

Fontana Unified School District

Citrus High (Continuation)

2021–2022 School Accountability Report Card

SCHOOL ADMINISTRATION

Michael Bunten
michael.bunten@fusd.net

SCHOOL INFORMATION

36677103630480
10760 Cypress
Fontana, CA 92337
(909) 357-5300
<http://www.fusd.net>

SUPERINTENDENT

Miki R. Inbody
miki.inbody@fusd.net

DISTRICT INFORMATION

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

BOARD OF EDUCATION

Marcelino “Mars” Serna, President
Adam Perez, Vice President
Joe Armendarez, Member
Jennifer Quezada, Member
Mary Sandoval, Member
David Muñoz-Padilla, Student Board Member

DISTRICT ADMINISTRATION

Miki R. Inbody
Superintendent
Tina Daigneault
Associate Superintendent,
Business Services
Monica Makiewicz, Ph.D.
Associate Superintendent,
Teaching & Learning
Douglas F. Staine, Ed.D.
Associate Superintendent,
People Services
Craig Baker
Associate Superintendent,
Student 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.

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).

CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at <https://www.caschooldashboard.org>.



DISTRICT STATEMENTS

DISTRICT MISSION

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

DISTRICT VISION

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

CORE VALUES

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

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.

DISTRICT GOALS

- 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 STATEMENTS

Principal's Message:

At Citrus High School our vision is to prepare every student for College, Career, and Life. We are committed to serving all our students through an alternative digital learning environment that supports their academic and social emotional needs. Our mission is to provide an alternative learning environment to graduate students who are literate individuals, critical thinkers, and who can persevere and apply their skills successfully in their community.

The staff is committed to excellence in teaching and learning by providing students a personalized learning pathway that supports each student to have academic success. We also provide students with a safe physical and digital learning environment. Citrus High School provides all students with an individualized grad plan that outlines their pathway to graduate at either High School or transfer back to their home school.

SCHOOL PROFILE

Citrus High School enrolls approximately 400 students in grades 10 -12. Our school provides 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 four quarters for credit recovery and two semesters for original credit, 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 at the comprehensive high schools.

The Citrus High School campus has many features to enhance our students' education. Our facilities include a multipurpose room/cafeteria, 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 Career Technical Education Program provides our students with a career simulation lap with forklift and backhoe operations that provide valuable life skills and additional career options which they can take advantage of immediately after graduation.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	Percentage
Female	33.9
Male	66.1
Non-Binary	
American Indian or Alaska Native	
Asian	1
Black or African American	6.1
Filipino	0.3
Hispanic or Latino	88.7
Native Hawaiian or Pacific Islander	
White	3.2
Two or More Races	0.6
EL Students	24.5
Foster Youth	0.6
Homeless	6.1
Military	
Socioeconomically Disadvantaged	82.9
Migrant Education	
Students with Disabilities	12.9

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
9th	0
10th	0
11th	105
12th	205
Total	310

CONDITIONS OF LEARNING

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.

TEACHER ASSIGNMENT

The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered "ineffective" under ESSA), credentialed teachers who are assigned out-of-field (considered "out-of-field" under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.20	60.16	1,251.40	72.77	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.80	0.22	4,205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	37.50	2.19	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.90	9.07	19.70	1.15	12,115.80	4.41
Unknown	6.70	30.72	407.00	23.67	18,854.30	6.86
Total Teaching Positions	21.90	100.00	1,719.70	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.90	88.92	1,590.00	90.86	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	10.60	0.61	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	29.50	1.69	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.30	6.17	31.90	1.82	11,953.10	4.28
Unknown	1.00	4.87	87.80	5.02	15,831.90	5.67
Total Teaching Positions	22.30	100.00	1,749.90	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.90	1.30
Total Out-of-Field Teachers	1.90	1.30

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

FACILITY INSPECTION RESULTS

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.

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	03/23/2022
Data Collected:	March 2022
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	C 202: 4. CEILING TILES ARE LOOSE. BLDG A/ ADMIN BLDG: 4. FLOOR TILES ARE BUBBLED AND CRACKED AT MAIN ENTRY. MPR: 4. LINOLEUM FLOOR IS BUBBLING THROUGHOUT. A 202/ INFO CTR, F 102, F 104, F 107, H 105, H 204: 4. WATER STAIN CEILING TILES.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	C 202, F 104, H 201: 7. ELECTRICAL CORDS ARE CREATING A TRIP HAZARD.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

SCHOOL FACILITIES

Age and 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.

INSTRUCTIONAL MATERIALS

Sufficiency of Instructional Materials

Fontana Unified School District held a public hearing on September 21, 2022, 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.

TEXTBOOKS

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

2022-23 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: 11th-12th / Course: AP Literature / Publisher: WW. Norton & Co. / Series: Norton Introduction to Literature / Adoption: 2016	Yes (State)	0
	Grade: 12th / Course: English/Language Arts / Publisher: The California State University / Series: Expository Reading and Writing Course, 2nd Edition / Adoption: 2013	Yes (State)	0
	Grades: 11th-12th / Course: AP Language / Publisher: Bedford/St. Martin / Series: The Language of Composition / Adoption: 2016	Yes (State)	0
	Grades: 10th-12th / Course: English/Language Arts / Publisher: The College Board / Series: Springboard, English Language Arts for 9-12 / Adoption: 2017	Yes (State)	0
Mathematics	Grades: 10th-12th / Course: Advanced Algebra / Publisher: Cengage/National Geographic Learning / Series: Advanced Algebra with Financial Application / Adoption: 2015	Yes (State)	0
	Grades: 10th-12th / Course: Intro to College Math / Publisher: McGraw-Hill / Series: Beginning and Intermediate Algebra / Adoption: 2017	Yes (State)	0
	Grades: 10th-12th / Course: Integrated Math / Publisher: Houghton Mifflin Harcourt / Series: Integrated Math Level 1-3 / Adoption: 2015	Yes (State)	0
	Grades: 10th-12th / Course: Pre-Calculus / Publisher: Pearson Prentice Hall / Series: Precalculus: Graphical Numerical Algebraic / Adoption: 2014	Yes (State)	0
	Grades: 10th-12th / Course: Trigonometry / Publisher: Pearson Prentice Hall / Series: Precalculus: Graphical Numerical Algebraic / Adoption: 2014	Yes (State)	0
	Grades: 10th-12th / Course: AP Calculus / Publisher: Pearson / Series: Calculus: Graphical, Numerical, Algebraic / Adoption: 2014	Yes (State)	0
	Grades: 10th-12th / Course: AP Statistics / Publisher: W. H. Freeman / Series: The Practice of Statistics / Adoption: 2014	Yes (State)	0
	Grades: 10th-12th / Course: Statistics / Publisher: Pearson / Series: Stats in Your World / Adoption: 2014	Yes (State)	0
History / Social Science	Grades: 11th-12th / Course: AP American Government / Publisher: McGraw Hill / Series: American Democracy Now / Adoption: 2016	Yes (State)	0
	Grades: 11th-12th / Course: AP Economics / Publisher: McGraw Hill / Series: Economics: Principles, Problems, and Policies / Adoption: 2014	Yes (State)	0
	Grades: 10th-12th / Course: US History / Publisher: McGraw Hill / Series: Impact United States History & Geography: Continuity & Change / Adoption: 2019	Yes (State)	0
	Grades: 10th-12th / Course: World History / Publisher: McGraw Hill / Series: Impact World History, Culture & Geography: The Modern World / Adoption: 2019	Yes (State)	0
	Grades: 10th-12th / Course: Economics / Publisher: McGraw Hill / Series: Impact Principles of Economics / Adoption: 2019	Yes (State)	0
	Grades: 10th-12th / Course: American Government / Publisher: McGraw Hill / Series: Impact Principles of American Democracy / Adoption: 2019	Yes (State)	0
	Grades: 10th-12th / Course: AP European History / Publisher: Prentice Hall / Series: Western Heritage Since 1300 / Adoption: 2015	Yes (State)	0
	Grades: 11th-12th / Course: AP Psychology / Publisher: Bedford Freeman Worth / Series: Psychology in Modules AP / Adoption: 2016	Yes (State)	0
	Grades: 11th-12th / Course: AP US History / Publisher: Cengage / Series: The American Pageant / Adoption: 2006	Yes (State)	0
	Grades: 10th-12th / Course: AP World History / Publisher: Bedford, Freeman and Worth / Series: Ways of the World / Adoption: 2016	Yes (State)	0
	Grades: 10th-12th / Course: Psychology / Publisher: McGraw Hill / Series: Understanding Psychology / Adoption: 2020	Yes (State)	0
	Grades: 10th-12th / Course: Sociology / Publisher: McGraw Hill / Series: Sociology & You / Adoption: 2020	Yes (State)	0

Science	Grades: 10th-12th / Course: Biology / Publisher: Savvas / Series: Miller Levine Biology / Adoption: 2022	Yes (State)	0
	Grades: 10th-12th / Course: Chemistry / Publisher: Savvas / Series: Experience Chemistry / Adoption: 2022	Yes (State)	0
	Grades: 10th-12th / Course: Physics / Publisher: Savvas / Series: Experience Physics / Adoption: 2022	Yes (State)	0
	Grades: 10th-12th / Course: Chemistry / Publisher: Bedford, Freeman & Worth / Series: Living by Chemistry / Adoption: 2019	Yes (State)	0
	Grades: 10th-12th / Course: Geology / Publisher: Holt / Series: Earth Science / Adoption: 2007	Yes (State)	0
	Grades: 10th-12th / Course: Earth Science / Publisher: Biozone International / Series: Earth and Space Sciences for NGSS / Adoption: 2022	Yes (State)	0
	Grades: 10th-12th / Course: Marine Biology / Publisher: Perfection Learning / Series: Marine Biology and Oceanography / Adoption: 2022	Yes (State)	0
	Grades: 10th-12th / Course: Forensic Science / Publisher: Pearson / Series: Forensic Science: An Introduction / Adoption: 2022	Yes (State)	0
	Grades: 10th-12th / Course: Astronomy / Publisher: McGraw Hill / Series: Explorations / Adoption: 2022	Yes (State)	0
	Grades: 10th-12th / Course: Anatomy & Physiology / Publisher: McGraw Hill / Series: Hole's Essentials of Human Anatomy and Physiology / Adoption: 2022	Yes (State)	0
	Grades: 10th-12th / Course: AP Environmental Science / Publisher: McGraw Hill / Series: Environmental Science / Adoption: 2022	Yes (State)	0
	Grades: 10th-12th / Course: AP Physics / Publisher: Pearson/Prentice Hall / Series: Physics / Adoption: 2022	Yes (State)	0
	Grades: 10th-12th / Course: AP Biology / Publisher: Bedford, Freeman & Worth / Series: Biology for the AP Course / Adoption: 2022	Yes (State)	0
	Grades: 10th-12th / Course: AP Chemistry / Publisher: Pearson / Series: Chemistry: A Molecular Approach / Adoption: 2022	Yes (State)	0
Foreign Language	Grades: 10th-12th / Course: AP French / Publisher: Pearson / Series: Allons Au-dela / Adoption: 2014	Yes (State)	0
	Grades: 10th-12th / Course: AP Spanish Language / Publisher: Vista Higher Learning / Series: Temas / Adoption: 2014	Yes (State)	0
	Grades: 10th-12th / Course: AP Spanish Lit. / Publisher: Pearson / Series: Reflexiones de la literatura hispánica / Adoption: 2014	Yes (State)	0
	Grades: 10th-12th / Course: French / Publisher: Vista Higher Learning / Series: D'Accord Level 1-3 / Adoption: 2015	Yes (State)	0
	Grades: 10th-12th / Course: Spanish / Publisher: McGraw-Hill / Series: Asi Se Dice! Level 1-3 / Adoption: 2017	Yes (State)	0
	Grades: 10th-12th / Course: Spanish / Publisher: McGraw-Hill / Series: El Español Para Nosotros Level 1-2 / Adoption: 2017	Yes (State)	0
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A
Science Laboratory Materials	N/A	N/A	0

PUPIL ACHIEVEMENT AND OUTCOMES

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 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).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at

<https://www.caaspp-elpac.cde.ca.gov/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: 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 value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject			
	School	District	State
	2021-22	2021-22	2021-22
English Language Arts/Literacy (Grades 3-8 and 11)	14	34	47
Mathematics (Grades 3-8 and 11)	0	18	33
Science (Grades 5, 8, and 10)	4	16	29

Assessment Results by Student Group - English Language Arts					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	195	186	95.38	4.62	13.51
Male	117	111	94.87	5.13	11.71
Female	74	71	95.95	4.05	15.71
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	178	169	94.94	5.06	14.29
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	41	39	95.12	4.88	5.13
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	149	142	95.30	4.70	14.18
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	14	13	92.86	7.14	0.00

Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	194	185	95.36	4.64	0.00
Male	117	111	94.87	5.13	0.00
Female	73	70	95.89	4.11	0.00
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	177	168	94.92	5.08	0.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	41	39	95.12	4.88	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	148	141	95.27	4.73	0.00
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	14	13	92.86	7.14	0.00

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	322	295	91.61	8.39	3.75
Male	195	181	92.82	7.18	5.52
Female	123	110	89.43	10.57	0.93
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	16	14	87.50	12.50	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	293	269	91.81	8.19	3.73
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	79	73	92.41	7.59	0.00
Foster Youth	--	--	--	--	--
Homeless	14	11	78.57	21.43	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	252	230	91.27	8.73	3.51
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	23	21	91.30	8.70	0.00

COLLEGE ENTRANCE REQUIREMENTS

- University of California (UC)

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 website at <https://admission.universityofcalifornia.edu/>.

- California State University (CSU)

Eligibility for admission to the CSU is determined by the three factors of specific high school courses, grades in specified courses and test scores, and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses 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 website at <https://www2.calstate.edu/>.

UC/CSU COURSE COMPLETION

Students are encouraged to take University of California/California State University courses if they plan to attend a four-year university. All students must pass each course with a grade of "C" or better each semester.

UC/CSU Course Enrollment	
Students Enrolled in Courses Required for UC/CSU Admission 2021-22	88.61
Graduates Who Completed All Courses Required for UC/CSU Admission 2020-21	0

CAREER TECHNICAL EDUCATION PARTICIPATION

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

2021-22 Career Technical Education Participation	
How many of the school's pupils participated in CTE programs?	250
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	2.1
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	

CAREER TECHNICAL EDUCATION PROGRAMS

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 and Research (NCCER)

* NCCER Core

* NCCER IME and I

* Computer Information Systems and Applications

* Business and Finance

For more information on career technical programs, ROP, partnership academies, and work experience, contact Hillary Wolfe, Director of Career Technical Education, at (909) 357-7600 extension 29180, or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

OTHER OUTCOMES

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pfi/>.

2021-22 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9th	N/A	N/A	N/A	N/A	N/A

PUPIL ENGAGEMENT

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

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2021-22	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	478	432	286	66.2
Female	171	156	106	67.9
Male	304	273	178	65.2
Non-Binary				
American Indian or Alaska Native	1	1	0	0
Asian	4	3	1	33.3
Black or African American	26	23	16	69.6
Filipino	1	1	1	100
Hispanic or Latino	429	391	259	66.2
Native Hawaiian or Pacific Islander	0	0	0	0
White	13	10	9	90
Two or More Races	4	3	0	0
EL Students	123	115	72	62.6
Foster Youth	3	2	1	50
Homeless	36	34	25	73.5
Military				
Socioeconomically Disadvantaged	402	368	250	67.9
Migrant Education	0	0	0	0
Students with Disabilities	68	59	37	62.7

DROPOUT AND GRADUATION RATES

The chart displays dropout and graduation rates for the most recent three-year period.

Dropout and Graduation Rates						
	Dropout Rates			Graduation Rates		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	16.5	15.6	19	66.5	61.5	75.6
District	3.8	5.0	5	92.9	89.8	92.1
State	8.9	9.4	7.8	84.2	83.6	87.0

Graduation Rates by Student Group			
2021-22	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	168	127	75.6
Female	56	43	76.8
Male	112	84	75
Non-Binary	0	0	0
American Indian or Alaska Native	0	0	0
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0
Hispanic or Latino	155	115	74.2
Native Hawaiian or Pacific Islander	0	0	0
White	--	--	--
Two or More Races	--	--	--
EL Students	53	36	67.9
Foster Youth	--	--	--
Homeless	20	13	65
Military			
Socioeconomically Disadvantaged	164	123	75
Migrant Education	0	0	0
Students with Disabilities	16	9	56.3

DROPOUT PREVENTION

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.

PARENT ENGAGEMENT

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

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 for students and siblings 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.

SCHOOL CLIMATE

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

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

SCHOOL SAFETY

The comprehensive Safe School Plan is developed by the Safe Schools Committee on an annual basis to comply with Senate Bill 187 of 1997 and is submitted to the District for approval. The plan was last reviewed, updated, and approved in August 2022. 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

SUSPENSIONS AND 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. Due to the COVID-19 pandemic, the 2019–2020 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	5.37	0	12.13	0	0	0.21
District	2.01	0.06	3.27	0.03	0	0.04
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	12.13	0.21
Female	7.02	0
Male	15.13	0.33
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	7.69	0
Filipino	0	0
Hispanic or Latino	12.35	0.23
Native Hawaiian or Pacific Islander	0	0
White	23.08	0
Two or More Races	0	0
EL Students	8.13	0.81
Foster Youth	0	0
Homeless	16.67	0
Military		
Socioeconomically Disadvantaged	12.44	0.25
Migrant Education	0	0
Students with Disabilities	5.88	0

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 AND PUBLIC LIBRARY ACCESS

For additional research materials and Internet availability, students are encouraged to visit county and city public libraries, which contain numerous computer workstations.

PROFESSIONAL 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 completes 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 and 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.

Three days are dedicated annually to district-wide staff development. All school sites have early student-release days on Wednesdays for PLC meetings, Staff collaboration, teacher prep time and professional development. 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 - ten 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.

PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2020-21	2021-22	2022-23
Number of Professional Development Days	3	3	3

ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	155

AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the school. 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.

Counseling and Support Staff	
2021-22	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	0.2

COUNSELING AND SUPPORT SERVICES

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.

CLASS SIZE DISTRIBUTION

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

*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
English	12	17	10	32	12	39	8	2	4			
Mathematics	14	18	17	17	4	7	1	2	7			
Science	11	15	10	10	3	4	5		2			
Social Science	11	16	9	28	9	34	5	2	5			

ADVANCED PLACEMENT

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.

Advanced Placement Classes	
2021-22	Number of Courses
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Totals	0
Percent of Students in AP Courses	0

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:

- After School Education
- Career Technical Education
- Extended Learning Opportunities
- Lottery: Instructional Materials
- Partnership Academies Program
- Special Education
- Supplementary Programs
- Title I, II, III, IV
- Transportation: Special Education

SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. 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>.

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 12,557
School: From Supplemental/Restricted Sources	\$ 3,325
School: From Basic/Unrestricted Sources	\$ 9,232
District: From Basic/Unrestricted Sources	\$ 6,057
Percentage of Variation between School & District	52.42 %
State: From Basic/Unrestricted Sources	\$ 6,594
Percentage of Variation between School & State	40.01 %

TEACHER AND ADMINISTRATIVE SALARIES

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.

2020-21 Average Salary Information		
	District	State
Beginning Teachers	\$ 50,645	\$ 51,081
Mid-Range Teachers	\$ 81,674	\$ 77,514
Highest Teachers	\$ 109,766	\$ 105,764
Elementary School Principals	\$ 124,573	\$ 133,421
Middle School Principals	\$ 124,573	\$ 138,594
High School Principals	\$ 137,291	\$ 153,392
Superintendent	\$ 250,000	\$ 298,377
Teacher Salaries	32 %	32 %
Administrative Salaries	5 %	5 %

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.

2020-21 Average Teacher Salary	
School	\$ 88,546
District	\$ 89,523
Percentage of Variation between School & District	-1.09 %
All Similar School Districts	\$ 85,368
Percentage of Variation between School & State	3.72 %

DISCIPLINE AND CLIMATE FOR LEARNING

Students at Citrus High School are guided by PBIS Schoolwide Expectations established by the Citrus High School staff members and promotes respect, responsibility, and safety. 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. Citrus High School's Renaissance Awards are earned by students maintaining a high level of academic achievement. We have also implemented PBIS Rewards as a schoolwide incentive program that aligns to the schoolwide expectations.