

CITRUS ELEMENTARY SCHOOL

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2007-08 SCHOOL ACCOUNTABILITY REPORT CARD

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The statistical information disclosed in this report is obtained from the California Department of Education and the Fontana Unified School District. When published, this report met all SARC-related state and federal requirements, using the most current data available. Data for instructional materials were acquired August 2008 and school facilities information was acquired in September 2008.

Principal's Message

The School Accountability Report Card provides information about Citrus Elementary School's instructional programs, academic achievements, and its resources. As you read this report card, you will see that Citrus Elementary School has a dedicated staff, which is experienced and knowledgeable, and eager to make a difference for our students.

Students are treated with respect, courtesy, and concern. Through teamwork, open communication, and a commitment to continuous improvement, our staff creates an environment that establishes, supports, and maintains high standards for learning and behavior. A rigorous core curriculum in language arts, mathematics, science, and social science is the focus for each grade level and for each student. If you have any questions about the information in this report, please call me at (909)357-5140, or stop by the school office.

School Mission

Community of learners where everyone is challenged to achieve their personal best!

Instructional program is learner and learning focused.

Targets high academic standards and behavior expectations for everyone.

Responsible for personal expectations and treats self and others with RESPECT!

Uniqueness and strength of every individual is valued, accepted and encouraged.

SUCCESS FOR ALL!

Parent Involvement

Parents are encouraged to get involved in Citrus Elementary's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Parents may volunteer to help out

District Goals

LEARNING FOR ALL STUDENTS Every student will be provided a comprehensive educational program aligned with the California State Standards that increases student achievement at the highest level and increases attendance.

SAFE, POSITIVE, WELL-MAINTAINED SCHOOLS Every student will be provided with a clean, orderly, and adequately equipped school that is organized for its educational purpose and where every student is welcomed, respected, and valued.

QUALITY STAFF PROVIDING QUALITY SERVICE Every student will be provided with a quality education by highly qualified staff who will be continuously trained in teaching strategies, support programs, and staff development activities.

SCHOOL/HOME/COMMUNITY PARTNERSHIPS & COMMUNICATION Every student will be supported, and relationships enhanced, through open communication with parents, students, colleagues, and the community to develop partnerships.

ACQUISITION & ALLOCATION OF RESOURCES THAT SUPPORT THE ABOVE GOALS Every student will be supported through the strategic allocation of all resources by continuously reviewing, updating, and fully implementing all district plans.

in their child's classroom, read to students, and chaperone field trips. Events such as Back to School Night provide opportunities for parents to interact with school staff while supporting their child's academic programs. Parents are invited to "Tuesday Morning with the Principal" each month to share their concerns or discuss school activities. Parent education activities include Community Based English Tutoring, Family Education Nights, Family Literacy Nights, and computer classes. The School Site Council, Parent Teacher Association, and English Language Advisory Council provide opportunities for parents to have input on curricular programs and financial planning.

School-to-home communication takes place in a variety of formats. A monthly calendar of school activities and events is mailed to each student's home. TeleParent™ is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. On occasion, flyers are sent home to remind parents of school activities or important events. Relaying school information is one of the primary functions of the "Tuesday Morning with the Principal" meetings and school committee meetings. School, district, and community information can be found on brochure spindles located in the school office and cafeteria entrance. Parents seeking more information about volunteering their time to the school community may contact the principal at (909) 357-5140.

School Profile

During the 2007-08 school year, Citrus Elementary School was a multi-track, year-round school serving 730 students in kindergarten through sixth grade, including 11.51% in special education and 57.4% qualifying for English learner support. Teaching staff are focused on student achievement and dedicated to meeting the needs of their students academically, socially, and emotionally. Two to three times a year, teachers evaluate each student's performance data to identify individual needs for intervention programs and develop action plans. Instructional programs are modified in relation to student performance and learning levels, employing proven research-based strategies focused on increasing proficiency in language arts and math.

Percentage of Students by Ethnicity

2007-08 Enrollment: 730

African-Amer.	3.4%
Amer. Indian or Alaskan Native	0.5%
Caucasian	4.2%
Asian	0.3%
Filipino	0.3%
Hispanic or Latino	90.6%
Pacific Islander	0.4%
Multiple or No Response	0.3%

Citrus Elementary encourages parents to take advantage of the many training opportunities provided at the school and through the district office. Parents may acquire valuable skills and strategies which can be used at home to support their child's learning process.

Student Achievement

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Citrus Elementary. These measures are used to monitor students' actual progress as well as to evaluate the effectiveness of the instructional program.

District Benchmark Assessments

All students in grades kindergarten through five are tested in language arts five times a year and tested in math three times a year; students in sixth grade are tested in language arts and math once every trimester. These curriculum embedded tests, developed by the district, are written and aligned with state and district standards. Using the results of district assessments, state assessments, and student grades, Fontana Unified School District created a multiple measures matrix to evaluate overall student progress and to identify students at risk of not meeting grade level standards. Using the matrix, Fontana Unified School District and Citrus Elementary provided individualized intervention programs for students not meeting grade level proficiency standards.

California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

Standardized State Assessments

Students at Citrus Elementary School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of six components, which include the California Standards Tests (CST), Aprenda 3, California Alternative Performance Assessment (CAPA), and California Modified Assessment (CMA).

The CST aids in determining the level of individual proficiency required by the state. The CMA was introduced as part of the STAR in 2008; this assessment is administered in lieu of the CST to third, fourth, and fifth grade students who had an individualized education program. CAPA is administered to students with significant disabilities who were not able to take the CST or CMA with accommodations or modifications. The Aprenda 3 measures academic proficiency of Spanish-speaking students in their native language. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

California Standards Tests (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. All school districts in the State of California are required to report their CST results in comparison to the state average.

The CST tables in this report (page 3) illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov/>.

Physical Fitness

In the spring of each year, Citrus Elementary is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are

California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Citrus			FUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	25	27	34	28	30	34	42	43	46
Math	41	33	42	27	27	30	40	40	43
Science	23	15	30	18	23	31	35	38	46
History				17	17	19	33	33	36

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08							
	Citrus						
	African- Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	30	*	*		34	*	48
Math	30	*	*		41	*	62
Science	*	*			28		*
History							

*Less than 10 students were tested; to protect confidentiality, these results are not disclosed.

California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08						
	Citrus					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	34	32	24	34		
Math	45	38	37	42		
Science	35	24	6	30		
History						

Academic Performance Index (API) Three-Year Performance Comparison				
	2008 API Score	API Rank		
		2005	2006	2007
Statewide Rank		3	3	3
Similar Schools Rank		9	8	7
Results	2008 API Score	Increase/Decrease in API		
		05-06	06-07	07-08
Schoolwide - All Students	739	15	-11	37
Ethnic Subgroups				
Hispanic or Latino	734	14	-12	37
Other Subgroups				
Economically Disadvantaged	739	15	-11	37
English Learners	727	17	-4	40

considered to be physically fit or in the "healthy fitness zone."

Upon completion of the 2007-08 fitness exam, 22.8% of fifth grade students tested scored in the "healthy fitness zone". Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

Academic Performance Index

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

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

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

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

Adequate Yearly Progress (AYP)

No Child Left Behind (NCLB) is a federal law that mandates that all students, including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency, meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate Adequate Yearly Progress (AYP) toward achieving that goal. AYP mandates that certain requirements are met each year:

- Each school and subgroup must perform at designated proficiency levels; 35.2% of elementary and middle school students must be proficient in language arts and 37% must be proficient in math.

- At least 95% of students must take state standardized tests.
- Schools must show improvement in the Academic Performance Index (API) by achieving an API score of 620 or 1 point in growth.
- Each high school must have a graduation rate of 83% or show an increase in the graduation rate of 0.2% over a two-year period.

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2007-08

Did the school and district meet or exceed 2008 AYP performance criteria in each of the areas listed below?

AYP Indicator	Citrus	FUSD
Overall School Results	Yes	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	Yes	No
Math	Yes	No
API	Yes	Yes
Increase API by one point		
Graduation Rate	N/A	Yes

The AYP table in this report illustrates the school's progress in meeting 2007-08 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2007-08, Citrus Elementary qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting

established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ay/.

Title I Program Improvement (PI) Status

	Citrus	FUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2008-2009
Year in PI	N/A	Year 1
Year Exited PI	N/A	N/A
No. of Schools Currently in PI		4
Percent of Schools Currently Identified for PI		9.1%

The statistical information in this table reflects the PI status during the 2008-09 school year.

School Facilities & Safety

Citrus Elementary provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1999; ongoing maintenance by site custodians and district trade specialists

ensures facilities remain up-to-date and provide adequate space for students and staff.

Campus Description

Year Built	1999
Acreage	12.72 ac
Square Footage	53,124 sf
	Qty.
# of Permanent Classrooms	23
# of Portable Classrooms	18
# of Restrooms (student use)	4 sets
Library	1
Staff Lunch Room	1
Teacher Work Room	1
Cafeteria / Multipurpose Room	1

Campus Supervision

Each morning before school starts, the principal and assistant principal greet students, parents, and staff at the school entrance area. Noon aides and teachers supervise students in the cafeteria before classes begin. During recess, noon aides and teachers are on the playground to ensure students play safely. At lunch time, four noon aides and the assistant principal monitor cafeteria and playground activities. When students are dismissed for the day, all teachers and noon aides share the responsibility of making sure students depart safely. Since the bus loading and student pickup areas are shared, bus riders depart first and then remaining students are released to parents arriving by personal transportation. Citrus Elementary is a

School Facility Good Repair Status

Item Inspected	Repair Status			
	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Most Recent Inspection: February 13, 2008				
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)		✓		Room 29: Repair small holes in wall by clock/entry door. Rooms 13, 14, 21, 32: Replace stained ceiling tile. Room 2, 3, 4, 5, 6, 7, 15, 16: Replace stained ceiling tiles. W. O. # 49741. Stage: Repair loose edges on stage steps in MPR.
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			Room 33: Replace broken ceiling light diffuser.
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			Girls' restroom: Repair two electric hand dryers that are not operative.
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			Rooms 2, 3, 4, 5, 6, 7, 15, 16: Check for roof leaks. W. O. # 49741.
Overall Cleanliness	✓			

Overall Summary of School Facility Good Repair Status

Overall Summary	Exemplary	Good	Fair	Poor
		✓		

Rating Description:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and /or in the process of being mitigated. Work orders were generated for all deficiencies.

closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed and updated in October 2008. Teachers were then notified via e-mail that the safety plan was available for review on the school's network. An updated copy is available to the public at the school office. Highlights of the Safe School Plan include the following: 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, and conflict resolution. The school's disaster plan identifies the roles and responsibilities of school staff during an extreme emergency situation; the plan is discussed and reviewed with school staff at the beginning of each school year.

Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure playgrounds, classrooms, 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. Daily housekeeping and cleaning takes place in the evening. 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 submit work orders to the school secretary who forwards all work orders to the district's maintenance department who identifies the scope of the project and then assigns the

project to either district maintenance technicians/specialists or site custodians. Each site custodian is capable of handling general repairs; 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.

One full-time day custodian and two full-time evening custodians are assigned to Citrus Elementary and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning before students arrive on campus, the day custodian inspects facilities for graffiti, safety hazards or other conditions that need attention prior to students and staff entering school grounds. Noon aides check restrooms for cleanliness frequently throughout the day as part of their regular duties and notify the custodian when cleaning or restocking are required. The principal and custodians communicate regularly regarding campus maintenance and safety issues.

The district's maintenance department inspects facilities and operating systems at Citrus Elementary at least twice a year. A formal inspection report is filed annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses a school site inspection survey developed by the California Office of Public School Construction to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on February 13, 2008. During the 2007-08 school year, all restrooms were fully operational and available for students to use at all times.

Deferred Maintenance

Fontana Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2007-08 school year, Citrus Elementary received \$26,320 of deferred maintenance funds which were used for electrical improvements throughout the campus.

Classroom Environment

Discipline & Climate for Learning

Students at Citrus Elementary are guided by district policies established by the Fontana Unified School District and which promote respect, cooperation, courtesy, and acceptance of others. Student behavior expectations and classroom management policies are driven by the PeaceBuilders program which focuses on teaching positive character traits, embedding life-lessons into the standard curriculum. Every Monday morning, students recite the PeaceBuilder's Pledge; once a month, teachers introduce and discuss the month's character trait theme followed by daily reinforcement integrated into class lessons.

At the beginning of the school year, 1) school staff explain and discuss the various types of appropriate and inappropriate school behavior and 2) each student is provided a student handbook which outlines district policies, school rules, and behavioral expectations. School rules and individual responsibilities are reinforced at schoolwide discipline assemblies conducted during the first few weeks of school. Students are reminded of school rules and acceptable conduct practices at a second discipline assembly at the beginning of the second and third semesters.

Suspensions & Expulsions			
	Citrus		
	05-06	06-07	07-08
Suspensions (#)	74	14	21
Suspensions (%)	9.08%	1.73%	2.88%
Expulsions (#)	5	1	0
Expulsions (%)	0.61%	0.12%	0.00%
	FUSD Elementary Schools		
	05-06	06-07	07-08
Suspensions (#)	1040	977	2146
Suspensions (%)	5.18%	4.75%	10.90%
Expulsions (#)	13	10	98
Expulsions (%)	0.06%	0.05%	0.50%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

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 principal or assistant principal's office. When administering

consequences, the principal/assistant principal takes into consideration the referred student's past behavioral trends and seriousness of infraction.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship and effort. Teachers have developed individual classroom incentive plans to reward students for maintaining positive behavior and academic progress. Students demonstrating good citizenship for the week based on the PeaceBuilders philosophy are recognized. Students maintaining perfect attendance for the week are honored; perfect attendance for the month and trimester are recognized at the end-of-term assemblies.

Class Size

The following table illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution Self-Contained Classes				
2005-06				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	22.3	2	4	
1	20.2	4	2	
2	19.6	8		
3	18.0	7		
4	31.6		3	2
5	26.3		4	
2006-07				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	23.3	2	4	
1	18.9	7		
2	19.2	5	1	
3	17.7	6	1	
4	31.0		4	
5	29.4		5	
K-3	14.0	1		
2007-08				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	30.3		4	
1	18.6	7		
2	16.6	7		
3	19.5	6		
4	27.0		4	
5	29.5		4	

Combo classes are any combination of grades K-3.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Citrus Elementary supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input. During the 2007-08 school year, Citrus Elementary held three staff development days that focused on: team collaboration and planning, professional development, Open Court curriculum.

Staff Development Days Three-Year Trend		
2005-06	2006-07	2007-08
3	3	3

Fontana Unified School District offers support to new and veteran teachers as well as interns, pre-intern teachers, paraprofessionals, and substitute teachers. Staff members are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Instructional Materials

All textbooks used in the core curriculum throughout Fontana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and

approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On August 6, 2008, Fontana Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 08-46 which certifies as required by Education Code §60119, that (1) textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-11, inclusive.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for health, foreign language, and visual/performing arts curricula. During the 2008-09 school year, Fontana Unified School District certifies that each student, including English learners, enrolled in a health, foreign language, and/or visual performing arts class has been provided with a textbook or supplemental materials

District Adopted Textbooks			
	Publisher	Grades	Year Adopted
Language Arts			
	Houghton Mifflin; <i>Open Court Reading</i>	K-5	2004
	Hampton Brown; <i>Into English</i>	K-5	1998
	Holt, Rinehart and Winston; <i>Literature and Language Arts</i>	6	2003
	Hampton Brown; <i>High Point</i>	6	2003
Math			
	Scott Foresman; <i>California Mathematics</i>	K-5	2008
	McDougal Littell; <i>Mathematic Concepts and Skills</i>	6	2008
Science			
	Houghton Mifflin; <i>California Science</i>	K-5	2007
Social Science			
	Houghton Mifflin; <i>Social Studies</i>	K-5	2006
	Holt, Rinehart and Winston 2006; <i>Ancient Civilizations</i>	6	2006

to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Library Resources

The school library is open from 7:00 a.m. to 3:30 p.m. and is staffed by a full-time librarian. The library features over 10,000 titles in English and more than 200 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias, dictionaries, magazines, and books on tape. Fourteen Internet-accessible computers are available for skill-building activities and research. Students visit the library with their class at least once a week, and may visit the library independently before school, during lunch, and after school.

Technology Resources

During the 2007-08 school year, Citrus Elementary had a total of 44 computers. Each teacher determines the method to integrate technology into the language arts, social science, science, and math curriculum. Students use computers individually or in small groups for Open Court research (supplemental software component of Open Court reading curriculum), Accelerated Reader testing, graphics presentations, STAR testing, Study Island (web-based), and other skill-building applications. Each classroom is equipped with a teacher's laptop, an LCD projector, and a SMARTBoard™ to enhance class lessons using graphics presentations and web-based virtual resources such as *united streaming*, KidBiz3000®, and *Open Court Reading Online Phonics*.

Professional Staff

Counseling & Support Services Staff

Citrus Elementary 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. Student Intervention Teams (SIT) address issues that affect the ability of a student to perform at his or her best in school and recommend various intervention strategies/services to meet the unique needs of referred students.

Counselors & Support Personnel (Nonteaching Professional Staff) 2007-08		
	No. of Staff	FTE
Psychologist	1	0.60
School Nurse	1	0.25
Health Assistant	1	0.60
Adaptive PE Specialist	1	0.10
Adaptive PE Aide	1	0.10
LSH Therapist	1	0.80
LSH	1	0.20

FTE = Full-Time Equivalent
LSH = Language/Speech/Hearing

The district's Special Education Local Plan Areas (SELPA) provides a wide range of specialized instructional and support services for students with exceptional needs. The SELPA employs highly qualified professionals and special education experts to meet the unique needs of each child based upon their IEP. Citrus Elementary'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.

Teacher Assignment

For the 2007-08 school year, Citrus Elementary had 33 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant".

In the table below which identifies the number of classrooms taught and not taught by NCLB compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

	Teacher Credentials & Assignments							
	Citrus				FUSD			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
Total Teachers	36	37	34		1823	1885	1869	
Teachers with Full Credential	30	36	33		1723	1802	1764	
Teachers without Full Credential	6	1	1		100	83	105	
Teachers in Alternative Routes to Certification	5	0	1		91	72	76	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	1	0	0		33	19	96	
Teachers with Waivers	0	0	0		0	1	0	
Teachers Teaching Outside Subject Area	0	0	0		34	33	59	
Teacher Misassignments - Total	3	1	0		392	270	102	
Other Misassignments of Certificated Staff	0	0	0		13	0	35	
Teacher Misassignments for English Learners	3	1	0		379	270	67	
Teacher Vacancies	0	0	0	0	4	0	2	5

	Percentage of Core Classes:	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2007-08	
Citrus	100.0	0.0
District Totals		
All Schools	97.9	2.1
High-Poverty Sch.	99.9	0.1

	Teacher Education Levels 2007-08	
	Citrus	FUSD
	%	%
Doctorate	0.0	1.5
Master's Degree plus 30 or more semester hours	29.4	34.6
Master's Degree	0.0	1.1
Bachelor's Degree plus 30 or more semester hours	55.9	49.2
Bachelor's Degree	14.7	11.3
Less than a Bachelor's Degree	0.0	2.2

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2006-07 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2006-07		
	FUSD	Average of Districts in Same
Beginning Teacher Salary	\$40,202	\$40,721
Mid-Range Teacher Salary	\$67,749	\$65,190
Highest Teacher Salary	\$85,496	\$84,151
Average Principal Salaries:		
Elementary School	\$113,304	\$104,476
Middle School	\$108,154	\$108,527
High School	\$122,067	\$119,210
Superintendent Salary	\$192,444	\$210,769
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.5%	39.9%
Administrative Salaries	4.9%	5.5%

Expenditures Per Student

For the 2006-07 school year, Fontana Unified School District spent an average of \$7,682 of total general funds to educate each student (based on 2006-07 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Current Expense of Education per Pupil 2006-07					
Dollars Spent per Student					
Expenditures Per Pupil	Citrus	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$5,172	\$7,893	65.5%	N/A	N/A
Restricted (Supplemental)	\$932	\$2,383	39.1%	N/A	N/A
Unrestricted (Basic)	\$4,240	\$5,510	77.0%	\$5,300	80.0%
Average Teacher Salary	\$52,504	\$64,747	81.1%	\$65,008	80.8%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2006-07 school year, the district received \$2,682 per ADA of categorical, special education, and support program funds for:

- After School Learning & Safe Neighborhood Partnerships
- Agricultural Vocational Incentive Grants
- Arts and Music Block Grant
- Arts, Music, and Physical Education Supplies and Equipment
- California High School Exit Examination (CAHSEE)
- California Peer Assistance & Review Program for Teachers (CPARP)
- California School-Age Families Education Program (Cal-SAFE)
- Community-Based Tutoring Grants
- Discretionary Block Grant
- Dropout Prevention
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority Schools: SAIT and Corrective Action
- Immediate Intervention/Underperforming Schools Program (II/USP)
- Instructional Materials, Library Materials, and Education Technology
- Partnership Academies Program
- Professional Development Block Grant

- Pupil Retention Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- School and Library Improvement Block Grant
- School Safety & Violence Prevention, Grand 8-12
- Special Education
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Title I, II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation
- Vocational Programs

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Citrus Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Citrus Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Citrus Elementary School is the Fontana Branch Library located at 8437 Sierra Avenue, Fontana, CA 92235.

Fontana Branch Library
(909) 574-4500

Hours:
Sunday 12-5
Monday-Thursday 10-9
Friday-Saturday 10-6

Number of computers available: 232
Number of printers available: 4