



*To graduate all students prepared to
succeed in a changing world.*

Citrus Elementary School

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Kindergarten - Fifth Grade
Euniece Brockett
Principal

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Fontana Unified School District

Citrus Elementary School

2000-2001 Annual School Report Card

A Message from the Superintendent

The Mission of the Fontana Unified School District is to prepare all students to be successful in a changing world. Today, more than ever before, our focus is on ensuring academic success for all students.

The contents of the School Accountability Report Card provide information on each school's accomplishments by specific categories. The school and district are proud of the many accomplishments and recognize the need for constant review and improvement as necessary. It is our hope that you will find the information useful as all of us continue to enhance the program for students.

Karen J. Harshman, Ed.D.
Superintendent of Schools

Principal's Message

The School Accountability Report Card provides information about Citrus Elementary School's instructional programs, academic achievement and its resources. The data provided in this document represent the academic programs and student success for the 2000-2001 school year.

As you read this Report Card, you will see that Citrus Elementary School has a strong staff of skilled professionals who are personally committed to meeting the learning needs of all students. The students of Citrus Elementary take responsibility for their learning and are motivated to perform well. School personnel are dedicated to ensuring that Citrus Elementary is a welcoming, safe and challenging learning community. 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, recognizes, supports and maintains high standards for learning and behavior.

We believe all students can learn. We have made a commitment to provide the best educational program possible for our students. We work together to create expectations that are within the reach of each child and match each individual's capabilities. This message is regularly conveyed to students as we talk about doing our "PERSONAL BEST!"

School Mission Statement

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.

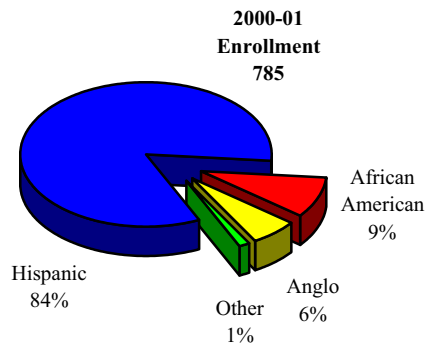
SUCCESS FOR ALL!

School Vision

Citrus Elementary School is a collaborative community in which all members share mutual respect and responsibility to provide a safe, caring and positive learning environment. All members of the Citrus Elementary community are students, all students are teachers, all teachers are learners, and all learners are successful.

School Profile

Citrus Elementary School opened in July 1999 at a middle school campus. Staff and students moved to our current location in September of 1999. In 2000-01 Citrus Elementary was a year-round, multi-track school serving 785 students in grades kindergarten through five.



In addition, Citrus Elementary had a preschool program and a class for two year old children. The school's goal is to provide exemplary educational opportunities for all students. Citrus Elementary is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience.

Discipline & Climate for Learning

Students at Citrus Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Citrus Elementary's discipline program is to provide students with opportunities to learn self-discipline in a safe, warm, supportive, caring and orderly environment conducive for learning. We work to build caring communities through the daily practice of skills leading to cooperation, assertion, responsibility, empathy and self-control. In 2000-01, parents and students were informed of discipline policies at the beginning of the school year through classroom orientation and individual parent handbooks.

Attendance

Regular attendance at Citrus Elementary is a necessary part of the learning process and is critical to academic success. Attendance, tardy and truancy policies are clearly stated, consistently enforced and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Independent study is available for students who require extended leaves from school. Punctuality and promptness are desirable traits to develop. The students of Citrus Elementary are expected to be in their seats and ready for instruction at the designated time.

Fontana Unified School District's School Attendance Review Board (SARB) is composed of parents, representatives from

the school district and members of the community. Community representatives include law enforcement, welfare, probation and mental health. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school and district counseling are not effective. Citrus Elementary has not expelled any of its students during the past two years; expulsions occur only when required by law or when all other alternatives are exhausted.

	Citrus Elementary		All 23 Fontana Elementary Schools	
	00	01	00	01
Suspensions (#)	11	8	439	688
Suspensions (%)	2.0	1.0	2.4	3.6
Expulsions (#)	0	0	3	4
Expulsions (%)	0.0	0.0	0.02	0.02

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. In 2000-01, after-school activities and programs included:

- After-school tutoring
- Fast ForWord
- Step ForWord
- English Language Learners tutoring

Certificates, ribbons, prizes and various other awards are given to students at the fifth grade celebration and special presentations in the classroom throughout the school year. In 2000-01 activities, honors and programs included:

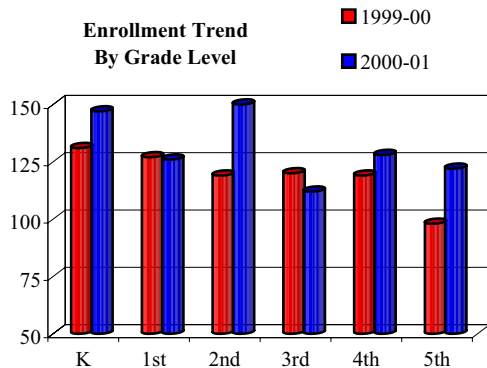
- "Rays of Sunshine" awards
- Attendance awards
- Student of the Month
- Citizenship awards
- Fifth Grade Appreciation Celebration
- Science Fair
- Math Field Day
- Writing Celebration
- DARE

Homework

Homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child.

School Attendance

Student enrollment from the 1999-00 to the 2000-01 school year at Citrus Elementary increased by 9.9%. Schoolwide enrollment at the beginning of the 2000-01 school year was 785 students.



School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. For each day a student is absent, Citrus Elementary loses \$37 in funding. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Citrus Elementary. Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 1999-00 and 2000-01 school years, the actual attendance rates for all grade levels for Citrus Elementary were 94.44% and 94.65%, respectively.

Class Size

Citrus Elementary maintained a schoolwide average class size of 23.1 students and a pupil/teacher ratio of 21:1 for the 2000-01 school year. The pupil-to-teacher ratio varied by grade level taught.

Class Size Distribution								
Number of Classrooms by Size								
	Average Class Size		Classrooms containing					
			1-20 Students		21-32 Students		33+ Students	
	00	01	00	01	00	01	00	01
Kind.	19	21	7	6	-	-	-	-
1st	20	20	5	6	-	-	-	-
2nd	20	20	4	4	-	-	-	-
3rd	20	20	4	4	-	-	-	-
4th	30	31	-	-	4	4	-	-
5th	32	32	-	-	3	3	1	1
K-3rd	20	20	6	7	-	-	-	-

- No classrooms containing specified number of students

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. At the beginning of the 2000-01 school year 100% of all K-3 classrooms participated in this program.

Instructional Minutes

During the 2000-01 school year, all instructional minutes offered at Citrus Elementary either met or exceeded state requirements. Citrus Elementary provided instruction for Kindergarten - Fifth Grade in a self-contained classroom environment, where students received all instruction by a homeroom teacher. In 2000-01 Fontana Unified School District's curriculum focus was on language arts and mathematics, and all students in grades one through five received ten hours of instruction in each of these areas per week. Students received instruction in science, social science, art and physical education in the remaining time. All students in grades four and five received additional specialized instruction in the areas of music and physical education.

Instructional Minutes by Grade Level		
	Minutes Required	Average Minutes Tracks 1-4
K	36,000	36,050
1st	50,400	53,330
2nd	50,400	53,330
3rd	50,400	53,330
4th	54,000	54,650
5th	54,000	54,650

Minimum Days

For the 2000-01 school year, Citrus Elementary offered 175 days of instruction. Citrus Elementary was a multi-track, year-round school, and each of four tracks 1, 2, 3 and 4, had its own schedule of regular and minimum days. According to the California Education

	School Days	
	Regular Days	Minimum Days
Track 1	131	44
Track 2	131	44
Track 3	133	42
Track 4	133	42

Code Section 37670.a, a school district with year-round schools may operate a program for as few as 163 days in each fiscal year as long as the instructional time meets California's grade level requirement. Citrus Elementary utilized minimum days for staff development, teacher preparation and parent conferences.

Textbooks & Instructional Materials

Citrus Elementary sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program as well as provide students with their own textbooks. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks as well as district standards.

A committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Education for final adoption. During the 2000-01 school year, the district received state instructional materials funding for the purchase of textbooks and supplemental materials. New textbooks and supplementary materials were purchased for kindergarten through third grades in language arts, consisting of Open Court Reading, published by SRA/McGraw-Hill.

Student Achievement & Testing

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

District Language Arts Assessments were given three times and Math Assessments were given four times to students in kindergarten through fifth grade. These were curriculum embedded tests, developed by the district, written and aligned with the state and district standards.

Using the results of district assessments, state assessments and student grades, Fontana Unified School District created a multiple measures matrix. This matrix was used to evaluate overall student progress, and to pinpoint at-risk students. The district and school then utilized various intervention programs for students who were below grade level.

Standardized State Testing

Citrus Elementary participated in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series (SAT-9), California Standards Assessments, and the Spanish Assessment of Basic Education/2 (SABE/2). The SAT-9 measures achievement based on student comparison; the California Standards Tests aid in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade.

California Standards Results				
% of Students Scoring At or Above Standards (Proficient and Advanced)				
2001				
All Students	English/Language Arts			
	2	3	4	5
Citrus Elementary	7	13	13	10
Fontana USD	13	12	14	11
California	32	30	33	28
Subgroups				
Gender				
Male	8	16	15	7
Female	7	12	11	13
Ethnicity				
<i>Data currently unavailable</i>				
Language Fluency				
English Learners	2	9	2	5
Non EL	16	21	25	19
Migrant Education				
<i>Does not apply</i>				
Socioeconomic Status				
SED	6	15	11	1
Non SED	0	7	25	0

SED = Socioeconomically Disadvantaged

SAT-9 Results								
2000 and 2001								
% At or Above National Average								
All Students	Reading							
	2		3		4		5	
Year Ending	00	01	00	01	00	01	00	01
Citrus Elementary	17	20	19	19	25	27	13	23
Fontana USD	24	29	24	24	23	26	21	24
California	49	51	44	46	45	47	44	45
Math								
Citrus Elementary	23	44	31	48	33	37	20	41
Fontana USD	36	42	38	45	31	39	30	38
California	57	58	56	59	51	54	50	54

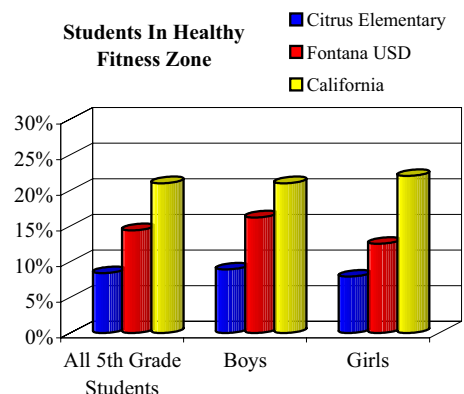
SAT-9 Subgroup Results								
2001								
% At or Above 50th Percentile								
Gender	Reading				Math			
	2	3	4	5	2	3	4	5
Male	21	20	24	22	48	52	36	42
Female	19	19	30	23	39	46	38	40
Ethnicity								
African American	25	17	23	*	50	56	23	*
Hispanic	17	14	22	20	40	42	33	42
Anglo	*	*	*	*	*	90	*	*
Language Fluency								
English Learner (EL)	13	14	6	13	35	41	21	33
Non EL	31	26	51	40	58	59	56	57
Socioeconomic Status								
SED	18	19	21	23	43	45	32	43
Non SED	*	19	50	*	*	75	63	*
Migrant Education								
<i>Does not apply</i>								

SED = Socioeconomically Disadvantaged

**Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.*

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 is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives.



Results of student performance are compared to other students statewide who took the test.

The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).

Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets and monitors growth over time based on SAT-9 results. If a school meets its growth targets, including subgroup targets, it may be eligible to receive monetary and non-monetary awards.

The percent tested is calculated by dividing the number of students tested by enrollment in grades tested as indicated on the October CBEDS School Information Form. The API scale is 200-1000, calculations for which only include scores for students in the district the prior school year. Rankings are presented in deciles (high of 10, low of 1), each of which contains 10% of all schools. The growth target is equal to 5% of the difference between the 2000 API and the interim State-wide Performance Target of 800.

Due to specific criteria, including API and SAT-9 results, Citrus Elementary qualified to participate in the 2000-01 Governor's Performance Award program which allocates up to \$150 per pupil for schoolwide use.

Citrus Elementary API Results					
All Students	Base		Growth		
	99	00	99	00	
Percent Tested	0	99	Percent Tested	0	99
API Score	0	475	API Growth Score	0	552
Growth Target	0	16	Actual Growth	0	77
Statewide Rank	0	1	Eligible for Awards	No	Yes
Similar Schools Rank	0	4	Eligible for II/USP	No	No
Subgroups					
Hispanic or Latino					
Base API Score	0	460	API Growth Score	0	526
Growth Target	0	13	Actual Growth	0	66
Socioeconomically Disadvantaged					
Base API Score	0	455	API Growth Score	0	545
Growth Target	0	13	Actual Growth	0	90
<p><i>Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.</i></p>					

School Facilities & Safety

Citrus Elementary provides a safe, clean environment for students, staff and volunteers. School facilities were built in 1999, and include the multi-purpose room, library, media center, 32 classrooms, and offices for specialized programs which are all up-to-date and provide adequate space for students and staff.

In the late afternoons and evenings, a team of 180 custodial staff throughout the district ensures that classrooms, restrooms and campus grounds are kept clean and safe. Removal of graffiti takes place prior to the start of school and repair of necessary facilities are prioritized accordingly. All electrical, plumbing, roofing and fixtures are in good working condition and meet applicable building and government code requirements. A scheduled maintenance program is administered by Fontana Unified School District to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning.

Safety of students and staff is a primary concern of Citrus Elementary. The school is always in compliance with all laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

In 1999, the comprehensive Safe School Plan was developed by the School Safety Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. 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
- Conflict resolution

The School Safety Committee and the Office of Child Welfare evaluate the plan annually and update the plan as needed. The plan was last updated in Spring of 2001 and was reviewed with the staff at that time. An updated copy is available to the public at the school office.

Counseling & Other Support Services

It is the goal of Citrus Elementary to assist students in their social and personal development as well as academics. The school and district provide special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The principal and assistant principal coordinate the counseling and support services. The school provides qualified personnel to provide support services, on a part-time basis.

Counseling and Support Services Staff

	Number of Staff		Availability Days Per Week
	Staff	FTE	Week
Health Aide	1	1	5
Nurse	1	0.2	1
Psychologist	1	0.2	1
Speech/Language Specialist	1	0.5	2.5

*FTE = Full-Time Equivalent

Community Resources

The school uses all available resources in the community to assist students in their emotional and academic development. Citrus Elementary works with the following as needed:

- San Bernardino County Department of Mental Health
- Fontana Unified School District Police Department
- City of Fontana Police Department
- Healthy Start
- Child Protective Services
- DARE Program

Teacher Assignment

For the 2000-01 school year, Citrus Elementary had 33 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Citrus Elementary supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their personal growth as well as for the benefit of the school. During the 2000-01

school year, certificated staff consisted of 40 employees: 50 percent with 30+ additional units beyond their bachelor's degree and 30 percent holding advanced graduate degrees such as a masters or doctorate degree. Specially trained staff who provided additional instruction or services included:

- Assistant Principal (1 part-time)
- Resource Specialist (1 full-time)
- Resource Specialist Aide (1 full-time)
- Special Day Class Teacher (1 full-time)
- Special Day Class Aide (1 full-time)
- Library Specialist (1 full-time)
- Literacy Tutors (7 part-time)
- Adapted Physical Education Specialist (1 part-time)
- Adapted Physical Education Aide (1 part-time)

Teacher Credential Status	00	01
	Fully Credentialed	32
Emergency Credentials	2	1
Waiver	0	7
Total Teachers	34	41
Working Outside Subject	0	0
Average Years Teaching	12.7	12.0
Average Years in District	9.3	9.3

- Vocal Music Teacher (1 part-time)
- Instrumental Music Teacher (1 part-time)
- Physical Education Teacher (1 part-time)
- English Language Learners Instructional Aides (1 full-time, 1 part-time)

Teacher Evaluation & Professional Development

Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the principal and assistant principal; these administrators have been trained and certified for competency to perform teacher evaluations.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum and instructional strategies. Staff at Citrus Elementary had the option to participate in three staff development days in 2000-01 and three days in 1999-00.

Substitute Teachers

The district currently has a pool of 250 qualified substitute teachers. Most substitute teachers have a Bachelor's degree or at least 90 units toward a Bachelor's degree, and have passed the CBEST test. Periodically, Citrus Elementary has difficulty in obtaining qualified substitute teachers from the district's pool. In the event a substitute teacher is not available for an absent teacher, students of the absent teacher are sent to other classrooms at the same grade level for instruction.

Training & Curriculum Improvement

All training and curriculum development at Citrus Elementary revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of Citrus Elementary's curriculum is an ongoing process. The district's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

In 2000-01, Fontana Unified School District developed and adopted a California Standards-based report card. The report card defines subject areas by curriculum and content standards. Numerical levels are used indicate the child's level of performance in each standards area, in addition to an overall letter grade.

In 2000-01, the Open Court Reading program was implemented for grades kindergarten through third. The district offered teacher training through literacy camps and staff development days for this new program.

Citrus Elementary implemented the Fast ForWord language development program in 2000-01 to help low performing students develop better language skills. Fast ForWord, created by the Scientific Learning Corporation, rapidly builds oral language skills by retraining the brain to discriminate sounds and process language more rapidly. In addition to Fast ForWord,

Citrus Elementary offered several intervention programs for students performing below grade level standards.

- Site Literacy Leader small group reading instruction
- Language, Speech, Hearing Specialist Intervention
- First Grade Intervention specialized instruction by Kindergarten teachers
- Second Grade Intervention Literacy Tutors
- Primary Intervention Program (PIP)
- Third Grade Intervention phonemic awareness
- English Language Acquisition Program (ELAP)
- Future Bilingual Teachers of America assistance
- English Language Learners Assistants in the classroom
- Off-track Intersessions in language arts and math
- Resource Specialist Intervention in reading, writing, spelling and math
- Parents as Teachers (PAT)

In 2000-01 Citrus Elementary implemented the Focus on Achievement Program in grades two to five. In this program, students were given 15 minute “mini lessons” at the beginning of class. The lessons focused on specific standards in mathematics and language arts, and progress was assessed on a periodic basis.

Fontana Unified School District offers several programs to support new and veteran teachers including the Beginning Teacher Support and Assistance (BTSA) program and the Peer Assistance and Review (PAR) program, which are designed to improve the education for students and increase the classroom performance of teachers, targeting both new and veteran teachers. Citrus Elementary teachers utilize these programs with the goal of accomplishing the highest level of success for students and teachers. In addition to teacher support, all staff are encouraged to attend workshops and conferences. During the 2000-01 school year topics for staff development were:

- Student Achievement
- Data Analysis
- Learning Environment
- The Effective Teacher
- Mathematics Instruction

For the 2001-02 school year, staff at Citrus Elementary will continue to make a strong commitment to providing guidance for all staff in an effort to develop an instructional program that fosters creativity and academic excellence.

Special Education

The district’s Special Education program addresses the needs of those students with special needs through appropriate assessment, identification of problem areas, placement, program implementation, evaluation and review. A team consisting of the parent, school administrator, general education teacher and special education teacher develop an Individual Education Plan (IEP) for each student in the Special Education program. The IEP defines what level of services a child will receive, whether it is additional support in the general classroom, or special reinforcement and development of concepts instruction conducted for a portion of the school day outside of the general classroom.

Each school has a Special Education Review Team (SERT) which monitors the intake and exit of each student into the program, and evaluates the student’s overall progress through the program.

Quality of Instruction & Leadership

Working closely with teachers and staff, the principal leads the school’s efforts to offer a well-balanced and rigorous core curriculum aligned with state and district standards.

The district requires various levels of participation from school site staff to regularly assemble and address specific issues for each site as well as districtwide issues.

- Math Field Day Committee
- Language Arts Curriculum Adoption Committee
- Science Fair Committee
- Math Curriculum Adoption Committee
- Writing Celebration Committee
- Superintendent’s Teacher Council
- Superintendent’s Classified Staff Council
- Textbook Adoption Committee

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students’ needs and comply with district goals. The various committees address programs and components that make up the school, discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school and act as a communication liaison between the community and the school.

- School Site Council
- District Advisory Committee (DAC)
- English Language Learners Advisory Committee (ELAC)
- District ELAC
- Individual Education Plan (IEP) Teams

Expenditures & Services Funded

For the 1999-00 school year, Fontana Unified School District spent an average of \$5,542 to educate each student (based on 1999-00 audited financial statements). 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. This calculation is required by law annually and compared with other districts statewide.

Expenses Related to Instruction Per Student*		
1999-00		
Statewide Average		
Fontana USD	All Unified Districts	All Districts
\$5,542	\$5,758	\$5,705

**Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

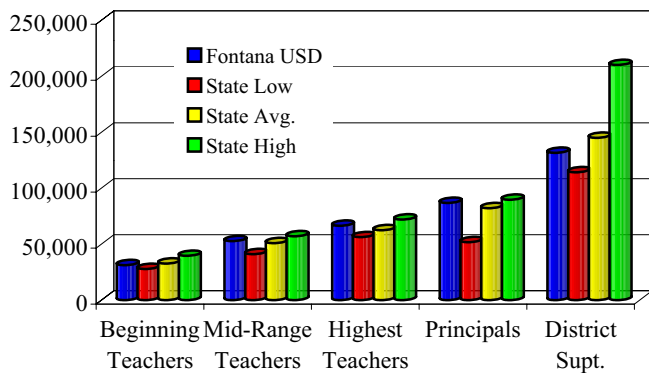
In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 1999-00 school year, Citrus Elementary had the following categorical programs:

- Title I
- Gifted and Talented Pupils (GATE)
- School Improvement Program (SIP)
- Economic Impact Aid - Limited English Proficient (EIA-LEP)
- Miller Unruh

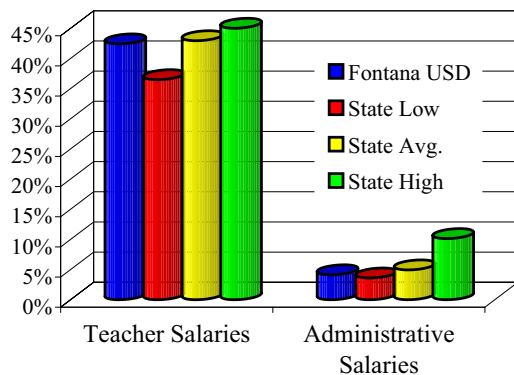
Salary & Budget Comparison

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 more than 20,000 average daily attendance throughout the state.

**Average Salary Information
Teachers - Principals - Superintendent
1999-00**



**Average Salary Information
Teachers and Administrative Salaries
1999-00**



Contact Information

Parents who wish to participate in Citrus Elementary’s leadership teams, school committees, school activities, or become a volunteer may contact the school office at (909) 357-5140.