

Citrus Elementary School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Citrus Elementary School
Street	1350 Citrus Avenue
City, State, Zip	Chico, CA 95926
Phone Number	(530) 891-3107
Principal	Shirley Williams
E-mail Address	swilliams@chicousd.org
Web Site	
CDS Code	04-61424-6002976

District Contact Information	
District Name	Chico Unified School District
Phone Number	(530) 891-3000
Superintendent	Kelly Staley
E-mail Address	kstaley@chicousd.org
Web Site	www.chicousd.org

School Description and Mission Statement (Most Recent Year)

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

Citrus Elementary is a neighborhood school located in an older part of Chico. The main school building was built in 1936 making it the oldest operating school in the Chico Unified School District. We serve students in grades K - 6 who come to us with a variety of backgrounds given the ethnically and socio-economically diverse make-up of the neighborhood.

Citrus is a school-wide Title I school. We receive federal categorical funding for Title I, Title II, and Title III, as well as funding to support our breakfast and lunch programs. Additionally, Citrus is able to provide extensive afterschool programs through the 21st Century where students receive academic assistance and enrichment for three hours each afternoon, as well as extra support for an hour each morning.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	61
Grade 1	50
Grade 2	48
Grade 3	42
Grade 4	47
Grade 5	48
Grade 6	41
Total Enrollment	337

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	6.5
American Indian or Alaska Native	3.6
Asian	9.2
Filipino	0.0
Hispanic or Latino	30.6
Native Hawaiian or Pacific Islander	2.1
White	41.5
Two or More Races	5.6
Socioeconomically Disadvantaged	89.6
English Learners	22.3
Students with Disabilities	10.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	19	19	19	590
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of 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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	99.59	0.41
High-Poverty Schools in District	100.00	0.00
Low-Poverty Schools in District	98.96	1.04

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: October 2013

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Chico Unified School District selects textbooks and other instructional materials from these state adoptions. All of the textbooks currently in use meet these standards. They were selected to match the needs of Chico students by a task force comprised of teachers and administrators and approved by the Board of Education. The CUSD convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through 8th grade state adopted list concurrent with the adoption cycle.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McMillan/McGraw-Hill - CA Treasures - 2010	Yes	0
Mathematics	McGraw Hill/Wright Group / Everyday Math - 2009	Yes	0
Science	K-5: McMillan/McGraw Hill / California Science - 2007 6-8: Prentice Hall / Focus on California Science - 2007	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Harcourt / Reflections - 2006	Yes	0
Foreign Language	Meets State Guidelines		0
Health	Meets State Guidelines		0
Visual and Performing Arts	Meets State Guidelines		0

School Facility Conditions and Planned Improvements (Most Recent Year)

Citrus School, the oldest school plant in operation in the Chico Unified School District, was built in 1936. It is one of 12 elementary schools in the District. Our facility houses 16 classes. Citrus also has a library media center, multi-purpose room, intervention rooms, counseling rooms, a staff work room, 2 computer labs, a staff lunch room and a Parent Center. It was renovated during the 1989 school year with central air conditioning and heating added. The playground has been painted to include a holistic playground which provides learning activities for students to utilize. A security gate was installed in the front of the school for added protection and to ensure that all visitors to Citrus School sign in at the front office.

Citrus provides before-school playground supervision for all students from 8:00-8:15 a.m. Our breakfast program operates from 7:15-8:00 a.m. each morning and a 21st Century Community Learning Center program operates from 7:00-8:00 a.m. Citrus also offers an after-school program through the 21st Century Grant from 2:20-6:00 p.m. on a daily basis. During 'after school' times, academic support and enrichment opportunities in the 21st Century Learning Center Program are provided. Citrus works with approximately 200 students and parents on a monthly basis during these extended school day times.

All visitors are required to register at the school office and obtain a visitor badge. All staff members monitor the campus and ensure that visitors register in the office. Although Citrus is the oldest campus in CUSD, it is very well maintained both structurally and cosmetically. Our classrooms, restrooms and offices are cleaned on a daily basis. Our CUSD maintenance department repairs our facility as needed and provides weekly landscape support. Additionally, volunteers from Bidwell Presbyterian support the appearance of the campus through projects around the school campus.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: October 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	Remove heavy items stored above 48 inches. (WO Ticket #24405).
Electrical: Electrical	[]	[X]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	Replace missing ceiling tiles in MPR. (WO Ticket #24405).
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	Repair window screens in rooms 1 and 3. (WO Ticket #24405).

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	21	36	34	68	67	68	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	68
All Student at the School	34
Male	33
Female	35
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	33
Native Hawaiian or Pacific Islander	
White	42
Two or More Races	
Socioeconomically Disadvantaged	33
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	30	38	39	58	58	58	54	56	55
Mathematics	30	34	38	51	51	52	49	50	50
History-Social Science				59	56	58	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	1	1	1
Similar Schools	1	1	5

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-51	35	16
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-33	69	33
Native Hawaiian/Pacific Islander			
White	-52	-11	35
Two or More Races			
Socioeconomically Disadvantaged	-42	42	14
English Learners	-26	79	26
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.4	15.6	24.4

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

Citrus Elementary welcomes and encourages parental involvement. We invite parents to become active members of our Parent Teacher Association. We have parents involved as members of our School Site Council and English Language Advisory Committee. We also encourage parents to be involved in our classrooms and to participate in their children's educational program throughout the year. They are invited to attend monthly awards assemblies, Parents and Pastries, monthly assemblies and a variety of other school-related activities and family-friendly events.

Citrus also offers different learning opportunities for parents throughout the year. These classes include Parenting Partners, and Parents on a Mission. Our classes and parent activities are held in our Parent Center.

In addition to parent support and involvement, we are also extremely fortunate to be an adopted school of the Bidwell Presbyterian Church whose members provide countless hours of volunteer service to the students and staff at Citrus School.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	14.1	11.1	11.0	6.1	6.4	5.4	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.5	0.3	0.3	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

The School Safety Plan is updated annually in accordance with Senate Bill 187. We reviewed and updated our plan in October and followed the template and training provided by CUSD. Our plan includes a description of our site, our school climate, an overview of our school discipline plan, our incident response team and a description of the responsibilities of the response team. Members of the team reviewed the plan, as did the School Site Council.

Staff and students regularly participate in training and drills related to school safety. Citrus also has a crisis response team, emergency phone tree and a specific emergency action plan to cover a variety of situations. We have telephones in every classroom and indoor/outdoor intercom capability. We also have two-way radio communication for each teacher and campus supervisors. Citrus provides student supervision before and after school, and during all recess breaks. All visitors must sign-in at the office and wear a badge while on school grounds.

In addition to our School Safety Plan, we have a comprehensive positive behavior support plan and school discipline plan that includes the major components of the Building Effective Schools Together Program. Additionally, we utilize the Second Step curriculum (violence reduction) with our students, and the Primary Intervention Program (PIP) We have two counselors from North Valley Catholic children's Services who provide individual, social and emotional support and education to students.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	11
Percent of Schools Currently in Program Improvement	---	91.7

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	30	0	2	0	12	4			20	2	1	
1	23	0	2	0	17	2	1		25		2	
2	27	0	2	0	19	1	1		24		2	
3	24	0	2	0	22	1	1		21	1	1	
4	27.5	0	2	0	17	1	2		16	2	1	
5	27.5	0	2	0	17	2	1		16	2	1	
6	30	0	2	0	14	2	2		14	2	1	
Other												

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

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	.3125	---
Psychologist	0.8	---
Social Worker	0	---
Nurse	0.2	---
Speech/Language/Hearing Specialist	0.2	---
Resource Specialist	1.0	---
Other	0	---

Note: Cells with "---" do not require data. 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$9,398.24	\$3,730.90	\$5,667.33	\$63,298.00
District	---	---	\$5,641.63	\$63,298
Percent Difference: School Site and District	---	---	0.5	0.0
State	---	---	\$4,690	\$69,360
Percent Difference: School Site and State	---	---	20.8	-8.7

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Citrus receives the following funding:

- **Economic Impact Aid/Limited English Proficient (EIA/LEP)** state funds to support programs and activities to assist English learners achieve proficiency in the English language as rapidly as practicable and to support programs and activities to improve the academic achievement of English learners.
- **Economic Impact Aid/State Compensatory Education (EIA/SCE)** state funds to support programs and activities designed to assist educationally disadvantaged students achieve state standard proficiency.
- **Safe Schools** funds to provide training, resources, and technical assistance to establish a school/community environment which is physically and emotionally safe, well-disciplined, and conducive to learning.
- **Title II** federal funds to provide ongoing staff development for teachers and principals.
- **Title I** funds due to Free and Reduced Lunch qualifications. The intent of this funding is to meet the educational needs of low-achieving students enrolled in the highest poverty schools and to provide parent education.
- **21st Century Grant** federal funds and **ASES** (After School Education and Safety Program) state funds to provide improved academic achievement; enrichment services that reinforce and complement the academic program; family literacy and related educational development services; and services to help the students meet state and local standards in core content areas. Programs are planned through a collaborative process that includes parents, youth, and representatives of participating schools or local educational agencies, governmental agencies, community organizations, and the private sector. Instructional aides, parent aides, and resource teachers are all part of an intense instructional program to assist students' learning. Library clerks, guidance aides, a Targeted Case Manager and language liaison aides are also a part of this interdisciplinary team.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,541	\$41,318
Mid-Range Teacher Salary	\$53,749	\$65,615
Highest Teacher Salary	\$85,671	\$84,981
Average Principal Salary (Elementary)	\$89,920	\$107,624
Average Principal Salary (Middle)	\$97,238	\$112,817
Average Principal Salary (High)	\$102,804	\$121,455
Superintendent Salary	\$164,900	\$206,292
Percent of Budget for Teacher Salaries	39	40
Percent of Budget for Administrative Salaries	5	5

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development

Staff members have the opportunity to participate in Assessment Sub-committees, Task Forces and the Instructional Leadership Team. On the site, grade level teaching teams meet twice monthly as a Professional Learning Community (P.L.C.) to discuss student learning and determine the best instructional strategies and materials to use for their students. Through the analysis of data and staff discussion, we are focusing on the areas for staff development: Formative Assessment (Assessment for Learning), Building Effective Schools Together, Aeries Implementation, Treasures Language Arts Curriculum, Everyday Math Curriculum and English Language Development Techniques in Language Star. Teachers have had the opportunity to attend our district-wide staff development day and follow-up grade level meetings, and receive on-going professional development and support in the areas of mathematics, language arts and English Language Development from our Support Teachers. Additionally, staff has access to the district's coordinator for Illuminate and can receive support and training as requested.