



# Citrus Middle School

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

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<https://citrus.kcusd.com/>

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



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

1801 10th Street Reedley CA.  
Reedley, CA 93654  
559.305.7010  
[www.kcusd.com](http://www.kcusd.com)

#### District Governing Board

Noel Remick

Sarah Rola

Jim Mulligan III

Robin Tyler

Nancy Hernandez

Craig Cooper

Clotilda Mora

#### 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

Citrus serves 634 students in grades 6-8 and includes a teaching staff of 30 teachers. It is one of three middle schools in Kings Canyon Unified School District. The goal at Citrus Middle School is to make sure students are College and Career ready.

### **School Mission Statement**

Working alongside the vision of the district that all students will learn and succeed, the mission of Citrus Middle School, in partnership with the family and community, is to provide a rigorous and positive learning environment in which students achieve to their fullest potential, develop positive self concepts, and become lifelong learners and responsible citizens.

## 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 6                 | 204                |
| Grade 7                 | 235                |
| Grade 8                 | 225                |
| <b>Total Enrollment</b> | <b>664</b>         |

### 2019-20 Student Enrollment by Group

| Group                            | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American        | 0.2                         |
| American Indian or Alaska Native | 0.3                         |
| Hispanic or Latino               | 98                          |
| White                            | 1.5                         |
| Socioeconomically Disadvantaged  | 95.8                        |
| English Learners                 | 24.7                        |
| Students with Disabilities       | 9.3                         |

## 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 for Citrus Middle School | 18-19 | 19-20 | 20-21 |
|--|-------|-------|-------|
| With Full Credential                         | 23    | 21    | 21    |
| Without Full Credential                      | 3     | 5     | 3     |
| Teaching Outside Subject Area of Competence  | 0     | 0     | 0     |

| Teacher Credentials for Kings Canyon Joint  | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential                        | ♦     | ♦     | 447   |
| Without Full Credential                     | ♦     | ♦     | 40    |
| Teaching Outside Subject Area of Competence | ♦     | ♦     | 0     |

### Teacher Misassignments and Vacant Teacher Positions at Citrus Middle School

| Indicator                     | 18-19 | 19-20 | 20-21 |
|-------------------------------|-------|-------|-------|
| 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 2020-21)

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 2020

| Core Curriculum Area   | Textbooks and Instructional Materials/Year of Adoption  |
|------------------------|---|
| Reading/Language Arts  | Engage NY Common Core /2014<br><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0%   |
| Mathematics            | Engage NY Common Core Mathematics/2014<br><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0%                                |
| Science                | Grades K-5 Amplify Science, 2020<br><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0%                                      |
| History-Social Science | Holt, California Social Studies, 2005 edition<br><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0%                         |
| Foreign Language       | Spanish 1 Glencoe/McGraw Hill: Buen Viaje! Level 1, 2005/2008 edition<br><br>The textbooks listed are from most recent adoption: Yes<br>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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: 9/2020**

| System Inspected   | Repair Status | Repair Needed and Action Taken or Planned  |
|--|---------------|--|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | Good          |  |
| <b>Interior:</b><br>Interior Surfaces                                      | Good          |  |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation       | Good          |  |
| <b>Electrical:</b><br>Electrical   | Good          | Kitchen - Lights and light cover missing<br>Staff Lounge - Lights out -light cover missing (Gym)<br>Restroom by room 16 - Light out 2- hand air dryer not working<br>Storage room - 3 lights out   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | Good          | Nurse restroom - loose sink fixture<br>Library - Loose knob for fountain<br>Next to room 25 - Low water pressure<br>Most classroom fountains - Loose knobs on drinking fountains<br>Restroom by room 5 boys and girls - Broken stall door latches missing soap and towel disp. Water leak toilet<br>Teacher prep room - Missing towel dispenser<br>Restroom by room 16 boys - Missing seat cover dispenser , broken door to handicapped stall<br>Boys and girls rest room - broken stall latches |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | Good          |  |
| <b>Structural:</b><br>Structural Damage, Roofs                             | Good          | Boys restroom by room 16 - Hole in wall-<br>Handicapped stall  |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | Good          | Boy restroom next to Rm 16 - Door needs to be attached properly<br>Storage Room - Door handle missing  |
| <b>Overall Rating</b>  | <b>Good</b>   | Site to submit work orders for Williams Inspection Good Repair Items.<br>Maintenance to follow up with repairs.  |

## 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA     | 44           | N/A          | 52             | N/A            | 50          | N/A         |
| Math    | 27           | N/A          | 40             | N/A            | 39          | N/A         |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 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

#### Grades Five, Eight, and High School

##### Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | 20           | N/A          | 27             | N/A            | 30          | N/A         |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5           | N/A    | N/A    | N/A    |
| 7           | N/A    | N/A    | N/A    |
| 9           | N/A    | N/A    | N/A    |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American                     | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American                     | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American                     | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 2020-21)

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. As a result of the COVID 19-Pandemic, the following activities will take place for parents virtually: participate in parent-teacher conferences, or assist with various school activities or parent meetings. Annual school programs include Back to School Night, Band and Orchestra concerts when applicable, and Open House. Parent education workshops 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 parent meetings which may happen virtually as well due to the COVID-19 pandemic.

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

Home and school communication is enhanced through phone calls home, parent-teacher conferences via virtually, the student/parent handbook, the school website, and Parent Square. Translation is regularly provided for written and in-person communication. Material distribution and awards have also been given with drive throughs, so parents and students can still be apart of the school.

Parents who would like more information on how to become involved may contact Principal Stacy Carrillo 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 (School Year 2020-2021)**

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 front office and follow all health and safety guidelines. 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 entering and exiting school, sexual harassment policies, and suspension and expulsion policies. The safety plan is reviewed annually, and updated as needed. The plan was last reviewed/updated and discussed with staff in August 2020. 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.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

| Rate        | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 9.3            | 5.0            | 5.4              | 3.1              | 3.5           | 3.5           |
| Expulsions  | 0.0            | 0.0            | 0.0              | 0.0              | 0.1           | 0.1           |

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate        | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 0.1            | 0.0              |               |
| Expulsions  | 0.0            | 0.0              |               |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**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.

**Ratio of Pupils to Academic Counselor (School Year 2019-2020)**

| Title               | Ratio |
|---------------------|-------|
| 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.

**Student Support Services Staff (School Year 2019-2020)**

| Title   | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) |                                      |
| Library Media Teacher (Librarian)                   |                                      |
| Library Media Services Staff (Paraprofessional)     |                                      |
| Psychologist  |                                      |
| Social Worker                                       | 2                                    |
| Nurse   | 1                                    |
| Speech/Language/Hearing Specialist                  |                                      |
| Resource Specialist (non-teaching)                  |                                      |
| Other   | 2.5                                  |

\*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        | 2017-18                  | 2017-18                          | 2017-18                           | 2017-18                         | 2018-19                  | 2018-19                          | 2018-19                           | 2018-19                         | 2019-20                  | 2019-20                          | 2019-20                           | 2019-20                         |
|----------------|--------------------------|----------------------------------|-----------------------------------|---------------------------------|--------------------------|----------------------------------|-----------------------------------|---------------------------------|--------------------------|----------------------------------|-----------------------------------|---------------------------------|
|                | Average<br>Class<br>Size | # of<br>Classes*<br>Size<br>1-20 | # of<br>Classes*<br>Size<br>21-32 | # of<br>Classes*<br>Size<br>33+ | Average<br>Class<br>Size | # of<br>Classes*<br>Size<br>1-20 | # of<br>Classes*<br>Size<br>21-32 | # of<br>Classes*<br>Size<br>33+ | Average<br>Class<br>Size | # of<br>Classes*<br>Size<br>1-20 | # of<br>Classes*<br>Size<br>21-32 | # of<br>Classes*<br>Size<br>33+ |
| English        | 24                       | 9                                | 9                                 | 6                               | 23                       | 9                                | 9                                 | 7                               | 28                       | 5                                | 8                                 | 8                               |
| Mathematics    | 30                       |                                  | 13                                | 1                               | 29                       | 3                                | 4                                 | 8                               | 31                       | 1                                | 7                                 | 7                               |
| Science        | 32                       |                                  | 7                                 | 6                               | 31                       | 1                                | 6                                 | 7                               | 34                       |                                  | 2                                 | 6                               |
| Social Science | 32                       |                                  | 7                                 | 6                               | 31                       |                                  | 7                                 | 7                               | 32                       |                                  | 6                                 | 8                               |

\*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 (Most Recent Three Years)

| Measure   | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 42      | 42      | 42      |

Professional development at Citrus Middle School is designed to meet the individual needs of teachers to support student success with college and career readiness. 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 all students can learn. We will continue to emphasize focus on our English Language Learners and student with special needs as well. Citrus has had the benefit of having instructional coaches on campus to assist teachers with lesson planning, modeling lessons, classroom management and data analysis as well.

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.

2019-2020: Working with the staff, we developed IAP's (Instructional Action Plans/Goals) for the site, ELA, and Math for everyone to have a part in. The focus this year was on good first instruction. With the goals in place, teachers had a focus on: Speaking in complete sentences using academic discourse, Writing across all content areas/grade levels, Higher order thinking questions, Checking for understanding, and Student engagement. PLC time is devoted to professional development on the site focus. Science teachers are continuing to get NGSS training on NGSS standards and feedback is given on lesson delivery.

PLC professional development along with vertical alignment with our ELA and Math team will happen throughout the year with our ELA Instructional Coach and the Math Coach from the High School. Teachers are going to view other teachers to get strategies in support of managements, teaching strategies, and support in the classroom as well. Some teachers are getting some one-on-one support, lesson development, pacing, and others are working in a whole group PLC process.

Writing continues to be a focus through the district and we have a few teachers that are piloting ideas and are working with our coaches to bring back the concepts to our teachers. We continue to work through writing with our pacing and bring in samples through the PLC and rubrics. Those will be revised through Professional Development as well through the PLC process through the site.

2020-2021, We will continue the process of the IAP growth of the site focus and PLC team building with vertical alignment. Teachers will continue to look at good first instruction and build on what they working on from distance education and technology into the classroom to embed with our learning from last year.

PLC professional development along with vertical alignment with our ELA and Math team will happen throughout the year with our ELA Instructional Coach and the Math Coach. Teachers are going to view other teachers to get strategies in support of managements, teaching strategies, and support in the classroom as well. Some teachers are getting some one-on-one support, lesson development, pacing, and others are working in a whole group PLC process.

Writing continues to be a focus through the district and we have a few teachers that are piloting ideas and are working with our coaches to bring back the concepts to our teachers. We continue to work through writing with our pacing and bring in samples through the PLC and rubrics. Those will be revised through Professional Development as well through the PLC process through the site.

#### FY 2018-19 Teacher and Administrative Salaries

| Category                      | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary      | \$47,069        | \$49,782                                     |
| Mid-Range Teacher Salary      | \$68,584        | \$76,851                                     |
| Highest Teacher Salary        | \$100,131       | \$97,722                                     |
| Average Principal Salary (ES) | \$122,043       | \$121,304                                    |
| Average Principal Salary (MS) | \$129,489       | \$128,629                                    |
| Average Principal Salary (HS) | \$145,510       | \$141,235                                    |
| Superintendent Salary         | \$213,358       | \$233,396                                    |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries           | 29.0            | 33.0   |
| 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
- Perkins-Manufacturing Pathway

#### 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).

#### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

| Level       | Total       | Restricted | Unrestricted | Average Teacher Salary |
|-------------|-------------|------------|--------------|------------------------|
| School Site | \$ 6,947.10 | \$1,301.99 | \$5,645.11   | \$77,416.50            |
| District    | N/A         | N/A        | \$7,619.64   | \$73,751               |
| State       | N/A         | N/A        | \$7,750      | \$79,209               |

| Percent Differences  | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -29.8        | 4.8                    |
| School Site/ State   | -31.4        | -2.3                   |

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