

Citrus Middle School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information	
School Name	Citrus Middle School
Street	1400 Anchor Ave
City, State, Zip	Orange Cove, CA 93646
Phone Number	(559) 305-7370
Principal	Stacy Carrillo
Email Address	carrillo-s@kcusd.com
School Website	https://citrus.kcusd.com/
Grade Span	6-8
County-District-School (CDS) Code	10622656006746

2024-25 District Contact Information	
District Name	Kings Canyon Joint Unified School District
Phone Number	559-305-7010
Superintendent	John Campbell
Email Address	pack-r@kcusd.com
District Website	https://www.kcusd.com/

2024-25 School Description and Mission Statement
<p>School Description</p> <p>Citrus serves over 600 students in grades 6-8 and includes a teaching staff of 32 teachers. It is one of three middle schools in Kings Canyon Unified School District. When students leave Citrus, they will be able to think critically, apply knowledge from various sources using academic discourse, and problem solve orally or written on or above grade level. The goal at Citrus Middle School is to make sure students are prepared for high school and beyond and College and Career ready. The vision of Citrus Middle School is believe and succeed!</p>

2024-25 School Description and Mission Statement

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 this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	212
Grade 7	184
Grade 8	191
Total Enrollment	587

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4
Male	52.6
American Indian or Alaska Native	0.2
Asian	0.2
Black or African American	1
Filipino	0.2
Hispanic or Latino	96.4
White	1.9
English Learners	25.4
Homeless	1.5
Migrant	6.5
Socioeconomically Disadvantaged	97.6
Students with Disabilities	8.9

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.40	45.06	303.20	73.79	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	17.30	4.22	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.50	32.50	51.90	12.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	4.33	15.10	3.68	12115.80	4.41
Unknown/Incomplete/NA	4.10	18.07	23.30	5.68	18854.30	6.86
Total Teaching Positions	23.00	100.00	410.90	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.20	80.24	348.80	80.05	234405.20	84.00
Intern Credential Holders Properly Assigned	0.90	5.20	18.00	4.14	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.90	4.73	31.60	7.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.90	5.20	26.60	6.10	11953.10	4.28
Unknown/Incomplete/NA	0.80	4.47	10.60	2.44	15831.90	5.67
Total Teaching Positions	19.00	100.00	435.70	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.60	61.44	330.80	76.65	231142.40	100.00
Intern Credential Holders Properly Assigned	2.90	11.78	22.80	5.28	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.80	15.20	41.80	9.69	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.30	9.41	27.40	6.35	11746.90	4.23
Unknown/Incomplete/NA	0.50	2.09	8.70	2.03	14303.80	5.15
Total Teaching Positions	25.30	100.00	431.50	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	1
Misassignments	7.50	0.90	2.7
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	7.50	0.90	3.8

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00	0
Local Assignment Options	0.00	0.90	2.3
Total Out-of-Field Teachers	1.00	0.90	2.3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	31.50	13.6	7.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.30	2.6	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

A district textbook adoption committee is established for the process of textbook adoption. Each school site or grade level is represented on each textbook adoption committee. At Citrus Middle School, there are sufficient textbooks and instructional materials for each of the core content areas. Each pupil, including English Learners, have access to district adopted texts, workbooks, or other supplemental instructional materials to use in class and to take home.

Year and month in which the data were collected

August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Engage NY, 2014 - English Language Arts https://www.engageny.org/resource/grade-6-english-language-arts https://www.engageny.org/resource/grade-7-english-language-arts https://www.engageny.org/resource/grade-8-english-language-arts Houghton Mifflin Harcourt English 3D Course B, Volume 1 2016 California edition	Yes	0%
Mathematics	Grades 6-8 Great Minds: Eureka Math 2018 edition	Yes	0%
Science	Grades 6-8 Amplify Science, 2020 https://amplify.com/science-california-review-grade-6-integrated/ https://amplify.com/science-california-review-grade-7-integrated/ https://amplify.com/science-california-review-grade-8-integrated/	Yes	0%
History-Social Science	Grades 6-8: Holt, 2006 Editions 6th Grade - World History- Ancient Civilizations 7th Grade - World History-Medieval to Early Modern Times 8th Grade - United States History	Yes	0%

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

School Facility Conditions and Planned Improvements

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 32 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. In 2024, new turf was installed in the front of the office, improving the curb appeal of the school.

Year and month of the most recent FIT report

10/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Exemplary
Interior: Interior Surfaces	X			Administration building needs to be painted. Interior of administration needs to be repainted. Maintenance to follow up during Thanksgiving break.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		Gym was trashy. Head custodian to follow up.
Electrical	X			Exemplary
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Exemplary
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Weeds in planter. District grounds to follow up.

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	41	49	49	51	46	47
Mathematics (grades 3-8 and 11)	24	26	36	38	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	581	562	96.73	3.27	49.02
Female	284	270	95.07	4.93	57.25
Male	297	292	98.32	1.68	41.44
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	561	548	97.68	2.32	50.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	160	144	90.00	10.00	13.29
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	492	477	96.95	3.05	48.74
Students Receiving Migrant Education Services	34	28	82.35	17.65	32.14
Students with Disabilities	48	47	97.92	2.08	12.77

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	580	571	98.45	1.55	25.96
Female	284	278	97.89	2.11	25.99
Male	296	293	98.99	1.01	25.94
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	560	554	98.93	1.07	26.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	161	156	96.89	3.11	2.56
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	491	484	98.57	1.43	24.84
Students Receiving Migrant Education Services	34	34	100.00	0.00	8.82
Students with Disabilities	48	45	93.75	6.25	8.89

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	26.52	19.15	24.28	24.87	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	193	190	98.45	1.55	18.95
Female	102	100	98.04	1.96	18.00
Male	91	90	98.90	1.10	20.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	189	186	98.41	1.59	19.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	41	39	95.12	4.88	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	163	160	98.16	1.84	19.38
Students Receiving Migrant Education Services	14	14	100.00	0.00	7.14
Students with Disabilities	15	15	100.00	0.00	13.33

B. Pupil Outcomes

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.

2023-24 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	100%	100%	100%	100%	100%

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement
<p>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 and engagement groups.</p> <p>There are numerous and varied opportunities for parent involvement in the 2024-2025 school year. Annual school programs include Back to School Night, Band and Choir concerts, and Open House. Parent education workshops are offered through the school site opportunities, 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 covers various topics to assist parents with student success at our parent meetings. This year we will continue with our health and well-being groups along with more fun family time activities for parents to do with their children.</p> <p>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.</p> <p>Home and school communication is enhanced through phone calls home, parent-teacher conferences, the student/parent handbook, the school website, social media, and Parent Square. Translation is regularly provided for written and in-person communication. Awards and information are given throughout the year. Parents who would like more information on how to become involved may contact Principal Stacy Carrillo at (559) 305-7370.</p>

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	637	620	62	10.0
Female	314	302	36	11.9
Male	323	318	26	8.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	612	595	60	10.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	11	11	2	18.2
English Learners	175	170	17	10.0
Foster Youth	--	--	--	--
Homeless	13	12	6	50.0
Socioeconomically Disadvantaged	619	603	61	10.1
Students Receiving Migrant Education Services	41	40	5	12.5
Students with Disabilities	55	55	7	12.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
6.97	9.79	13.19	4.65	5.93	6.38	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	13.19	0.00
Female	13.06	0.00
Male	13.31	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	12.75	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	36.36	0.00
English Learners	18.29	0.00
Foster Youth	0.00	0.00
Homeless	7.69	0.00
Socioeconomically Disadvantaged	13.09	0.00
Students Receiving Migrant Education Services	12.20	0.00
Students with Disabilities	10.91	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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 front office and appointments can be

2024-25 School Safety Plan

arranged as well if visitors need to meet with staff. 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 on August 9, 2024. The plan was reviewed by our School Site Council on December 5, 2024, and Board Approval was on January 28, 2025 . An updated copy is available to the public at the school office. The school’s crisis plan includes steps for ensuring the safety of students and staff during a disaster or emergency.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	7	20	
Mathematics	26	2	10	
Science	28	2	12	
Social Science	28	1	13	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	8	17	3
Mathematics	25	6	7	3
Science	26	7	4	4
Social Science	26	5	7	3

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	8	20	
Mathematics	25	5	9	1
Science	31	1	7	4
Social Science	27	2	12	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,442.93	\$1,492.72	\$6,950.22	\$81,250.82
District	N/A	N/A	\$9,523.70	\$86,647.15
Percent Difference - School Site and District	N/A	N/A	-31.2	-6.4
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-43.1	-15.3

Fiscal Year 2023-24 Types of Services Funded

The types of services funded are:
State Lottery Funding
LCAP and Parent Engagement - including Parent Nights
Title I Part A - including Supplemental Educational Services
After School Education, Before School Program and Safety Grant (ASES)
21st Century After School Grant
Perkins-Manufacturing Pathway
Community Schools Grant

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$56,433	\$58,855
Mid-Range Teacher Salary	\$82,228	\$92,519
Highest Teacher Salary	\$120,050	\$114,665
Average Principal Salary (Elementary)	\$134,610	\$142,791
Average Principal Salary (Middle)	\$155,199	\$151,078
Average Principal Salary (High)	\$174,150	\$167,094
Superintendent Salary	\$283,649	\$281,086
Percent of Budget for Teacher Salaries	22.92	30.99
Percent of Budget for Administrative Salaries	5.33	5.37

Professional Development

Professional development at Citrus Middle School is designed to meet the individual needs of teachers to support student success with preparing for high school and beyond and 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 mission, vision, and goals. Citrus Middle School emphasizes PLC process with collaborative team building, assessment and data collection, and effective teaching practices through the professional development process, 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 coach on campus to assist teachers with lesson planning, modeling lessons, classroom management and data analysis as well.

PLC professional development along with vertical alignment with our ELA and Math team will happen throughout the year with our ELA Instructional Coach, Science Coach, and the Math Coach if needed. Teachers can view other teachers to get strategies for support in classroom management, teaching practices, lesson planning, unit plans and GVC playlist. 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 through our Leadership Team. Through our leadership team's input and guidance, we will work on our unit plans and work towards meeting our SMART goals. We continue to work through writing with our pacing and bring in evidence and samples through the PLC and rubrics. Those will be revised through Professional Development as well through the PLC process through the site.

2023-2024 to 2024-2025, we continued the PLC process with our instructional focus built using our Instructional Leadership Team. Our site developed SMART goals to reflect on throughout the year with data and best instructional practices. We work through the PLC cycle and reflect on our high leverage teaching practices in our teams and reflect on data. On Wednesdays, our Leadership Team is able to present on those high leverage teaching practices and teachers are able to bring in evidence and reflect on student learning. We will continue to use the PLC cycle throughout the year as a site on teaching practices, student evidence, and data.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	42	42	42