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School Accountability Report Card
Reported for School Year 2007-08
Published During 2008-09

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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest
DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2008-09)
This section provides the school's contact information.

School		District	
School Name	Citrus Elementary School	**District Name**	Chico Unified School District
Street	1350 Citrus Avenue	**Phone Number**	(530) 891-3000
City, State, Zip	Chico, CA 95926	**Web Site**	www.chicousd.org
Phone Number	(530) 891-3107	**Superintendent**	Kelly Staley
Principal	Cherie McGuire	**E-mail Address**	kstaley@chicousd.org
E-mail Address	cmcguire@chicousd.org	**CDS Code**	04-61424-6002976

School Description and Mission Statement (School Year 2007-08)
This section provides information about the school, its programs and its goals.

Citrus students come from diverse backgrounds. Citrus Elementary is a Title I identified school and receives federal funding which includes Title I, Title II, Title V, and a breakfast and lunch program. Citrus Elementary is part of the state School-Based Coordinated Program, as are all of the schools in the CUSD.

The mission of Citrus Elementary School is to provide a safe, positive environment in which individual students have the opportunity to meet their full potential academically, socially, emotionally, and creatively. Students will learn to respect themselves and others, as well as the world in which they live. The responsibility for helping students develop these essential skills will be shared by parents, school staff, community members and the students themselves.

Opportunities for Parental Involvement (School Year 2007-08)
This section provides information about opportunities for parents to become involved with school activities.

Citrus Elementary welcomes parental involvement. We have an active PTA and School Site Council. Most classrooms have regular parental volunteers. Parents are encouraged to participate in their child's educational program throughout the year. Contact the main office for more information.

Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	63
Grade 1	69
Grade 2	57
Grade 3	67
Grade 4	77
Grade 5	62
Grade 6	56
Total Enrollment	451

Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	9.98%	White (not Hispanic)	41.46%
American Indian or Alaska Native	5.32%	Multiple or No Response	4.88%
Asian	15.08%	Socioeconomically Disadvantaged	77%
Filipino	1.55%	English Learners	22%
Hispanic or Latino	20.62%	Students with Disabilities	11%
Pacific Islander	1.11%		

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.8	4			20	4			18.3	3		
1	18.3	3			20	3			19.3	3		
2	19	2			18.3	4			19	3		
3	17.3	4			18.5	4			16.8	4		
4	27.5		2		29		2		24.3		3	
5	29		2		26.5		2		27		2	
6	24		4		28		4		26		2	
K-3	18	3							19	1		
4-8	27		1		25		1					

III. School Climate

School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

The School Safety Plan is updated annually in accordance with Senate Bill 187. Our School Safety Plan includes emergency procedures in case of fire, earthquake, or other disasters. In addition to our Emergency Action Plan, our school plan contains components for Wise Skills training (character education), Second Step training (violence reduction) for K-6 students and Primary Intervention Program (PIP). The staff regularly participates in training and drills related to school safety. Citrus also has a crisis response team, emergency phone tree and a specific emergency action plan. We have telephones in every classroom and indoor/outdoor intercom capability. We also have two-way radio communication for each campus supervisor.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	15.5	12.1	5.1	17.1	7.6	4.0
Expulsions	0.0	0.2	0.0	2.1	0.6	0.7

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Citrus School, the oldest school plant in operation in the Chico Unified School District, was built in 1936. It is one of 12 elementary schools in the District. Our facility houses 19 classes. Citrus also has a library media center, counseling rooms, work room and a staff lunch room. It was renovated during the 1989 school year with central air conditioning and heating added. Citrus provides before-school playground supervision for all students from 8:10-8:30 a.m. with our breakfast program from 7:30-8:10 a.m. and a 21st Century Community Learning Centers program from 7:00-8:30 a.m. Citrus also offers an after-school program through the 21st Century Grant from 2:40-6:00 p.m. on a daily basis. During 'after school' times academic support and enrichment opportunities in the 21st Century Learning Center Program are provided. Citrus works with approximately 200 students and parents on a monthly basis during these extended school day times. All visitors are required to register at the school office and obtain a visitor badge. All staff members monitor the campus and ensure that visitors register in the office. Although Citrus is the oldest campus in CUSD, it is very well maintained both structurally and cosmetically. Our classrooms, restrooms and offices are cleaned on a daily basis. Our CUSD maintenance department repairs our facility as needed and provides weekly landscape support. Citrus staff regularly receives compliments from visitors about our school facility.

School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[ ]	[ ]	
Mechanical Systems	[X]	[ ]	[ ]	
Windows/Doors/Gates (interior and exterior)	[X]	[ ]	[ ]	
Interior Surfaces (walls, floors, and ceilings)	[X]	[ ]	[ ]	Rms 13, 19, 20 stained ceiling tiles Action: Replace ceiling tiles
Hazardous Materials (interior and exterior)	[X]	[ ]	[ ]	
Structural Damage	[X]	[ ]	[ ]	
Fire Safety	[ ]	[X]	[ ]	Rm 25 needs clearance at fire pull station Action: clear obstacle
Electrical (interior and exterior)	[ ]	[X]	[ ]	Electrical panel needs 3 ft clearance Action: clear obstacle
Pest/Vermin Infestation	[X]	[ ]	[ ]	
Drinking Fountains (inside and outside)	[X]	[ ]	[ ]	
Restrooms	[X]	[ ]	[ ]	
Sewer	[X]	[ ]	[ ]	
Playground/School Grounds	[X]	[ ]	[ ]	
Roofs	[ ]	[ ]	[X]	
Overall Cleanliness	[X]	[ ]	[ ]	

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[ ]	[X]	[ ]	[ ]

V. Teachers

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Staff members participate in the following district-wide curriculum committees and task forces: Language Arts, Math, Science, History/Social Science, Educational Technology, Health/P.E., Curriculum Integration, and Assessment. In addition, our Citrus School Plan is being revised using the recommendations of these task forces and our school site council. All grade level teaching teams meet twice monthly as a Professional Learning Community (P.L.C.) to discuss student learning and determine the best instructional strategies and materials to use for their students. Each grade level team adheres to their grade level SMART GOALS which are a reflection of our Citrus SMART GOALS.

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the *DataQuest* Web page at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	28	27	25	715
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	2	0	0
Total Teacher Misassignments	2	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at http://www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	93.4%	6.6%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	92.7%	7.3%

VI Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)
This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)
This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Chico Unified School District selects textbooks and other instructional materials from these state adoptions. Subjects are reviewed on a seven-year cycle. All of the textbooks currently in use meet these standards. They were selected to match the needs of Chico students by a Task Force comprised of teachers and administrators and approved by the Board of Education.

The CUSD convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through 8th grade state adopted list concurrent with the adoption cycle. Currently adopted are:

2006 History
K-6 Harcourt - Reflections
7-8 Glencoe – Discovering Our Past

2007 Science
K-5 Macmillan – California Science
6-8 Prentice Hall – Focus on California Science

2001 Math
K-6 Harcourt – Harcourt Math
7-8 McDougal Little – Concepts and Skills 2001

2002 Reading/English
K-6 Houghton Mifflin – A Legacy of Literature
7-8 McDougal Littell – Language Arts

These standards aligned textbooks are in the hands of all students within two years of adoption.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Meets State Guidelines	0
Mathematics	Meets State Guidelines	0
Science	Meets State Guidelines	0
History-Social Science	Meets State Guidelines	0
Foreign Language	Meets State Guidelines	0
Health	Meets State Guidelines	0
Visual and Performing Arts	Meets State Guidelines	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at http://www.cde.ca.gov/ds/fd/ec/ and teacher salaries can be found on the Certificated Salaries and Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	$8,652.39	$3,554.77	$5,097.62	$61,932.68
District	---	---	$5,154.56	$62,012.74
Percent Difference – School Site and District	---	---	98.89%	99.87%
State	---	---	$5,300.00	$63,458.00
Percent Difference – School Site and State	---	---	96.18%	97.60%

Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Citrus School receives federal funding and participates in a 'schoolwide' Title 1 program. Supplemental instructional support is provided for struggling learners. Materials are purchased and personnel hired to support this need. Before and after school reading and math instruction is made available to students requiring extra assistance. The 21st Century Learning Community grant also provides before and after school programs for over one hundred (100) students. Instructional aides, parent aides, Resource Teachers and ESL teachers are all part of an intense instructional program to assist students' learning. Library clerks, guidance aides and language liaison aides are also a part of this interdisciplinary team.

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$37,418	$39,708
Mid-Range Teacher Salary	$52,184	$63,805
Highest Teacher Salary	$82,133	$82,081
Average Principal Salary (Elementary)	$92,304	$102,166
Average Principal Salary (Middle)	$102,198	$107,816
Average Principal Salary (High)	$110,416	$116,474
Superintendent Salary	$181,900	$183,478
Percent of Budget for Teacher Salaries	40.8%	40.6%
Percent of Budget for Administrative Salaries	4.5%	5.2%

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at http://star.cde.ca.gov. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	28	27	35	50	51	52	42	43	46
Mathematics	42	43	49	46	45	47	40	40	43
Science	25	24	46	46	45	57	35	38	46
History-Social Science				43	42	45	33	33	36

CST Results by Student Group – Most Recent Year
This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
African American	35	35	*	
American Indian or Alaska Native	9	18		
Asian	17	44	*	
Filipino	*	*	*	
Hispanic or Latino	29	34	*	
Pacific Islander	*	*	*	
White (not Hispanic)	48	65	57	
Male	32	50	43	
Female	35	48	48	
Economically Disadvantaged	31	45	46	
English Learners	12	35	21	
Students with Disabilities	7	31	*	
Students Receiving Migrant Education Services	*	*	*	

California Physical Fitness Test Results (School Year 2007-08)
The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at http://www.cde.ca.gov/ta/tg/pf/. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards
5	10.7

X. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks – Three-Year Comparison
This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005-06	2006-07	2007-08
Statewide	4	3	2
Similar Schools	5	2	2

API Changes by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	-21	-4	44	744
African American				
American Indian or Alaska Native				
Asian	-34	-44		
Filipino				
Hispanic or Latino	-9			
Pacific Islander				
White (not Hispanic)	-16	11	33	797
Socioeconomically Disadvantaged	-4	2	45	724
English Learners	-9	-39	89	669
Students with Disabilities				

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page http://www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	28.0