

FONTANA UNIFIED SCHOOL DISTRICT

CITRUS ELEMENTARY SCHOOL

District Office
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Fontana, CA 92335
(909) 357-5000

www.fusd.net



Grades PreK-5
Kevin Tierney, Principal 2006-07
Sandra Watkins, Principal 2004-05, 2005-06
16041 Randall Avenue - Fontana, CA 92335
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2004-05 SCHOOL ACCOUNTABILITY REPORT CARD

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 are experienced and knowledgeable, and eager to make a difference for our students. Students are treated with respect, courtesy, and concern. Through teamwork, open communication, a commitment to continuous improvement and through the Peacebuilders Program, our staff creates an environment that establishes, recognizes, supports, and maintains high standards for learning and behavior. Each student has access to a rigorous core curriculum in language arts, mathematics, science, and social science. If you have any questions about the information below, 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 in their child's classroom, read to students, and chaperone field trips. Events such as Back to School Night and Books from the Heart 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, computer classes, and Bright Start. 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. ConnectEd 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 a function of the "Tuesday Morning with the Principal" meetings and school committee meetings. School, district, and community information can be

Board of Education
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Kathleen Binks, Member
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District Administration

Charles D. Milligan, Ph.D.
Superintendent
Richard A. Stedry, Ed.D.
Deputy Superintendent
Division of Business Services
Cali L. Olsen-Binks
Deputy Superintendent
Division of School Support
Yolanda Mendoza
Associate Superintendent
Division of Human Resources
Gail M. Grant, Ed.D.
Associate Superintendent
Division of Student Support

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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 school facilities and instructional materials were acquired May 2006.

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.

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 2004-05 school year, Citrus Elementary School was a multi-track, year-round school serving 908 students in kindergarten through fifth grade. 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.

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

During the 2004-05 school year, district language arts assessments were given five times and math assessments were administered three 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 identify students at risk of not meeting grade level standards. Fontana Unified School District and Citrus Elementary provided intervention programs for students who were identified through the matrix as performing below grade level standards.

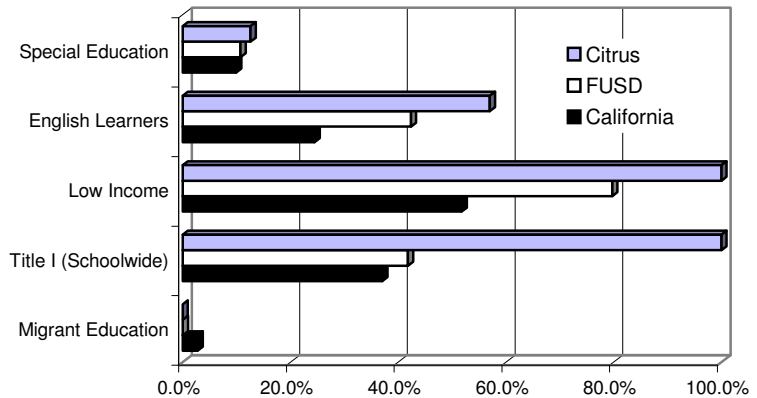
California English Language Development Test

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.

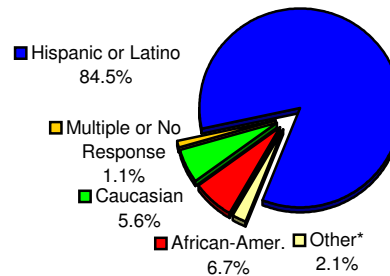
Standardized State Assessments

Students at Citrus Elementary 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 the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA).

**% of Student Enrollment By Program
2004-05**



Source: STAR testing enrollment



**Percentage of Students by Ethnicity
2004-05 Enrollment: 908**

*American Indian or Alaska Native, Pacific Islander, Asian and Filipino combined.

District-Administered Assessments

2002-03						
Grade	K	1	2	3	4	5
Reading	N/A	N/A	N/A	N/A	N/A	N/A
Math	79%	67%	82%	52%	60%	61%
Writing	N/A	8%	18%	31%	10%	27%
2003-04						
Grade	K	1	2	3	4	5
Reading	63%	61%	20%	16%	13%	15%
Math	73%	71%	68%	58%	50%	57%
Writing	N/A	54%	29%	27%	16%	23%
2004-05						
Grade	K	1	2	3	4	5
Reading	46%	25%	53%	29%	29%	24%
Math	72%	66%	62%	68%	68%	45%
Writing	N/A	46%	41%	37%	33%	36%

CAT/6 Test Results

All Students

Percentage of Students Scoring At or Above Average (50th Percentile Rank)

	Citrus			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
Reading	22	24	18	29	29	27	43	43	41
Math	37	41	53	38	39	41	50	51	52

Only third and seventh grade students participated in the 2004-05 administration of the CAT/6 exam.

CAT/6 Test Results

Numerically Significant Ethnic Subgroups

Percentage of Students Scoring At or Above Average (50th Percentile Rank)

	Citrus						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Reading	9	*			18	*	*
Math	55	*			52	*	*

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

CAT/6 Test Results
Other Numerically Significant Subgroups
Percentage of Students Scoring At or Above Average (50th Percentile Rank)
2004-05

	Citrus					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
Reading	10	24	11	17	0	
Math	51	54	49	52	9	

California Standards Test Results
All Students
Percentage of Students Scoring at Proficient & Advanced Levels

	Citrus			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
English-Language Arts	18	20	23	18	20	25	35	36	40
Math	39	36	42	24	23	26	35	34	38
Science		4	13	11	9	11	27	25	27
History				15	16	18	28	29	32

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

California Standards Test Results
Numerically Significant Ethnic Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2004-05

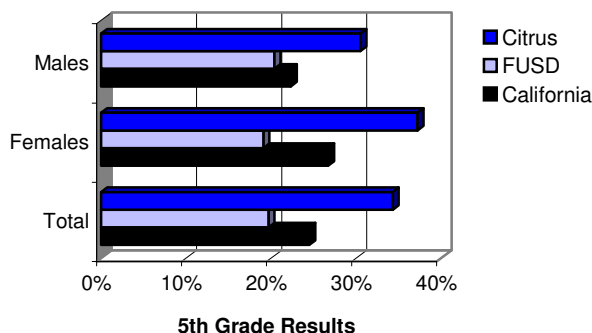
	Citrus						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	20	*			22	*	32
Math	27	*			43	*	50
Science	*	*			12		*
History							

**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
2004-05

	Citrus					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
English-Language Arts	19	27	12	23	4	
Math	43	42	36	42	13	
Science	13	14	3	13	6	
History						

Physical Fitness Test Results
Percentage of Students in "Healthy Fitness Zone"
2004-05



The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

CAT/6

The CAT/6 is a standardized norm referenced test which indicates how a student or group of students compares with that of a national sample group of students tested from around the country. All students in grades three and seven are tested each spring in reading, spelling, and mathematics. The CAT/6 tables in this report show the percentage of students who scored at the 50th percentile or above. For those categories that are blank in the adjacent tables, either no students met subgroup criteria, or when less than ten students are tested in a single group, results are not disclosed to maintain confidentiality. Additional details including grade level results can be obtained from the CDE's website <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 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 considered to be physically fit or in the "healthy fitness zone."

The adjacent chart illustrates the percentage of students that were in the "healthy fitness zone" and are compared to other students in the district and in the state that are in the same grade and took the physical fitness test.

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; 24.4% of elementary and middle school students must be proficient in language arts and 26.5% 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 590 or 1 point in growth.
- Each high school must have a graduation rate of 82.9% or show an increase in the graduation rate of 0.2% over a two-year period.

The AYP table in this report illustrates specific student subgroups, referred to as "numerically significant subgroups," that either met or did not meet AYP criteria. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores. A "Yes" in the table means the school or subgroup was at or above the 2005 proficiency/participation targets. "No" means the school or subgroup was below the proficiency/participation targets. Citrus Elementary did not meet its 2005 AYP criteria for a second consecutive year and will therefore continue as a Title I Program Improvement school.

After two consecutive years of failure to meet AYP in a particular subgroup, a school becomes eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). There are several consequences for schools that have been placed in Program Improvement, including the provision of additional tutoring and replacement of staff. Students of PI schools are also allowed to transfer to other schools (within their district) that meet AYP.

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/.

Academic Performance Index (API)								
API Base				API Growth				
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005	
Percent Tested	100	100	100	Percent Tested	100	100	100	
API Base Score	593	653	665	API Growth Score	655	656	687	
Growth Target	10	7	7	Actual Growth	62	3	22	
Statewide Rank	2	3	3	Eligible for GPA	Yes	Unfunded	Unfunded	
Similar Schools Rank	7	9	10	Eligible for II/USP	Unfunded	Unfunded	Unfunded	

API Significant Subgroup Results								
Hispanic or Latino								
API Base Score	577	644	662	API Growth Score	646	652	684	
Growth Target	8	6	6	Actual Growth	69	8	22	
Socioeconomically Disadvantaged								
API Base Score	580	653	665	API Growth Score	655	656	687	
Growth Target	8	6	6	Actual Growth	75	3	22	

Adequate Yearly Progress (AYP)						
Overall School Results	Citrus			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
	No	No	No	No	No	No
Subgroup Results						
	Citrus			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
All Students	Yes	Yes	No	Yes	Yes	Yes
African-Amer.	N/A	N/A	N/A	Yes	Yes	Yes
Amer. Indian or Alaskan Native	N/A	N/A	N/A	Yes	Yes	Yes
Asian	N/A	N/A	N/A	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	Yes	Yes	N/A
Hispanic or Latino	Yes	Yes	No	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	Yes	Yes	N/A
Caucasian	N/A	N/A	N/A	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	No	Yes	Yes	Yes
English Learners	Yes	Yes	No	No	Yes	No
Special Education	No	No	N/A	No	No	No

Subgroups with "N/A" are not numerically significant subgroups; therefore results are not required to be disclosed.

Title I Program Participation	
	Citrus
Title I Targeted Assistance School	No
Title I Schoolwide School	Yes
Program Improvement (PI) School	Yes
Year Identified for Program Improvement	2002-03
Year in Program Improvement	2
Year Exited Program Improvement	N/A
	FUSD
No. of Title I Targeted Assistance Schools	1
No. of Title I Schoolwide Schools	26
No. of Schools Currently in Program Improvement	12
Percent of Schools Identified for Program Improvement	29.3%

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 2004-05, 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/.

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 1992; ongoing maintenance 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
	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 and shake hands with students at the school entrance area. Four noon aides and three teachers supervise students in the cafeteria and on the playground before classes begin. During recess, four noon aides and as many as six 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 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 March 2006. 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. Each custodial staff member receives job training and is provided a comprehensive handbook

which defines highly detailed maintenance procedures, daily responsibilities, performance expectations, and safety measures. An electronic work order process is in place for school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards the requests 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 Citrus Elementary on an annual basis 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 July 27, 2005.

School Site Inspection		
Most Recent Inspection: July 27, 2005		
Inspection Area	In Good Repair?	Comments or Description of Deficiency
Gas Leaks	Yes	
Mechanical Systems	Yes	
Windows/Doors/Gates (Interior & Exterior)	Yes	
Interior Surfaces (Walls, Floors, & Ceilings)	No	Rooms 22 & 25: Stained ceiling tiles.
Hazardous Materials (Interior & Exterior)	Yes	
Structural Damage	Yes	
Fire Safety	Yes	
Electrical (Interior & Exterior)	No	Replace light bulbs in designated areas.
Pest/Vermin Infestation	Yes	
Drinking Fountains (Inside & Outside)	No	Secure vent on drinking fountain outside Room 12.
Restrooms	No	Repair leaking sink in girls' restroom near Room 12. Repair floor in boys' portable restroom.
Sewer	Yes	
Playgrounds/School Grounds	Yes	
Other	N/A	

100% of restrooms fully operational during the 2004-05 school year.

Deficiencies noted in the school inspection report were corrected immediately by the district's maintenance department. A detailed inspection report may be obtained from the district office.

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 2004-05 school year, Citrus Elementary did not receive or require deferred maintenance funds for campus upkeep.

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 the PeaceBuilders program which focuses on teaching positive character traits, embedding life-lessons into the standard curriculum. Every Monday morning at a schoolwide rally, 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.

Each morning (except on Mondays) after students settle into their first class of the day, the principal delivers a daily bulletin which helps set a positive tone for the rest of the day. The principal delivers thought-provoking messages designed to teach and inspire students in understanding core ethical values and developing caring behaviors (Project Wisdom).

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 semester.

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

Suspensions & Expulsions

	Citrus		
	02-03	03-04	04-05
Suspensions (#)	113	69	16
Suspensions (%)	13.20%	7.87%	1.76%
Expulsions (#)	0	0	2
Expulsions (%)	0.00%	0.00%	0.22%

FUSD Elementary Schools

	02-03	03-04	04-05
	Suspensions (#)	1104	1022
Suspensions (%)	5.50%	4.91%	5.37%
Expulsions (#)	13	16	14
Expulsions (%)	0.06%	0.08%	0.07%

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. 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 at the Monday rallies. Students maintaining perfect attendance for the week are honored at Monday rallies; perfect attendance for the month and trimester are recognized at the end-of-term assemblies. Students are eligible to earn progressive awards for "most words read" and "most points" earned in conjunction with the Accelerated Reader Program; awards are presented weekly, monthly, and at the end of each trimester.

Instructional Time

During the 2004-05 school year, all instructional time offered at Citrus Elementary exceeded state requirements. For the 2004-05 school year, Citrus Elementary offered 175 days of instruction comprised of 130 regular days and 45 minimum days. Citrus Elementary utilizes minimum days for staff development (50%), teacher collaboration and preparation (25%), and grade level meetings (25%).

Instructional Minutes 2004-05

Grade Level	Actual Minutes Offered	State Requirement
K	41,300	36,000
1-3	53,100	50,400
4-5	54,400	54,000

Class Size

Citrus Elementary participates in the state's Class Size Reduction Program (CSR) which provides funding to reduce K-3 class sizes to 20 students or less. During the 2004-05 school year, 100% of Citrus Elementary's K-3 classes participated in the CSR Program. Kindergarten classes comply with CSR Option 2 program requirements, maintaining 20:1 or smaller ratio for a portion of the day during reading, language arts, and math instruction periods.

Percentage of K-3 Classrooms Participating in the Class Size Reduction Program

Grade	2002-03	2003-04	2004-05
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

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

Grade	Avg. Class Size	2002-03		
		1-20	21-32	33+
K	17.9	8		
1	17.0	8		
2	20.4	3	2	
3	19.8	5	1	
4	26.6		5	
5	26.8		4	
Combo K-3	20.2	4	1	

Grade	Avg. Class Size	2003-04		
		1-20	21-32	33+
K	29.6		5	
1	19.6	5		
2	20.2	4	1	
3	17.4	5		
4	25.8		5	
5	28.0		5	
Combo K-3	19.8	4		

Grade	Avg. Class Size	2004-05		
		1-20	21-32	33+
K	20.8	4	1	1
1	20.3	6	3	
2	19.5	8		
3	19.9	6	2	
4	27.0		5	
5	27.2		5	

Combo classes are any combination of K-3 grades.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Professional development activities were provided during the 2004-05 school year to support the adoption of new curriculum and the implementation of new programs. Training topics focused on:

- Instructional Strategies
- Differentiated Instruction
- Classroom Management
- Language Arts Teaching Skills
- Science Adoption Training (K-6 level)
- AB466 Training (Math & Reading)

Citrus Elementary supplements district training with site-based training focused on meeting the needs of the school based upon teacher input, teacher needs, classroom observations, and student progress. During the 2004-05 school year, Citrus Elementary held three staff development days that focused on:

- Map of Standards for English Learners
- Edusoft Training
- Analyzing Math and Language Arts Data
- Professional Learning Communities - Best Practices to Enhance Student Learning

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.

School Leadership

Citrus Elementary's principal works closely with the assistant principal, teachers and staff, leading the school's efforts to offer a well-balanced and rigorous core curriculum aligned with state and district standards. Principal Sandra Watkins and Assistant Principal Gretchen Jacobs work as a team, sharing many of the administrative duties. The principal is responsible for overall administration of school activities, teacher evaluations, and daily operations; the assistant principal oversees technology and the English Language Advisory Council.

Ms. Sandra Watkins has been in the education field and serving the Fontana Unified School District for over 17 years. Prior to joining Citrus Elementary at the beginning of the 2002-03 school year, Ms. Watkins held administrator and teaching positions at various schools within the district. Principal Watkins' professional certifications include a master's degree in administration, a bachelor's degree in criminal justice and sociology, Tier I and Tier II administrative credentials, and AB75 Principal Training.

Mr. Kevin Tierney will be Citrus Elementary's principal for the 2006-07 school year. Mr. Tierney has been in the educational field since 1983 and with the Fontana Unified School District since 1999. Prior to his assignment to Citrus Elementary, Mr. Tierney was the principal of Tokay Elementary for the past seven years and served as an administrator and teacher at various other schools and districts. Principal Tierney's professional certifications include a master's degree in educational administration, a bachelor's degree in elementary education, a second bachelor's degree in education of the deaf, Tier I and Tier II administrative credentials, and AB75 Principal Training.

The Principal's Roundtable supports the principal in the decision-making process concerning schoolwide needs. All staff members are invited to participate in monthly meetings that focus on student interventions, school programs, grade level curriculum, staff development needs, and parent involvement.

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

District Adopted Textbooks (Grade K-6)

Subject	Publisher	Year Adopted
Language Arts	SRA/McGraw-Hill; <i>Open Court Reading</i>	2003
Language Arts	Hampton Brown: <i>Into English</i>	1998
Language Arts	Holt, Rinehart & Winston: <i>Literature and Language Arts</i>	2003
Language Arts	Hampton Brown: <i>High Point</i>	2003
Math	Scott Foresman: <i>California Mathematics</i>	2001
Math	McDougal Littell: <i>Mathematics Concepts and Skills</i>	2001
Science	McGraw-Hill	2001
Science	Houghton Mifflin	2001
Science	Prentice Hall	2001
Social Science	Houghton Mifflin	1991

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 September 29, 2005, the Fontana Unified School District 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. 05-54 which certifies as required by Education Code §60119, 1) that 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, in math, science, history-social science, and English/language arts, including the English language development component of an adopted program consistent with the cycles and content of the curriculum frameworks, 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 provided for science laboratory classes offered in grades 9-11 inclusive.

Library Resources

The school library is open from 7:30 a.m. to 3:30 p.m. and is staffed by a full-time librarian. The library features 10,419 titles in English and 221 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 2004-05 school year, Citrus Elementary had a total of 113 computers; all classrooms had Internet access. On average, each classroom has five computers for student use. Each teacher determines the method to integrate technology into the language arts, social science, science, and math curricula. Students use computers individually or in small groups for Open Court research (supplemental software component of Open Court reading curriculum), Accelerated Reading 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 SMART Board to enhance class lessons

using graphics presentations and web-based virtual resources such as *unitedstreaming*, *KidBiz3000®*, and *Open Court Reading Online Phonics*.

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Citrus Elementary structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

The school's special education program is staffed by one special education teacher and one special education aide who provide full-day instruction in a special day class. Two resource specialist teachers (one full-time and one part-time) and one resource specialist aide provide in-class language arts support either one-one-one or in small groups; instruction is provided in collaboration with each teacher's lessons and student's needs. Individual and small group math support is held in the resource room. Each student is provided instruction based upon their Individual Education Plan (IEP), which is reviewed and updated annually by the school's IEP teams. All students are provided instruction in the least restrictive environment.

Students identified as English Learners (EL) are placed with a teacher who has been certified to teach English learners. Teachers take a team-teaching approach to provide English language development (ELD) instruction 30-45 minutes a day as a supplement to the regular language arts curriculum. For each unit of instruction, students are grouped by grade level based upon language fluency and receive instruction at their learning level. ELD instruction focuses on improving listening, speaking, reading, and writing skills to meet proficiency standards. Students are reassessed every four weeks and regrouped based upon their fluency and proficiency levels. Two bilingual aides collaborate with EL student's teachers to provide instruction at the EL student's learning level during language arts instruction time. Bilingual aides provide in-class support that typically reinforces or reteaches class lessons and may include front-loading of skills and subject matter for future lessons. State-approved English Language Development (ELD) instructional materials (Hampton Brown) are used in the classroom and for individualized intervention. School administrators and teachers monitor EL performance through the CELDT and adjust instruction as needed to ensure continued success.

Students in third, fourth, and fifth grade may qualify for the Gifted and Talented Education (GATE) program through district testing. After-school GATE enrichment sessions are scheduled throughout the year and focus on science activities provided by in-house teachers or outsourced to professional organizations. High achievers are invited to participate in after-school GATE activities and programs.

Citrus Elementary hosts a series of intervention programs to meet the needs of those students not meeting state proficiency standards in language arts and math. Before-, during- and after-school intervention activities include:

- **Read Naturally:** after-school reading intervention program for K-5 students who need to increase their fluency and comprehension skills in reading. Certificated teachers offer small group (six students or less per group) instruction for 30 minutes a day for a total of 20 days.
- **After-school ELAP (English Language Acquisition Program):** fourth and fifth grade English Learners are referred to ELAP sessions to supplement their standard language arts curriculum. ELAP is designed to help students increase English proficiency and prepare them to meet the state's academic content and performance standards. ELAP sessions are 60 minutes a day once a week.
- **English in a Flash:** after-school computer based skill-building activities for English learners. Sixty-minute sessions focus on word recognition, vocabulary development, and sentence structure.
- **Camp Citrus:** after-school computer-based intervention activities for students in grades K-5. Thirty minutes of instruction is supervised by certificated staff in small groups (six or less students per group). Students access on-line resources such as Open Court Math, Open Court Reading Online Phonics and Study Island to increase language arts and math proficiency to meet grade level standards. Each session is comprised of 20 days.
- **Open Court Reading:** during-school assistance provided in small-group settings with certificated teachers.

Professional Staff

Substitute Teachers

The district currently has a pool of 600+ qualified substitute teachers. Substitute teachers must have passed the CBEST, completed a Bachelor's Degree, and hold a 30-day substitute permit. Periodically, Citrus Elementary has difficulty in obtaining qualified substitute teachers from the district's pool. Citrus Elementary's resident substitutes (2) check in each morning at the school office and are available to cover unplanned teacher absences. In the event that a resident substitute and a substitute teacher from the district's pool are not available, one of the school's three permanent achievement substitutes (certificated teachers) will fill the role of the substitute.

Teacher Evaluations

Evaluation procedures and criteria for our teachers are defined in the District's collective bargaining agreement. Temporary and probationary teachers are evaluated twice annually and tenured teachers are evaluated every other year. Evaluations are conducted

by administrators who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria are based on the California Standards for the Teaching Profession:

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- Assessing student learning
- Developing as a professional educator

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to participate in the district's Peer Assistance and Review program (PAR). Teachers in the PAR program are evaluated annually and may exit the program upon obtaining a satisfactory evaluation.

Counseling & Support Services Staff

Citrus Elementary makes every effort to meet the academic, emotional, and physical needs of its students. The school employs

Counselors & Support Personnel (Nonteaching Professional Staff) 2004-05

	No. of Staff	FTE
Counselor	1	0.4
Psychologist	1	0.2
School Nurse	1	0.2
Health Assistant	1	1.0
Adaptive PE Specialist	1	0.2
Adaptive PE Aide	1	0.2
LSH Therapist	1	0.9

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

highly qualified personnel to provide counseling and support services. Student Study Teams (SST) 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.

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 2004-05 school year, Citrus Elementary had 40 teachers who met all credential requirements in accordance with state guidelines.

Percentage of Core Classes Taught by NCLB-Compliant Teachers 2004-05

	%
Citrus	100.0
All Schools in District	88.9
High-Poverty Schools in District	94.6
Low-Poverty Schools in District	83.5

Teacher Education Levels

2004-05

	Citrus %	FUSD %
Doctorate	0.0	1.3
Master's Degree plus 30 or more semester hours	39.0	34.9
Master's Degree	0.0	0.3
Bachelor's Degree plus 30 or more semester hours	53.7	48.6
Bachelor's Degree	7.3	14.3
Less than a Bachelor's Degree	0.0	0.7

Teacher Credentials & Assignments

	Citrus			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Total Teachers	43	41	41	1818	1780	1911
Teachers with Full Credential	37	37	40	1603	1635	1771
Teachers in Alternative Routes to Certification	4	4	1	120	63	168
Pre-Internship	3	0	0	129	47	9
Teachers with Emergency Permits	8	0	1	261	56	34
Teachers with Waivers	0	0	0	23	0	2
Teachers Teaching Outside Subject Area	0	0	0	0	35	60
Teacher Misassignments - Total	N/A	5	0	N/A	**	73
Other Misassignments of Certificated Staff	N/A	0	0	N/A	45	15
Teacher Misassignments for English Learners	N/A	5	0	N/A	1404*	58
Teacher Vacancies	N/A	0	0	N/A	0	0

*Represents total class periods where teachers were misassigned.

**Total Misassignments represents all certificated staff (including EL Misassignments) that did not hold the required credential for their assigned position. Since Misassignment for English Learners is reported in class periods and Other Misassignments is reported in number of teachers; the values cannot be added.

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: 2003-04 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2004-05 school year, Fontana Unified School District spent an average of \$6,840 to educate each student (based on 2004-05 audited financial statements). The figures shown in the adjacent table 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.

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2004-05 school year, the district received categorical, special education, and support programs funds for:

- | | |
|-----------------------------|------------------------------|
| 21st Century | School Improvement |
| Class Size Reduction | School Safety |
| Comprehensive School Reform | Smaller Learning Communities |
| Early Intervention | Special Education |
| Gifted & Talented Education | Staff Development |
| High Priority Schools | State & Federal Preschool |
| Instructional Materials | Supplemental Technology |
| Parent Education | Title I, III, & V |
| Peer Assistance & Review | Tobacco Use Prevention |
| Reading First | |

Salary Comparison

2003-04

	FUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$35,236	\$37,061
Mid-Range Teacher Salary	\$59,381	\$58,294
Highest Teacher Salary	\$74,936	\$72,876
Average Principal Salaries:		
Elementary School	\$95,033	\$94,471
Middle School	\$94,796	\$98,940
High School	\$106,988	\$107,418
Superintendent Salary	\$162,608	\$179,061
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.4%	41.4%
Administrative Salaries	5.2%	5.1%

Current Expense of Education per Pupil

2004-05

Total Expenditures	FUSD	Dollars Spent per Student	
		State Average for Districts in Same Category	State Average for All Districts
\$276,314,885	\$6,840	\$7,172	\$7,127