



Citrus Middle School

1400 Anchor Ave • Orange Cove, CA 93646 • (559) 305-7370 • Grades 6-8

Patricia Ledesma, Principal
ledesma-p@kcusd.com
citrus.kcusd.com

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Kings Canyon Joint Unified School District

1801 10th Street Reedley CA.
Reedley, CA 93654
559.305.7010
www.kcusd.com

District Governing Board

Craig Cooper
Robin Tyler
Manuel Ferreira
Noel Remick
Sarah Rola
Clotilda Mora
Connie Brooks

District Administration

John Campbell
Superintendent
Roberto Gutierrez
**Assistant Superintendent, Human
Resources**
Dr. John Quinto
**Assistant Superintendent, Business
Services**
Monica Benner
**Assistant Superintendent,
Curriculum and Instruction**
Sheila Wiebe
**Administrator, Educational
Programs**
Mary Ann Carousso
Administrator, Student Services

School Description

School Description Citrus Middle School opened its brand new campus in Orange Cove in 2004- 05. Today Citrus serves 652 students in grades 6-8 and includes a teaching staff of 26 teachers. It is one of three middle schools in Kings Canyon Unified School District. Other middle school students are served in four K-8 schools.

School Mission Statement

The mission of Citrus Middle School, in partnership with the family and community, is to provide a rigorous and positive learning environment. All students are expected to meet district, state, and common core standards to achieve personal and academic growth. We commit to providing a comprehensive system of individualized support, interventions and opportunities to ensure that all students can succeed.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	223
Grade 7	209
Grade 8	222
Total Enrollment	654

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0.3
Asian	0.6
Filipino	0
Hispanic or Latino	97.7
Native Hawaiian or Pacific Islander	0
White	1.2
Two or More Races	0.2
Socioeconomically Disadvantaged	96.9
English Learners	19.9
Students with Disabilities	6.6
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Citrus Middle School	15-16	16-17	17-18
With Full Credential	26	27	21
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Kings Canyon Joint Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	423
Without Full Credential	♦	♦	23
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Citrus Middle School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

All students enrolled at Citrus Middle School have sufficient books that are standards aligned and board adopted in the subject areas indicated below.

Textbooks and Instructional Materials Year and month in which data were collected: August 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Engage NY Common Core /2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Engage NY Common Core Mathematics/2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Holt, Rinehart and Winston: Holt California Science: Earth Holt California Science: Life Holt California Science: Physical Science, 2007 edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Holt, California Social Studies, 2005 edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the KCUSD Business Office.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Citrus Middle School has 31 classrooms, a gymnasium/cafeteria, a library media center and an administration building. The main campus was built in 2003.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The Director of Maintenance, Custodial Supervisor, and the site principals work cooperatively with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Citrus Middle School employs 3.50 custodians to ensure that the campus is safe, clean, and sanitary.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X	X		

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X	X		
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X	X		Restroom partitions are being replaced due to student neglect
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Dry rot throughout back of buildings, maintenance to repair.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			exterior of campus (sidewalks, walls) are unacceptable
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	38	44	45	47	48	48
Math	16	20	27	32	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	62	51	45	44	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	20.5	12.9	14

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	191	190	99.5	50.5
Male	94	94	100.0	51.1
Female	97	96	99.0	50.0
Hispanic or Latino	186	185	99.5	49.7
Socioeconomically Disadvantaged	181	180	99.5	51.1
English Learners	34	33	97.1	24.2
Students with Disabilities	16	16	100.0	56.3

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	651	647	99.39	44.36
Male	329	328	99.7	39.63
Female	322	319	99.07	49.22
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	635	633	99.69	44.55
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	629	627	99.68	44.18
English Learners	347	343	98.85	28.28
Students with Disabilities	42	42	100	9.52
Students Receiving Migrant Education Services	27	27	100	22.22
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	650	649	99.85	19.57
Male	329	329	100	20.06
Female	321	320	99.69	19.06
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	634	633	99.84	20.06
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	629	628	99.84	19.43
English Learners	347	347	100	12.39
Students with Disabilities	42	42	100	2.38
Students Receiving Migrant Education Services	27	27	100	22.22
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parent involvement and communication are essential to our school success. Citrus Middle School continually strives to involve parents by exchanging information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities.

There are numerous and varied opportunities for parent involvement. Parents attend school functions, participate in parent-teacher conferences, chaperone field trips, and assist with various school activities. Annual school programs include Back to School Night, Band and Orchestra concerts, and Open House. Parent education workshops from PIQE are offered, through the KCUSD Parent Academy, to help parents understand their role in helping their child be successful in school and to prepare for high school and beyond. In addition, our school social worker and parent liaison cover various topics to assist parents with student success at our monthly parent meetings.

Parents may also serve on advisory committees and leadership teams, including Parent Teacher Club (PTC), English Learners Advisory Council (ELAC), and School Site Council (SSC).

Home and school communication is enhanced through newsletters, phone calls home, parent-teacher conferences (twice each year), the student/parent handbook, the school website, student report cards, school dojo and other regular communication activities. Translation is regularly provided for written and in-person communication.

Parents who would like more information on how to become involved may contact Principal Patricia Ledesma at (559) 305-7370.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Safety of students and staff is a primary concern of Citrus Middle School. Before, during, and after school, the campus is monitored by campus supervisors and assigned staff. All visitors must sign in at the office and wear appropriate identification while on campus. Visitors and parent volunteers are to display their identification cards at all times. The comprehensive school safety plan is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. Components of the plan include: child abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and suspension and expulsion policies. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. The plan was last reviewed/updated and discussed with staff in January 2016. An updated copy is available to the public at the school office. The school's disaster preparedness plan includes steps for ensuring the safety of students and staff during a disaster. emergency preparedness drills are conducted regularly and the school staff is appropriately trained.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	12.1	9.8	10.3
Expulsions Rate	0.0	0.0	0.9
District	2014-15	2015-16	2016-17
Suspensions Rate	4.2	4.7	5.7
Expulsions Rate	0.0	0.0	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	11	
Percent of Schools Currently in Program Improvement	61.1	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0.5
Social Worker	1
Nurse	0.25
Speech/Language/Hearing Specialist	0.3
Resource Specialist	0
Other	1
Average Number of Students per Staff Member	
Academic Counselor	0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	30	31	23	1		7	7	5	5	1	5	5
Mathematics	28	31	32				14	5	2	3	5	5
Science	31	31	31				10	4	7	2	6	6
Social Science	30	31	31	1			7	5	5	1	5	5

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Professional development at Citrus Middle School is designed to meet the individual needs of teachers as well as broader school concerns. Professional development may take the form of trainings, coaching, peer observation, or constructive self-reflection and are consistent with our school vision and goals. Principal, teachers, instructional aides, and other support personnel may take part in these activities. Citrus Middle School emphasizes collaborative team building, assessment and data collection, and effective teaching strategies in its professional development program, with emphasis on instructing English Language Learners. Citrus has had the benefit of having a coach on campus to assist teachers with lesson planning, model lessons, classroom management and data analysis.

For the 2015-2016 school year, Citrus teachers continued the journey to Common Core and in receive 3-5 days of training on common core implementation, they continued summer and winter collaboration for lesson alignment and assessment creation. Teachers also received training on thinking maps, number talks, tape diagrams, student engagement, writing, speaking and the use of technology in the classroom. Additionally, Citrus Middle School had an instructional coach assigned to us by the district that provided many of the professional development opportunities and works directly with teachers to meet their individual needs. Teachers received training on Engage NY, tape diagrams, Kagan, Google, AVID, writing strategies, English 3D, READ 180, Accelerated reader, Illuminate, EdCaliber and conceptual math.

2016-2017- Staff development began to focus on writing in ELA and on conceptual understanding in math, all teachers received training on academic discourse, working with students with disabilities and with English Learners. During our district professional development days, teachers have options to attend professional development that is suited for them including math, AVID strategies, student engagement, Google classroom etc. A group of teachers attends the AVID summer institute and Kagan Cooperative Learning.

2017-2018- ELA teachers are focusing on write from the beginning, math teachers are working on creating and analyzing common formative assessments and understanding the common core standards, and science teachers are working on developing units for the NGSS science standards. All teachers are receiving support on understanding the digital library, using the provided interim assessments and deconstructing standards. Citrus has a math coach work with each of the grade levels once per month and a science coach on site for one week. We continue to have an instructional coach to work with individual teachers three times per week.

Staff, grade level, and vertical team meetings also provide regular opportunities for professional collaboration, as do district data analysis and interpretation committee meetings. Teachers may also attend conferences and workshops. Buy-back and early release Wednesdays provide time for quality professional development. Teachers focus on the implementation of common core and the use of the mathematical practices. Science teachers are focusing their attention to the New Generation Sciences standards and attend FCOE professional learning communities to stay up to date on the latest science standards.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,288	\$46,511
Mid-Range Teacher Salary	\$63,074	\$73,293
Highest Teacher Salary	\$92,087	\$92,082
Average Principal Salary (ES)	\$109,852	\$113,263
Average Principal Salary (MS)	\$119,527	\$120,172
Average Principal Salary (HS)	\$125,537	\$131,203
Superintendent Salary	\$224,808	\$213,732
Percent of District Budget		
Teacher Salaries	28%	36%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

State Lottery

LCAP

Title I Part A - including Supplemental Educational Services in 2016/17

After School Education and Safety Grant (ASES)

21st Century After School Grant

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,572.31	\$925.63	\$4,646.68	\$65,525.61
District	♦	♦	\$5,572	\$69,005
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			-16.6	-5.0
Percent Difference: School Site/ State			-29.3	-12.0

* Cells with ♦ do not require data.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school 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 may 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.