



# Citrus Middle School

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

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### **Kings Canyon Joint Unified School District**

1801 10th Street Reedley CA.  
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#### District Governing Board

Craig Cooper  
Robin Tyler  
Manuel Ferreira  
Noel Remick  
Sarah Rola  
Clotilda Mora  
Jim Mulligan III

#### District Administration

John Campbell  
**Superintendent**  
Roberto Gutierrez  
**Deputy Superintendent, Human  
Resources**  
Monica Benner  
**Assistant Superintendent,  
Curriculum and Instruction**  
Mary Ann Carousso  
**Administrator, Student Services**  
Jose Guzman  
**Administrator, Educational  
Programs**  
Adele Nikkel  
**Chief Financial Officer**

### **School Description**

**School Description** Our students will learn in a safe and nurturing environment where they will be challenged to meet the rigorous demands needed to be successful in college and future careers. Citrus serves 676 students in grades 6-8 and includes a teaching staff of 27 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	229
Grade 7	221
Grade 8	199
<b>Total Enrollment</b>	<b>649</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.5
Filipino	0.0
Hispanic or Latino	97.8
Native Hawaiian or Pacific Islander	0.0
White	1.4
Socioeconomically Disadvantaged	97.1
English Learners	20.5
Students with Disabilities	6.3
Foster Youth	0.0

## 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	16-17	17-18	18-19
With Full Credential	27	21	23
Without Full Credential	0	1	3
Teaching Outside Subject Area of Competence	0	0	0
Kings Canyon Joint Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	422
Without Full Credential	♦	♦	38
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Citrus Middle School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: "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 2018-19)

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 2018	
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%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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: 9/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 9/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

**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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

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.

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	44.0	43.0	47.0	49.0	48.0	50.0
Math	20.0	24.0	32.0	36.0	37.0	38.0

Note: 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.

Note: ELA and 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

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	18.7	34.1	22.4

\* 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.

**School Year 2017-18 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	634	624	98.42	43.27
Male	319	314	98.43	35.03
Female	315	310	98.41	51.61
Asian	--	--	--	--
Hispanic or Latino	619	611	98.71	43.86
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	609	602	98.85	42.86
English Learners	369	360	97.56	33.33
Students with Disabilities	33	33	100.00	6.06
Students Receiving Migrant Education Services	26	26	100.00	26.92
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 2017-18 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	634	629	99.21	23.53
Male	319	315	98.75	23.81
Female	315	314	99.68	23.25
Asian	--	--	--	--
Hispanic or Latino	619	614	99.19	23.78
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	609	605	99.34	23.14
English Learners	369	365	98.92	20.27
Students with Disabilities	33	32	96.97	3.13
Students Receiving Migrant Education Services	26	25	96.15	24
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 school site

### Opportunities for Parental Involvement (School Year 2018-19)

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 Peachjar. 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. We strive to maintain a safe, healthful, nurturing and orderly school campus that encourages a positive attitude and a growth mindset. 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 August 2018. 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 or emergency. The plan includes preparedness drills that are conducted regularly and the school staff is appropriately trained.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	9.8	10.3	9.3
Expulsions Rate	0.0	0.9	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	4.7	5.7	5.4
Expulsions Rate	0.0	0.1	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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 (non-teaching)	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 (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
6	27	28	31	4	3	3	31	38	18	2	6	19

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	23.0	20.0	24.0	7	14	9	5	10	9	5	5	6
Mathematics	32.0		30.0				2		13	5		1
Science	31.0	30.0	32.0				7	12	7	6	2	6
Social Science	31.0	30.0	32.0		1		5	8	7	5	5	6

\* 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 to support student success with college and career skills. 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 and student with special needs. Citrus has had the benefit of having a coach on campus to assist teachers with lesson planning, model lessons, classroom management and data analysis.

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.

2018-2019 For this school year the focus is on developing first tier instruction, strategically intervening on behalf of students and developing collaborative teams. The school is using strategies from Get Better Faster, Data Driven Instruction and the strategies from Teach Like a Champion. Furthermore, science teachers are also working on developing their understanding of NGSS, they are developing lessons and implementing the 5 E's. A district math coach is assigned to Citrus 5 days for the year to help teachers implement the shifts in math. Teachers continue to attend and implement AVID strategies, Kagan Cooperative learning, engagement strategies, and receive support using Google Classroom.

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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,911	\$47,547
Mid-Range Teacher Salary	\$65,440	\$74,775
Highest Teacher Salary	\$95,540	\$93,651
Average Principal Salary (ES)	\$114,784	\$116,377
Average Principal Salary (MS)	\$118,683	\$122,978
Average Principal Salary (HS)	\$135,288	\$135,565
Superintendent Salary	\$259,149	\$222,853
Percent of District Budget		
Teacher Salaries	29.0	35.0
Administrative Salaries	6.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### Types of Services Funded

- State Lottery
- LCAP
- Title I Part A - including Supplemental Educational Services
- After School Education and Safety Grant (ASES)
- 21st Century After School Grant

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Citrus Middle School	2014-15	2015-16	2016-17
Dropout Rate			
Graduation Rate			
Kings Canyon Joint Unified School District	2014-15	2015-16	2016-17
Dropout Rate	0.8	2.1	3.2
Graduation Rate	93.9	93.7	79.0
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,173.78	\$1,080.14	\$5,093.64	\$72,298.15
District	◆	◆	\$7,162.06	\$71,416
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District			-33.8	1.2
Percent Difference: School Site/ State			-33.3	-5.7

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.