

CITRUS ELEMENTARY SCHOOL



Grades PreK-6
Kevin Tierney, Principal
16041 Randall Avenue - Fontana, CA 92335
(909) 357-5140 - FAX (909) 357-5149



2009-10 SCHOOL ACCOUNTABILITY REPORT CARD

FONTANA UNIFIED SCHOOL DISTRICT

9680 Citrus Avenue
Fontana, CA 92335
(909) 357-5000
www.fusd.net

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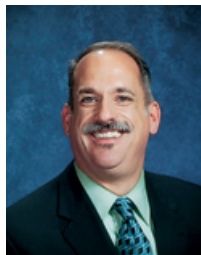
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Contents

Principal's Message
District Goals
School Profile
Parent Involvement
Student Achievement
School Facilities & Safety
Classroom Environment
Curriculum & Instruction
Professional Staff
District Expenditures
SARC Data and Access

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 and school facilities information were acquired on January 2011.

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!

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.

School Profile

During the 2009-10 school year, Citrus Elementary School was a modified, traditional year-round school serving 797 students in kindergarten through sixth grade, including 10% receiving special education services, 56.3% qualifying for English learner support, and 91.5% enrolled in the free and reduced-price meal program. Teaching staff are focused on student achievement and dedicated to meeting the needs of their students academically, socially, and emotionally. Teachers and administrators 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.

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.

Percentage of Students by Ethnicity / Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-American	3.6%	Kindergarten	130
Amer. Indian or Alaskan Native	0.1%	Grade 1	120
Caucasian	4.0%	Grade 2	111
Asian	0.1%	Grade 3	111
Filipino	0.0%	Grade 4	107
Hispanic or Latino	92.0%	Grade 5	125
Pacific Islander	0.1%	Grade 6	93
Total Enrollment			797

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 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, Project Inspire, Family Education Nights,

Parent Workshop, Family Literacy Nights, and computer classes. The School Site Council, Parent Teacher Association, and English Learner Advisory Council provide opportunities for parents to have input on curricular programs and financial planning.

Citrus Elementary School's community liaison is available to student's families who need assistance obtaining services to support a healthy lifestyle and fulfill basic needs. The community liaison connects families with community agencies which provide food, clothing, social services, medical services, and dental services.

School-to-home communication is provided in both English and Spanish. 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.

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.

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.

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.

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 four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS).

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. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. The CST tables in this report 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>.

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

STAR Results All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Citrus			FUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	34	32	45	34	38	42	46	50	52
Math	42	43	58	30	35	39	43	46	48
Science	30	21	35	31	33	39	46	50	54
History				19	25	31	36	41	44

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.

STAR Results Percentage of Students Scoring at Proficient & Advanced Levels 2009-10									
	Citrus								
	African-American	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	Two or More Races	
English-Language Arts	35	*	*		45	*	85		
Math	35	*	*		58	*	77		
Science	*	*	*		36	*	*		
History									

*When 10 students or less are tested; to protect confidentiality, these results are not disclosed.

STAR Results Percentage of Students Scoring at Proficient & Advanced Levels 2009-10							
	Citrus						
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education	
English-Language Arts	47	43	33	45	47		
Math	61	55	52	58	43		
Science	42	28	14	35	*		
History							

Academic Performance Index (API) Three-Year Performance Comparison						
	API Rank			School Growth	District Growth	State Growth
	2007	2008	2009			
Statewide Rank	3	3	2			
Similar Schools Rank	7	8	6			
Results	School Increase/Decrease in API			2010	2010	2010
	2007-08	2008-09	2009-10			
Schoolwide - All Students	37	-3	58	785	731	767
Ethnic Subgroups						
Hispanic or Latino	37	-2	59	783	727	715
Other Subgroups						
Economically Disadvantaged	37	-3	58	785	727	712
English Learners	40	3	60	780	703	691

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; 56.8% of elementary and middle school students must be proficient in language arts and 58% 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 680 or 1 point in growth.
- Each high school must have a graduation rate of 90%.

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2009-10

Did the school and district meet or exceed 2010 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		
English-Language Arts	Yes	No
Math	Yes	No
API	Yes	Yes

The AYP table in this report illustrates the school's progress in meeting 2009-10 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/.

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 fifth grade. The physical fitness test measures students' ability to complete six fitness tasks in six areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or 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/>.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2009-10			
Grade Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
5th Gr.	25.2%	21.7%	24.3%

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 2009-10, Citrus Elementary qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Title I Program Improvement (PI) Status

	Citrus	FUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2008-09
Year in PI	N/A	Year 3
No. of Schools Currently in PI		13
Percent of Schools Currently Identified for PI		28.9%

The statistical information in this table reflects the PI status during the 2010-11 school year.

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/.

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

2009-10 Campus Improvement Projects:

- Some classrooms, office and library carpet installed

Campus Supervision

Each morning before school starts, the principal and support staff greet students, parents, and staff at the school entrance area. Noon aides and teachers supervise students receiving breakfast in the cafeteria before classes begin. During recess, noon aides and teachers are on the playground to ensure students play safely. At lunch time, three noon aides and administrators monitor cafeteria and playground activities. When students are dismissed for the day, all teachers and administrators 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 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 2010. 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 is required. The principal and custodians communicate frequently regarding campus maintenance and safety issues.

Facilities Inspections

The district's maintenance department inspects facilities and operating systems at Citrus Elementary at least twice a year. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs. The most recent school inspection took place on February 16, 2010. During the 2009-10 school year, all restrooms were fully operational and available for students to use at all times.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Most Recent Inspection: February 16, 2010	Good	Fair	Poor	Work orders were generated for all deficiencies noted below.
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			17, 24: Re-seat ceiling tiles. 11, 15, 27, Workroom 154, 9, 3: Stained ceiling tiles. Portable Boys Restroom, Boys Restroom by 21, Boys Restroom by 6: Replace soap dispenser. 12/15 Common Entry, Portable Staff Restroom, Girls Restroom by 21, Teacher Lounge, 5, MPR: Lamps out.
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			Storage, Storage 136, Storage 115, Storage 106: Trash and debris.
Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Exemplary: The school meets most or all the standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

San Bernardino County Williams Inspection Results

On an annual basis, representatives from the San Bernardino County Superintendent of Schools visit Fontana Unified School District's schools that are in the API Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection completed by the county took place on September 1, 2010. Results of the inspection and corrective action taken by the district are provided in the table below.

Area Inspected	Category	Deficiency Noted	Corrective Action Taken
Library	Fire Safety	Fire extinguisher is missing	
Auditorium/MPR	Interior Surfaces	Flooring has damage from cracks, tears, and/or holes	
Field East of Playground Equipment	Playground & School Grounds	Signs of water drainage problems including standing water on hardscape areas; sprinkler covers/sprinklers are broken	
Kindergarten Boys Restroom	Restrooms	Toilet damaged, broken or clogged	

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 2009-10 school year, Citrus Elementary received a portion of \$443,552 in deferred maintenance funds for campus repair and improvements.

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. At the beginning of the school year, 1) school staff 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 behavior 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 held at the beginning of the second and third semesters.

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 the seriousness of the infraction.

Suspensions & Expulsions			
	Citrus		
	07-08	08-09	09-10
Suspensions (#)	21	52	34
Suspensions (%)	2.88%	6.62%	4.27%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
FUSD Elementary Schools			
	07-08	08-09	09-10
Suspensions (#)	707	1219	939
Suspensions (%)	3.59%	6.39%	4.82%
Expulsions (#)	3	2	2
Expulsions (%)	0.02%	0.01%	0.01%

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.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship and effort. Teachers have developed individual classroom incentive programs to reward students

for maintaining positive behavior and academic progress. Citizenship and good behavior are rewarded immediately with Citrus Sun Tickets; at the end of each month, students may submit their Citrus Sun Tickets into a drawing for books, toys, and restaurant certificates. Students maintaining perfect attendance for the week 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				
2007-08				
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	
2008-09				
K	31.8		4	
1	18.3	6		
2	18.0	7		
3	19.6	4	1	
4	28.0		4	
5	26.5		4	
6	22.3		4	
2009-10				
K				
1				
2				
3				
4				
5				

2009-10 Data was not available at the time of publication of this report.

Curriculum & Instruction

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 October 6, 2010, 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 #10-57 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 its visual/performing arts curriculum. During the 2009-10 school year, Fontana Unified School District provided each student, including English learners, enrolled in a visual performing arts class their own textbook or supplemental materials 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 2008-09 school year, Citrus Elementary had a total of 136 computers. On average, each classroom contains four Internet-accessible computer workstations which are used 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. One mobile technology cart equipped with 20 laptop computers is available for whole class projects. Each classroom is furnished 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 *unitedstreaming*, KidBiz3000®, and *Open Court Reading Online Phonics*. Teachers determine the most appropriate methods to integrate technology into the language arts, social science, science, and math curriculum.

District Adopted Textbooks			
Publisher	Grades	% of Students Lacking Textbooks	Year Adopted
Language Arts			
SRA/McGraw-Hill; <i>Open Court Reading</i>	K-6	0	2004
Hampton Brown; <i>Into English</i>	K-5	0	1998
Hampton Brown; <i>High Point</i>	6	0	2003
Math			
Houghton Mifflin; <i>California Mathematics</i>	K-5	0	2008
Holt; <i>California Mathematics Course 1 Numbers to Algebra</i>	6	0	2008
Science			
Houghton Mifflin; <i>California Science 2007</i>	K-6	0	2007
Social Science			
Houghton Mifflin; <i>Social Studies</i>	K-5	0	2006
Holt, Rinehart, Winston 2006; <i>Ancient Civilizations</i>	6	0	2006

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

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 2009-10 school year, Citrus Elementary staff participated in two staff development days.

Staff Development Days Three-Year Trend		
2007-08	2008-09	2009-10
3	3	2

As a supplement to district-sponsored training, Citrus Elementary School hosted site-based training on early release days throughout the year in grade level teams. A portion of teacher training activities were led by the school's Administrative Instructional Support Staff. The remaining portion of 2009-10 staff training time focused on 1) Academic Interventions and 2) specific areas of need as determined by each grade level team.

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

- Effective Instruction for ELLs
- Vocabulary Instruction for EL students
- GLAD Strategies
- Pathway to Proficiency using Thinking Maps
- Building Academic Language
- 40 Developmental Assets
- Providing Meaningful Feedback
- Scaffolding Math Instruction for Struggling EL Learners
- Avenues
- Instructional Strategies to Support English Learners
- High Point
- Frontloading ELA Instruction
- SDAIE Strategies
- Student Engagement: Create the Context
- Support Differentiated Instruction with Technology
- Parent Involvement

New and veteran teachers are offered support through the Peer Assistance and Review and Beginning Teacher Support Assistance programs. Each program pairs participating teachers with qualified veterans to gain the skills and

knowledge to be effective in the classroom. Paraprofessionals receive specialized training to support current classroom curricula and instructional strategies. Classified support staff receive job-related training from department supervisors and district representatives.

Professional Staff

Teacher Assignment

For the 2009-10 school year, Citrus Elementary had 29 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". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

The table below identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under

NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

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) 2009-10

	No. of Staff	FTE
Counselor	0	
Adaptive PE Aide	1	0.10
Adaptive PE Specialist	1	0.10
Community Liaison	1	0.50
Health Assistant	1	0.75
LSH	1	1.00
Psychologist	1	0.60
School Nurse	1	0.20

FTE = Full-Time Equivalent

LSH = Language/Speech/Hearing

Teacher Credentials & Assignments

	Citrus				FUSD			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
Total Teachers	34	36	29		1869	1898	1608	
Teachers with Full Credential	33	36	29		1764	1816	1584	
Teachers without Full Credential	1	0	0		105	82	24	
Teachers in Alternative Routes to Certification	1	0	0		76	72	72	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	0	0	0		95	41	41	
Teachers with Waivers	0	0	0		0	1	1	
Teachers Teaching Outside Subject Area	0	0	0		32	26	26	
Teacher Misassignments - Total	0	0	0	0	41	4	6	0
Other Misassignments of Certificated Staff	0	0	0	0	9	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	32	4	6	0
Teacher Vacancies	0	0	0	0	2	0	13	0

Percentage of Core Classes:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2009-10	
Citrus	100.0%	0.0%
District Totals		
All Schools	99.7%	2.3%
High-Poverty Sch.	99.7%	2.3%

Teacher Education Levels

	2009-10	
	Citrus %	FUSD %
Doctorate	0.0	0.4
Master's Degree plus 30 or more semester hours	3.2	3.1
Master's Degree	45.2	37.5
Bachelor's Degree plus 30 or more semester hours	48.4	52.1
Bachelor's Degree	3.2	7.0
Less than a Bachelor's Degree	0.0	0.0

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.

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: 2008-09 salary comparison data was the most recent data available at the time this report was published.)

	Salary Comparison 2008-09	
	FUSD	Average of Districts in Same
Beginning Teacher Salary	\$41,006	\$42,377
Mid-Range Teacher Salary	\$69,104	\$67,667
Highest Teacher Salary	\$87,206	\$87,102
Average Principal Salaries:		
Elementary School	\$107,691	\$108,894
Middle School	\$110,317	\$113,713
High School	\$124,509	\$124,531
Superintendent Salary	\$197,514	\$223,323
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.4 %	40.2 %
Administrative Salaries	4.5 %	5.5 %

- Instructional Materials
- Lottery: Instructional Materials
- Parent/Teacher Involvement
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Quality Education Investment Act
- Regional Occupation Centers & Programs
- School & Library Improvement Block Grant
- School Safety & Violence Prevention
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Supplementary Programs
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Title I, II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs
- Williams Case Settlement

Expenditures Per Student

For the 2008-09 school year, Fontana Unified School District spent an average of \$8,248 of total general funds to educate each student (based on 2008-09 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 2008-09					
Expenditures Per Pupil	Dollars Spent per Student				
	Citrus	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$5,788	\$6,037	95.9%	N/A	N/A
Restricted (Supplemental)	\$1,130	\$1,650	68.5%	N/A	N/A
Unrestricted (Basic)	\$4,658	\$4,387	106.2%	\$5,681	82.0%
Average Teacher Salary	\$58,965	\$61,647	95.6%	\$68,179	86.5%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2008-09 school year, the district received federal, special education, and support program funds for:

- ARRA: State Fiscal Stabilization Fund
- After School Learning & Safe Neighborhood Partnerships
- Arts & Music Block Grant
- CA High School Exit Examination
- CA School-age Families Education Program
- California Health Science Capacity Building Project
- California Peer Assistance & Review
- Community Based Tutoring
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority School: SAIT and Corrective Action

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