|-------|
|   | 17-18 | 18-19 | 19-20 |
| Number of school days dedicated to Staff Development and Continuous Improvement | 76    | 171   | 273   |

## Counseling & Support Staff (School Year 2018-19)

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 SIT 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. 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.

The charts display support staff available to students at the school in the reporting year. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Academic Counselor to Student Ratio |   |
|-------------------------------------|---|
| 2018-19                             |   |
|                                     | Average Number of Students per Academic Counselor |
| Academic Counselor(s)               | 141   |

| Counseling & Support Services Staff                           |                 |                      |
|---|-----------------|----------------------|
|   | Number of Staff | Full Time Equivalent |
| Counselor (Academic, Social/Behavioral or Career Development) | 2               | 2.0                  |
| Nurse   | 1               | 0.2                  |
| Psychologist  | 1               | 0.2                  |
| Resource Specialist (non-teaching)                            | 1               | 0.3                  |

## Advanced Placement Classes (School Year 2018-19)

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3,4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges. The school does not offer Advanced Placement classes. Students may participate in advanced placement courses when they return to their comprehensive high school.

## District Revenue Sources (Fiscal Year 2018-19)

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

- After School Learning & Safe Neighborhood Partnerships
- 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
- Quality Education Investment Act
- Regional Occupation Centers & Programs
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Supplementary Programs
- Title I, II, III, IV, V
- Transportation
- Transportation: Special Education
- Vocational Programs

## District Expenditures (Fiscal Year 2017-18)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2017-18 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. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

| Expenditures per Pupil                            |          |
|---|----------|
| School  |          |
| Total Expenditures Per Pupil                      | \$11,980 |
| From Supplemental/Restricted Sources              | \$2,417  |
| From Basic/Unrestricted Sources                   | \$9,563  |
| District  |          |
| From Basic/Unrestricted Sources                   | \$5,731  |
| Percentage of Variation between School & District | 66.9%    |
| State   |          |
| From Basic/Unrestricted Sources                   | \$7,507  |
| Percentage of Variation between School & State    | 27.4%    |

## Teacher & Administrative Salaries (Fiscal Year 2017-18)

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    |           |           |
| 2017-18                                  |           |           |
|  | District  | State     |
| Beginning Teachers                       | \$47,739  | \$48,612  |
| Mid-Range Teachers                       | \$80,449  | \$74,676  |
| Highest Teachers                         | \$102,495 | \$99,791  |
| Elementary School Principals             | \$121,535 | \$125,830 |
| Middle School Principals                 | \$121,535 | \$131,167 |
| High School Principals                   | \$133,944 | \$144,822 |
| Superintendent                           | \$250,000 | \$275,796 |
| Salaries as a Percentage of Total Budget |           |           |
| Teacher Salaries                         | 33.0%     | 34.0%     |
| Administrative Salaries                  | 4.0%      | 5.0%      |

## School Site Teacher Salaries (Fiscal Year 2017-18)

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                       | \$114,819 |
| District                     | \$84,509  |
| Percentage of Variation      | 35.9%     |
| School & State               |           |
| All Unified School Districts | \$82,403  |
| Percentage of Variation      | 39.3%     |

## DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).