

Citrus Heights Elementary School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

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.

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

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Citrus Heights Elementary School
Street	7085 Auburn Blvd.
City, State, Zip	Citrus Heights CA, 95621
Phone Number	(916) 971-5230
Principal	Rafael Martinez
E-mail Address	rafael.martinez@sanjuan.edu
CDS Code	34-67447-6034433

District Contact Information	
District Name	San Juan Unified School District
Phone Number	(916) 971-7700
Web Site	www.sanjuan.edu
Superintendent	Glynn Thompson
E-mail Address	glynn.thompson@sanjuan.edu

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

Mission Statement:

The mission of Citrus Heights Elementary, a family-focused neighborhood school, is to ensure each student becomes a responsible 21st century learner through innovative and challenging instruction in a safe, nurturing environment.

School Profile

Citrus Heights Elementary is one of 35 elementary schools in the San Juan Unified School District. The curriculum provided is aligned to the California Content Standards. The school supports cultural awareness on a daily basis through its diverse literature selections and other school activities.

Citrus Heights School is a neighborhood elementary school containing grades K-5. A Head Start program and a State Preschool are also located at the school. The school was built in 1958 and modernized in 1997.

Students will be treated with dignity and respect. The school environment will be positive and pleasing to students and they will be able to attend school without experiencing fear or undue anxiety. Citrus Heights School will provide an atmosphere where each student can develop the basic academic and emotional skills necessary for independence in an ever-changing society and develop self-discipline and a positive self-image with an appreciation of learning.

With the above in mind, our staff believes that good discipline is essential to promoting the best possible learning environment for students. We also believe that the school is a place where respect for each other should prevail in the hearts and minds of everyone. With this as our goal, we will not fail in our effort to make our school a happy and productive place. With a student population of 380 students, the ethnic breakdown of Citrus Heights Elementary is as follows: 5% African American, 1.3% American Indian, 1.8% Asian, 1.5% Filipino, 18.8% Hispanic or Latino, .9% Pacific Islander, 70.2% White, Two or More .4%. Additionally, Citrus Heights Elementary is home to an Autistic Preschool SDC, State Preschool, Head Start and a Full-Inclusion.

Principal's Message:

Citrus Heights Elementary is a school that prides itself on providing challenging instruction; creating strong teacher, student, parent, and community relationships; and instilling in children the ability to think, to learn, to achieve, and to demonstrate positive character traits in everything they do as Lancers.

Our entire staff is dedicated to continuous learning through professional development and use of school achievement data to discover the most effective ways to teach our students. We have high expectations for our students, our colleagues, and ourselves through trust, hard work, and positive reinforcement of our collective strengths.

I strongly believe that parent and community partnerships are an essential piece to the success of a school. At Citrus Heights Elementary, we are privileged to have parent volunteers involved with enriching the experiences of our children on a daily basis. Our P.T.A. is a tremendous support and contributes significantly to the warm, inviting atmosphere of Citrus Heights. The school/parent relationship is a vital, essential piece to our success.

Strong, rigorous academics are reinforced and enhanced by the creativity and personalization provided by our staff. As Lancers, academic skills are balanced with development as caring individuals. Positive choices encouraged for our students on a daily basis. Our incentive program recognizes students on the weekly, monthly and trimester basis.

Citrus Heights Elementary is a special place! The academic excellence we provide to our students and community continues to be our top priority.

Rafael Martinez
Principal

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Our desire is to involve more parents in our day-to-day operation. Currently, we involve a number of interested parents as:

- Room moms and dads
- Classroom tutors/volunteers
- Clerks-preparing materials
- Site Council members
- P.T.A. members
- Field trip drivers
- Playground supervisors
- Superintendent's Parent Advisory
- English Learners Advisory

We also invite parents and community members to special events, such as:

- Family Fun Nights
- Grandparents Day
- Multicultural Day
- Jog-a-thon
- Character Education assemblies
- Back to School Night
- Open House
- Monthly parent luncheons

Beginning in the Fall 2013, we will:

- Collaborate with our new Parent Liaison for enrichment and community opportunities
- Open our Family Resource Room
- Focus 1/3 of our communications focus on volunteering
- Continue to collaborate with Citrus Heights Educational Committee
- Collaborate with Rotary on a monthly basis

In addition, from our Single Plan for Student Achievement:

CITRUS HEIGHTS ELEMENTARY agrees to implement the following statutory requirements:

The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.

The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.

The school will make the School Parental Involvement Policy available to the local community.

The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.

The school will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.

The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

(D) that parents attend Back-to-School Night Curricular Academic night and Open House

DESCRIPTION OF HOW SCHOOL WILL IMPLEMENT REQUIRED SCHOOL WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

1. CITRUS HEIGHTS ELEMENTARY will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its Single Plan for Student Achievement under section 1112 of the ESEA:

School Parent Involvement Policy Process:

The process to be used to accomplish this requirement including assignment of responsibilities for each task, solicitation of both written and oral input from parents, and convening several meetings for discussion purposes and consensus building, etc.

- Citrus Heights Elementary will keep parents informed of school activities/important dates/curriculum information/etc. through biweekly parent-site newsletter co-written with the site's PTA. It will be sent home with students on Fridays. The newsletter will include opportunities for parent training, leadership/advisory opportunities skills/coordination with community. Information specifically related to language learners will be sent home. Office Staff is responsible for this.
- Parents will be informed of student class assignments via US mail. Progress notices, report cards, and behavior information will be sent home with the student.
- Citrus Heights Site Council serves as active partners with Citrus Heights community. They meet five times a year to discuss school wide programs; share leadership structures that support and improve school programs.
- Parent/Student Handbook is sent home the first day of school.
- Family evenings will be provided demonstrating instructional practices and curriculum standards. Such evening will include Back-to-School Night, Data Night, Open House and other Family Nights as planned by the PTA
- PTA will meet monthly to plan, implement and participate in school activities. Citrus Heights Elementary parents, administration, and teacher representatives are responsible for this.

Single Plan for Student Achievement Process:

The process to be used to accomplish this requirement including assignment of responsibilities for each task, solicitation of both written and oral input from parents, and convening several meetings for discussion purposes and consensus building, etc.

- Conduct needs assessment which includes all stakeholders
- Base needs assessment on school data and the school's results from the Academic Program Component Survey
- Set goals
- Decide upon monitoring process
- Distribute completed plan

2. CITRUS HEIGHTS ELEMENTARY will take the following actions to distribute its Parent Involvement Policy.

- The Parent Involvement Policy will be posted on Citrus's Heights website. Parents will be encouraged in the Parent Newsletter to access the website to view the Parent Involvement Policy. The Parent Involvement Policy will be posted in the office. Teachers will review this compact with parents at Back to School Night, answer questions, and collect a signed copy. Parent compact will be translated in appropriate languages.

3. CITRUS HEIGHTS ELEMENTARY will convene an annual meeting to inform parents of the following:

- At least once each year Citrus Heights parents will be invited to enter into focused inquiry and conversation with school staff regarding annual state assessment results and curriculum embedded benchmark assessment results. The school will share their analysis of the results and elicit parent feedback regarding the school's analysis of the results and elicit parent feedback regarding the school's analysis. Together staff and parents will discuss adjustments to the school academic program which are deemed necessary in response to the data analysis.
- Our School Site Council will analyze our school academic performance data each year. This data will serve as the basis for our Single Plan for Student Achievement.
- If Needed: Our ELAC committee will meet four times each year. This committee will be a forum in which parents of English Language Learners will be given an explanation of language instruction and how the program will help their child. Parents will also be invited to give input into school programs and issues which effect ELL students.

4. CITRUS HEIGHTS ELEMENTARY will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

At least once each year Citrus Heights parents will be invited to enter into focused inquiry and conversation with school staff regarding annual state assessment results, and curriculum embedded benchmark assessment results.

The school will share their analysis of the results and elicit parent feedback regarding the school's analysis. Together staff and parents will discuss adjustments to the school academic program which are deemed necessary in response to the data analysis. Our School Site Council will analyze our school academic performance data each year. This data along with the results from our Academic Program Survey results will serve as the basis for our Single School Plan for Student Achievement. Our ELAC committee will meet four times each year. This committee will be a forum in which parents of English Language Learners will be given an explanation of language instruction and how the program will help their child. Parents will also be invited to give input into school programs and issues which effect ELL students.

5. CITRUS HEIGHTS ELEMENTARY will hold a flexible number of meetings at varying times, and provide child care, and/or home visits as these services relate to parent involvement:

The parent involvement policy (within the first School Site Council) meeting, the annual data night, family learning nights, parent conferences etc.)

- Parents are contacted via marquee, School Messenger, newsletters, phone calls, etc..
- Parents are invited to attend Back-to-school Night and Open House
- Parents are invited to volunteer throughout the days in classrooms
- Parent Involvement Policy is covered at Back-to-School Night

6. CITRUS HEIGHTS ELEMENTARY will coordinate and integrate parental involvement strategies under the following other programs: Head Start, Early Head Start, and State-operated preschool programs by:

Coordination will occur between preschool programs and elementary schools in the following manner:

- The names of parent ambassadors from the Early Childhood Education programs will be provided to receiving elementary schools. Additionally principals/teachers will receive information regarding Early Childhood Education programs;
- Parent volunteers will be invited to join school parent committees;
- Our school will assist parents with the transition from preschool to elementary school by articulating our program to the preschool program closest to our school.

7. CITRUS HEIGHTS ELEMENTARY will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. This is done at Back-to-School Night and parent-teacher conferences.

8. CITRUS HEIGHTS ELEMENTARY will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of the school. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, homeless, or are of any racial or ethnic minority background). An annual parent survey will be conducted to review school effectiveness as perceived by the parent community.

When the results of the survey are received from the district the school will hold an annual parent meeting. Parents will be invited to review the survey results and to offer suggestions which address areas of concern. The school will use the findings of the survey and the parent analysis to design future strategies for more parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

Various activities are held in the morning, afternoon and evening to accommodate all parents.

9. CITRUS HEIGHTS ELEMENTARY will help build staff and parent capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:

The school will hold an annual school data meeting for parents. Attention will be given to presenting information in a manner which makes the information understandable and accessible. Translators will be available for the meetings. Topics will include analysis of school API and AYP results, sub-group data, and when appropriate program improvement status. The meeting format will include input from the principal regarding the data and school interventions currently in place to address achievement gaps. Parents will be invited to share their view of the data and to offer suggestions for improved connections between home and school. All parents will receive a letter mailed to their home informing them of their child's assessment results on the annual STAR state achievement tests.

The school parent liaison will be trained in how to understand assessment results, California Content Standards, methods for monitoring student progress, and ways to work in collaboration with teachers. They will be given opportunities to share the content of this training with the school parent community. Multiple media sources such as School Messenger, the district newsletter, and district and school level websites will be used to convey annual school progress toward district, state and federal goals. The school parent involvement policy will be posted on the school's web site. Parents will receive their student's assessment results and be invited to speak with school personnel regarding the state STAR results.

10. CITRUS HEIGHTS ELEMENTARY will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

Parent education training regarding how to support key grade level standards at home will be offered to parents. Information about how to help students at home with homework and other curriculum-related activities will be offered to families at the annual Back to School Night and in the school newsletter, as well as, in parent-teacher conferences.

11. CITRUS HEIGHTS ELEMENTARY will, with the assistance of the district and parents, educate its teachers, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

Staff will receive training in how to reach out to parents in ways that establish trust and rapport and build strong partnership aimed at student success.

School Messenger will be used at all sites to inform parents of important school information. Messages will be translated when possible.

Schools will provide a monthly newsletter to parents.

12. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- The following documents are translated (Russian, Ukrainian, Spanish, and Romanian) for parents:
 - California High School Exit Exam results
 - California English Development Test
 - Standardized Testing and Reporting (STAR) Results
 - No Child Left Behind Teacher Qualifications letter
 - English Language Learner Program Enrollment
 - Uniform Complaint Procedures
 - Enrollment Options Letter
 - Home Language Survey
 - District Parent Rights and Responsibilities
 - Parent/Student Handbook
 - Progress Report
 - Report Card
 - Unexcused Absence Form
 - Truancy Notice
 - Suspension Notice

Additionally, Google translation phone service is available to all learning community members at the site. Translators will be made available for school site needs, whenever possible.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school office 971.5230.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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	47	50	47	55	57	54	54	56	55
Mathematics	55	66	60	49	50	47	49	50	50
Science	43	46	56	58	60	59	57	60	59
History-Social Science	N/A	N/A	N/A	47	49	48	48	49	49

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

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	54	47	59	N/A
All Student at the School	47	60	56	N/A
Male	45	57	52	N/A
Female	48	63	59	N/A
Black or African American	38	54		N/A
American Indian or Alaska Native				N/A
Asian				N/A
Filipino				N/A
Hispanic or Latino	44	52	25	N/A
Native Hawaiian/Pacific Islander				N/A
White	50	63	69	N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	43	58	54	N/A
English Learners	32	45	42	N/A
Students with Disabilities	31	39		N/A
Students Receiving Migrant Education Services				N/A

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

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.7	30.6	22.6

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

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	4	4	5
Similar Schools	3	3	2

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	-3	26	-25
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-19		
Native Hawaiian/Pacific Islander			
White	7	12	-11
Two or More Races			
Socioeconomically Disadvantaged	-7	25	-11
English Learners	28		
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.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	217	776	31,552	782	4,655,989	790
Black or African American	11	735	2,195	672	296,463	708
American Indian or Alaska Native	3		411	762	30,394	743
Asian	4		1,727	886	406,527	906
Filipino	3		478	832	121,054	867
Hispanic or Latino	57	728	6,061	704	2,438,951	744
Native Hawaiian/Pacific Islander	3		290	727	25,351	774
White	131	799	19,816	808	1,200,127	853
Two or More Races	5		574	762	125,025	824
Socioeconomically Disadvantaged	145	763	14,726	712	2,774,640	743
English Learners	39	729	3,828	653	1,482,316	721
Students with Disabilities	29	635	3,874	592	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	---	18
Percent of Schools Currently in Program Improvement	---	94.7

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	93
Grade 1	56
Grade 2	61
Grade 3	49
Grade 4	62
Grade 5	64
Grade 6	
Total Enrollment	385

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	3.6	White	63.4
American Indian or Alaska Native	1.0	Two or More Races	2.9
Asian	1.6	Socioeconomically Disadvantaged	64.9
Filipino	1.0	English Learners	17.7
Hispanic or Latino	25.2	Students with Disabilities	9.6
Native Hawaiian/Pacific Islander	1.3		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18.3	1	3	0	22	1	2	0	31		3	
1	23	0	2	0	31	0	2	0	28		2	
2	21	3	0	0	26	0	2	0	31		2	
3	23.3	0	3	0	31	0	2	0	25		2	
4	32	0	1	1	30	0	2	0	31		2	
5	26	1	0	2	27	0	2	0	32		2	
6	31.5	0	2	0								
Other					0	1	0	0				

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

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

This school is linked directly to the San Juan Unified School District's Safe Schools Program. In partnership with the Sacramento County Sheriff's Department and the City of Citrus Heights Police Department (CHPD), each school becomes part of a safety zone that is patrolled daily by a sheriff's deputy assigned specifically to specific geographic zone or CHPD officer assigned to a particular school or small group of schools within the City of Citrus Heights. In addition to daily support from a designated Sheriff's deputy or CHPD officer, this school is a part of the San Juan Unified School District's Safe Schools Task Force, which is comprised of safety teams from each of the school sites. Each school safety team meets regularly to discuss safety issues and to take steps to be proactive in preventing various types of school-related safety issues. Law enforcement provides speakers to address students, staff and community groups. Our safety team receives regular training through the Task Force. The School Site Council is responsible for updating our comprehensive school safety plan on a yearly basis. Every San Juan classroom has a standardized "Safety Folder" which serves as a guide for teachers and also includes the site specific crisis response procedures.

From the Citrus Heights Elementary Comprehensive Safe Schools Plan:

Appropriate Programs and Strategies that Provide School Safety

Required: A safe and orderly environment conducive to learning at the school

The Citrus Heights Safe Schools Team is a group of teachers and staff meeting regularly with our school principal to discuss safety issues and to take steps to be proactive in preventing various types of school-related safety issues. In partnership with the City of Citrus Heights Police Department (CHPD), the school becomes part of a safety zone that is patrolled daily by a sheriff's deputy or CHPD officer assigned to a particular school or small group of schools within the City of Citrus Heights. The safety team receives regular training and has a responsibility for making sure procedures are reviewed and revised on an ongoing basis.

We ensure that all students are provided with a safe and well-maintained learning environment. The school buildings, classrooms and grounds are kept safe, clean and functional by our custodial staff. All classrooms and restrooms are cleaned regularly. They are managed day to day by the Principal with assistance from the district's maintenance department.

In order to make students feel safe, we have high behavioral expectations for students and utilize Positive Behavioral Support and have clear behavioral expectations. These behavior expectations are applied to all areas of the campus (classroom, hallway, bathroom, playground, assemblies, field trips, arrival/dismissal, and cafeteria) and posters listing the expectations for each area are presented. PBS stresses the importance of mutual respect between students and staff. This is reflected in school policies and behavioral expectations. As a reminder, signs are placed strategically throughout the campus so that all staff and students are aware of the expectations for positive behavior. Students not meeting behavioral expectations are issued a Behavior Information Form (BIF). The BIFs are tracked in SWIS and the data is analyzed by our Behavior Committee and presented to staff to determine needed re-teachings. Student discipline is handled consistently throughout the school and minimal disruptions are visible on the school campus.

The school implements and promotes character education to reinforce school-wide values. Citrus Heights outlines a character trait of the month scheduled on the master calendar. It is an integral part of our school atmosphere and teaches students how to implement these important life skills.

Citrus Heights school is dedicated to all students achieving high standards in a safe and welcoming environment. Teachers are dedicated and give their time before and after school. We welcome diversity with open arms. It is a wonderful place to learn and grow.

School Safety Committee Members

Rafael Martinez- Principal
Christine Gray-Greene – Site Council Chair
Karen Adicoff – Teacher & Leadership
Debi Trotti- PTA President
Kara Borgman – Teacher & Leadership
Jude Mastin - Lead Custodian
Karen O’Dell – School Secretary
Virginia Polaske – Teacher
Leah Churchill – Instructional Assistant
Jackie Smith - Clerk
Steve Dodson – Parent
Anthony Baquera - Parent

Prevention/Intervention Plans

Staff In-service on Gangs- "What Schools Can Do" – Identification/awareness of gang dress, gang signs, gang graffiti, etc.
Intervention – Safe School Gang Specialist (Sgt. Aguilar or CHPD law enforcement resources) to counsel and advise students exhibiting gang related behaviors. This may include educating and counseling parents.
Internet Safety Parent Presentations to make parents aware of cyber bullying, internet predators and online gaming.
Implement character education programs such as "Steps to Respect" and "Second Step"
School wide Positive Behavior Support (SWPBS) - staff training and the site incorporation of specific plans. A comprehensive and proactive approach to discipline commonly referred to as SWPBS has faculty and staff in a school actively teach and acknowledge expected behavior.
Bully-proof the school setting by adopting science-based, anti-bullying/harassment programs, such as the Olweus Bullying Program, Bully Proofing Your School, or Steps to Respect. The best disinfectant for bullying, mean-spirited teasing, and harassment is sunlight. These events need to be defined as clearly unacceptable in the school by everyone (administrators, teachers, other school staff, students, and parents) and made public when they occur. Students should be given strategies for reporting and resisting them in an adaptive fashion and reporting those who commit these acts should be made acceptable. The above-cited programs incorporate these principles and strategies.
Additionally, bullying is a violation of site behavioral expectations and is a “Major Infraction” (see “Infractions” under Discipline Procedures)
Teach anger management, impulse control, and conflict resolution techniques as part of regular curricular content. The Second Step Violence Prevention Program, developed by the Committee for Children in Seattle, is one of the best means available for creating a positive peer culture of caring and civility, teaching specific strategies that work in controlling and managing one’s anger, and resolving conflicts without resorting to coercion or violence. This program was recently rated as the most effective of all those currently available for creating safe and positive schools by an expert panel of the Office of Safe and Drug-Free Schools at the U.S. Department of Education.
Use Peer Helpers or Conflict Managers
Ask students to sign a pledge not to tease, bully, or putdown others. Reports from schools that have tried this tactic indicate that it makes a difference in the number of incidents that occur and in the overall school climate.
Refer troubled, antisocial, and depressed youth to mental health services and ensure that they receive the professional attention they need. School psychologists and the White House Counseling Center are resources.
Anti-bullying Club, Club Organized Anti-Bullying Assembly, and student created Anti-bullying Posters displayed throughout campus.
Create an advisory planning group Safety Teams at each school devoted to school safety issues for that school. Have parents and high school students serve on this committee.
Make available to parents solid information (school newsletters) on effective parenting practices and provide access to those parents who seek training and support in more effective parenting (OSAPP Parent ed classes).
Use of alternatives to traditional suspension such as Saturday School, On-site suspension, buddy class suspension

Incorporate a confidential reporting system—The school makes available a confidential reporting system for anyone during school or non-school hours. Options include anonymous school voice mail “tip lines” or Web-based applications, such as (<http://www.tellsomeone.com>).

Student Success Teams—Building administrators, teachers, school psychologists, counselors, and others should meet regularly to review the adjustment status of students in the school, especially those who have generated concerns by any staff member or parent. In this context, problem solving takes place, and action plans.

Volunteer or campus supervisors—Volunteers can assist with building supervision before school and during lunch, patrolling and talking to students.

Clearly defined academic and social goals in a school improvement plan, including subgroups

Reporting to parents, close monitoring and feedback regarding academic standards, behavioral and social skills.

Have high academic expectations for all students

Clear and positive expectations for behavior established and communicated to students and parents.

High levels of student bonding and engagement

to the schooling process (clubs, sports and other after school activities).

Provide meaningful involvement of parents and the Community (family nights)

Mentoring programs adopted.

Lunchtime intramurals or clubs

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	3.06	9.8	4.5	16.45	19.4	13.2
Expulsions	0.44	0.0	0.0	0.19	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.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

Citrus Heights Elementary School, built in 1958, was modernized during 1997. Currently, there is sufficient space to house the student population. Site custodial staff clean the buildings, along with district support for major/minor repairs. The district provides gardening and landscape services on a regular schedule. Regular fire/emergency drills are held, and badges are required for all visitors and personnel. Lack of adequate parking continues to be a concern. In 2009, Measure J funds were used to complete an entire parking lot renovation and upgrades including additional parking, landscaping, and an irrigation project.

The Board of Education and the Superintendent's policy is to ensure that all students are provided with a safe and well-maintained learning environment. The board approved resolutions in 1998 and 2002 to adequately fund maintenance activities and preserve the repairs and improvements funded by two facility bond measures. The school buildings, classrooms and grounds are safe, clean and functional. An inspection of the facility was conducted in March 2013 and determined that there were no unsafe conditions that required emergency repairs. 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 computer automated work order process is used to ensure efficient service and that emergency repairs and health and safety repairs are given the highest priority. The Board of Education has adopted cleaning standards and custodial staffing requirements for all schools in the district. This school meets the Board's standards for custodial staffing and cleanliness. The school's custodians are trained in the proper use of cleaning chemicals and Integrated Pest Management techniques. They are managed day to day by the Principal with assistance from the district's maintenance department. The district participates in the State School Deferred Maintenance Program, with funding allocated 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. Annually the district budgets \$2 million dollars for deferred maintenance activities.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- 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 Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: 03/15/2013				
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]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rate

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

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	17	17	17	1740
Without Full Credential	0	0	0	24
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	
All Schools in District	81	19
High-Poverty Schools in District	81	19
Low-Poverty Schools in District		

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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

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

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 24, 2013

San Juan Unified held a public hearing on September 24, 2013 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2013 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. If you would like more information on the textbooks and instructional materials please visit our website:

<http://www.sanjuan.edu/departments.cfm?subpage=125110>.

In 2011, the Governor and State Legislature extended the suspension of SBE adoptions of instructional materials until the 2015-16 school year (EC Section 60200.7). While the suspension of adoptions ends in July 2015, at this time there is not yet a schedule established in law for the cycle of future adoptions.

However, in 2012 the Governor and State Legislature enacted AB 1246 (Brownley) which established EC Section 60207 and thereby authorized the SBE to adopt new Common Core State Standards (CCSS)-aligned K-8 instructional materials for mathematics no later than March 2014. More information about this scheduled adoption is available on the CDE Mathematics Web page.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2002: Houghton Mifflin- Legacy of Literature 2009: Scholastic, Inc.- Read 180 2007: Pro-Ed, Inc - Reading Milestones 3rd Edition	Yes	0.0
Mathematics	2001: Houghton Mifflin/Harcourt - California Mathematics	Yes	0.0
Science	2008: Delta Education - FOSS 2008: Glencoe/McGraw Hill - Focus on Earth	Yes	0.0
History-Social Science	2006: Teacher's Curriculum Institute (TCI) - History Alive 2007: Scott Foresman/Pearson - History - Social Science for California	Yes	0.0

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$6,815	\$2,652	\$4,163	
District	---	---	\$5,013	\$71,297
Percent Difference: School Site and District	---	---	-17.0	
State	---	---	\$5,537	\$69,704
Percent Difference: School Site and State	---	---		

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

In FY 2011-12, the district spent \$7,732,354 in restricted general fund for positions that would have usually been paid for by unrestricted dollars (SF-0) due to receiving American Recovery and Reinvestment Act (ARRA) Education Jobs Funds (EJF). The positions that were paid for included 21.0 FTE for Counselors, 24.0 FTE for Principals and 18.0 FTE for Vice Principals. Due to this change, many schools showed a decrease in unrestricted costs and an increase in restricted costs.

In FY 2011-12, the district spent \$3,163,102 in restricted general fund from the Economic Impact Aid (EIA) grant. The expenses were coded with a central location (000) in 2011-12, when in the previous year the dollars were coded to site locations. The impact of this change will show a decrease in restricted expenses.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,336	\$41,462
Mid-Range Teacher Salary	\$70,764	\$66,133
Highest Teacher Salary	\$83,464	\$85,735
Average Principal Salary (Elementary)	\$104,439	\$107,206
Average Principal Salary (Middle)	\$110,111	\$111,641
Average Principal Salary (High)	\$126,647	\$122,628
Superintendent Salary	\$225,000	\$225,176
Percent of Budget for Teacher Salaries	40.7%	38.3%
Percent of Budget for Administrative Salaries	6.6%	5.1%

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

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Professional development is a key part of the continuous improvement process for educators. The goal of our quality professional development is to support the learning of teachers and paraprofessionals to positively impact student achievement. Annually, teachers and site administrators participate in professional development in a variety of opportunities. Seventy-five minutes per week are dedicated to staff collaboration and training planned by site leadership teams. The District also provides a cycle of continuous professional development for Administrators through Principal Networks as well as Leadership Academies.

The District provides professional development opportunities for teachers and administrators with its major initiatives such as Writing Workshop, Bookshop, Disciplinary Literacy, Balanced Math, UCD History Project, CSUS Math Project, Expository Reading and Writing Course, and Critical Literacy. Many voluntary professional development opportunities are provided throughout the year after school, on Saturdays, and during summer and vacation breaks. This includes training sponsored by district departments, BTSA, grant-funded projects, and the San Juan Teacher's Association. Many teachers and administrators also take advantage of opportunities with SCOE, CDE, the college/university programs, state/national education organizations, and private educational institutes.

What grounds the professional development in the district is the District Strategic Plan and the District Theory of Action. Professional Development is further determined using one or more of the following: (a) student achievement data, (b) staff survey data, and (c) district-identified goals. Professional development addresses the Common Core State Standards (CCSS), teaching strategies, curriculum, assessment, technology, classroom management, safety, and leadership. Administrator training accompanies professional development in district focus areas, providing implementation support for teachers on site. Content-area coaches are available at some schools. Additional classroom support is provided to new and struggling teachers by PAR/BTSA teachers.

Paraprofessionals are encouraged to participate in professional development at the district and site level. Specifically designed training is also offered to non-instructional support staff such as clerical and custodial staff that includes both operational and instructional topics.

From the Citrus Heights Elementary Single Plan for Student Achievement:

2011-2012 STAR CST results showed substantial gains in all areas (i.e., API, AYP for all student groups). However, the 2012-2013 STAR CST confirmed that cohesive, school-wide assessments prove necessary for true data-driven instruction and to perpetuate the level of student performance seen the prior year. Overall drops in STAR CST API and AYP indicate that consistent assessments are crucial to strategic student learning for all our student groups.

From Strategic Planning in the Spring/ Fall of 2013, the site has identified 3 Objectives: 1) By 2016, all students will develop critical thinking skills across all disciplines, through a school wide focus on informational text; 2) By 2016 we will reduce the number of students who are not performing at the proficient or advanced level in English Language Arts, Math and Science by at least 50%; 3) By 2016 we will reduce the number of students who are not performing at the proficient or advanced level in English Language Arts, Math and Science by at least 50%.

In order to meet these Objectives, Citrus Heights Elementary will initiate the following Tactic(s):

We will ensure all staff is trained in and implementing effective results based instruction with the integration of technology, to increase student achievement.

- Implement a school wide focus on balanced literacy and best practices via District promoted instructional initiatives (i.e., currently integrating) MAP/NWEA assessment and analysis, currently integrating Critical Literacy (& Critical Math in the 2014-2015 school year) throughout all content areas phasing in over time.
- Create opportunities for teacher modeling and coaching as well as develop content area experts within the site for ongoing peer support.
- Ensure 21st century teaching and learning that utilizes collaboration, technology, encourages critical thinking and broadens problem-solving skills.
- All teachers will use multiple data points and assessments to monitor student achievement in Math, Language Arts, and Science at least three times per year.

Citrus Heights Elementary Professional Development Plan for the 2013-2014:

- MAP/NWEA training for grades 3-5 in August 2013 in implementation of both CCSS testing preparation, data-disaggregation and strategic instructional delivery directly from those results
- Monthly training and coaching for teachers and administrators in Seminars of Critical Literacy
- Monthly training and collaboration centered on Writer's Workshop (continuing professional development from initiative in 2010-2011 school year focus).
- Create opportunities for teacher modeling and coaching as well as develop content area experts within the site for ongoing peer support during Collaborative Thursdays on trimester basis.
- Facilitated data conversation with SJUSD staff December 12, 2013 during Collaborative Thursday.
- Two teacher leaders participating in UC Davis Math Project modeling and coaching for peers in transition toward CCSS during Grade Level Collaborations on a trimester basis.