

Citrus Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

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.

2023-24 School Contact Information

School Name	Citrus Elementary School
Street	925 W. 7th Street
City, State, Zip	Upland, CA 91786
Phone Number	(909) 949-7731
Principal	Shayna Golbaf, Ed.D.
Email Address	shayna_golbaf@upland.k12.ca.us
School Website	https://cit.upland.k12.ca.us/
County-District-School (CDS) Code	36-75069-6037220

2023-24 District Contact Information

District Name	Upland Unified School District
Phone Number	(909) 985-1864
Superintendent	Lynn Carmen Day, Ed.D.
Email Address	LCarmenDay@upland.k12.ca.us
District Website	https://www.upland.k12.ca.us/

2023-24 School Description and Mission Statement

Citrus Elementary School is one of 14 schools in the Upland Unified School District, located at the base of the San Gabriel Mountains in the city of Upland. Citrus Elementary is situated amongst a mixture of residential single-dwelling homes, apartments, condominiums, and commercial buildings. Our student population reflects the demographics of our community and we value the rich experiences and opportunities that our diversity offers as we learn, play, and work together. In 2022, Citrus transitioned into a Community School, aiming to integrate local resources and support systems into its educational framework. We believe that collaborating closely with our community partners and offering a range of academic, social, and health services to support both students and families will positively impact our students' academic success.

Vision Statement: "We envision a positive, collaborative community that prepares all students for success via high learning expectations in a nurturing, safe, and fair environment."

Mission Statement: The Citrus Elementary School staff pride themselves on providing an atmosphere that promotes cooperation and collaboration among community members, students, and staff. Our expectation is that students will be provided with a rigorous and challenging curriculum utilizing best practices and differentiated instruction so all students thrive. We appreciate and embrace all differences, celebrate and nurture diversity, and weave character and values through our work. We will provide a safe and nurturing environment in which students, staff, and community feel a sense of security; physically, mentally, and emotionally, and build the tools and skills necessary for our students to be competitive in educational endeavors and productive members of society.

Goal: Every student achieves one or more years of growth in numeracy (mathematical thinking and application) and literacy (reading, writing, listening, and speaking), and the percentage of students meeting and exceeding standards on standardized assessments increases.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	96
Grade 1	69
Grade 2	84
Grade 3	74
Grade 4	78
Grade 5	82
Grade 6	78
Total Enrollment	561

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.3%
Male	53.7%
Asian	2.3%
Black or African American	7%
Filipino	0.9%
Hispanic or Latino	75.8%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	3.9%
White	9.4%
English Learners	15.2%
Foster Youth	0.7%
Homeless	7.7%
Socioeconomically Disadvantaged	86.5%
Students with Disabilities	16.2%

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)	23.10	99.78	419.40	92.40	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	10.70	2.37	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.22	7.60	1.69	12115.80	4.41
Unknown	0.00	0.00	16.00	3.54	18854.30	6.86
Total Teaching Positions	23.10	100.00	453.90	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)	19.60	84.12	400.10	92.78	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.70	0.63	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.50	15.19	23.40	5.44	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.47	4.10	0.95	11953.10	4.28
Unknown	0.00	0.13	0.80	0.20	15831.90	5.67
Total Teaching Positions	23.30	100.00	431.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Permits and Waivers	0.00	0.00
Misassignments	0.00	3.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	3.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.10
Total Out-of-Field Teachers	0.00	0.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	17.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All Upland Unified School District students are provided with adopted textbooks and instructional materials in good condition and aligned to the Common Core State Standards. The district ensures that all students have access to these materials both at home and at school.

Year and month in which the data were collected

December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adoption Year: 2016 McGraw-Hill, World of Wonders, TK Adoption Year: 2016 McGraw-Hill, Wonders, K-5 Adoption Year: 2016 McGraw-Hill, StudySync, 6-8	Yes	0
Mathematics	Adoption Year: 2015 Houghton Mifflin - Go Math K-8	Yes	0
Science	Adoption Year: 2022 Teacher's Curriculum Institute (TCI), Bring Science Alive, K-5 Adoption Year: 2020 Teacher's Curriculum Institute (TCI), Bring Science Alive, 6-8	Yes	0
History-Social Science	Adoption Year: 2006 Harcourt School Publishers for California, Reflections Series, K-6 Kindergarten: Our World, Now and Long Ago 1st grade: A Child's View 2nd grade: People We Know 3rd grade: Our Communities 4th grade: California: A Changing State 5th grade: The United States: Making a New Nation 6th grade: Ancient Civilizations This was locally reviewed and selected because it was determined to align with current state standards. Approved by our local governing board, however, currently evaluating options for a new adoption.	No	0
Foreign Language	N/A		
Health	N/A		

School Facility Conditions and Planned Improvements

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations employs an electronic work order system (Zendesk) enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the site's repairs, maintenance projects, and work order requests are performed by district maintenance personnel. Emergency situations are immediately resolved by the district maintenance staff or outside contractors, based upon the nature of the problem.

Year and month of the most recent FIT report September 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			The HVAC unit for room 32 was replaced. Other than the previously mentioned there have been no additional improvements since the May 2022 inspection which indicated no repairs were needed. We will continue to monitor as we conduct ongoing facility checks every quarter.
Interior: Interior Surfaces		X		The interior surfaces of the school were determined to be in fair condition and the following was addressed: the carpet in room 23 was replaced. The classroom carpets were steam-cleaned over the summer. The hole in the wall in room 10 was repaired. Multiple ceiling tiles are in the process of being replaced. The separating seams in the carpets will continue to be monitored for replacement.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			The overall cleanliness of the campus was determined to be in good standing and not requiring additional attention since our last inspection in June 2023; Annual red ant treatments of all grounds and fields will continue. Pest control inspections are being conducted on a monthly basis.
Electrical	X			Since our last inspection in June 2023, there have been no improvements since the inspection indicated no repairs were needed. We will continue to monitor as we conduct ongoing facility checks every quarter.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Since our last inspection in June 2023, drinking fountain water pressure was adjusted throughout the site as necessary. An additional Hydration station was installed for student use. We will continue to monitor as we conduct ongoing facility checks every quarter.
Safety: Fire Safety, Hazardous Materials	X			The annual fire inspection is in the process of being scheduled. Cloth furniture and cloth light covers in classrooms are required to possess fire-retardant literature. All chemicals are contained in a fire-retardant locked cabinet away from student use.
Structural: Structural Damage, Roofs	X			All roof leaks that were discovered during our last inspection in June 2023 were repaired, before school resumed for the 23/24 school year. Damaged ceiling tiles in classrooms and offices were replaced prior to school resuming.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Since our last inspection is June 2023, a small portion of concrete was removed and replaced to assist with drainage concerns. Solar shade structure installation is in progress in the kindergarten playground.

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	35	34	48	52	47	46
Mathematics (grades 3-8 and 11)	20	27	33	37	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	309	300	97.09	2.91	34.00
Female	144	140	97.22	2.78	38.57
Male	165	160	96.97	3.03	30.00
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100.00	0.00	54.55
Black or African American	31	30	96.77	3.23	23.33
Filipino	--	--	--	--	--
Hispanic or Latino	221	218	98.64	1.36	34.40
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	11	84.62	15.38	27.27
White	31	28	90.32	9.68	35.71
English Learners	41	41	100.00	0.00	17.07
Foster Youth	--	--	--	--	--
Homeless	26	25	96.15	3.85	28.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	275	268	97.45	2.55	30.97
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	52	92.86	7.14	15.38

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	309	298	96.44	3.56	27.18
Female	144	139	96.53	3.47	23.02
Male	165	159	96.36	3.64	30.82
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100.00	0.00	63.64
Black or African American	31	30	96.77	3.23	16.67
Filipino	--	--	--	--	--
Hispanic or Latino	221	216	97.74	2.26	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	11	84.62	15.38	18.18
White	31	28	90.32	9.68	39.29
English Learners	41	41	100.00	0.00	9.76
Foster Youth	--	--	--	--	--
Homeless	26	23	88.46	11.54	26.09
Military	--	--	--	--	--
Socioeconomically Disadvantaged	275	266	96.73	3.27	24.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	50	89.29	10.71	12.00

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	16.25	20.51	26.39	28.54	29.47	30.29

2022-23 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	80	78	97.50	2.50	20.51
Female	35	34	97.14	2.86	23.53
Male	45	44	97.78	2.22	18.18
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	60	59	98.33	1.67	18.64
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	15	14	93.33	6.67	14.29
Foster Youth	0	0	0	0	0
Homeless	11	10	90.91	9.09	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	70	68	97.14	2.86	14.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	14	93.33	6.67	7.14

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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required 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 5	77	77	77	77	77
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A	N/A

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.

2023-24 Opportunities for Parental Involvement

Citrus Elementary believes there is great value in working in partnership with the families and community we serve; we are a community school. To build community, Citrus has regular sessions where families can learn about the school and ask questions, and share concerns or compliments about the school and its practices during monthly Donuts with Dr. G. The principal also strives to build strong partnerships with teachers, parents, and the surrounding community. We currently have partnerships with Staples, Children's Foundation of America, Walmart, God's Pantry, and Kiwanis of Upland. Monthly PTA, School Site Council, ELAC, , our Community School Committee and PBIS Team meetings encourage parents to actively contribute to the school community.

A school website provides families access to resources, calendars, and frequently asked questions about our school and is updated regularly to provide up-to-date information to parents. Additionally, a bilingual weekly parent newsletter is distributed digitally every Monday to keep families updated with school activities and calendars. Opportunities for parents are also available at Back-to-School-Night, Open House, PTA events, and family nights. Family education nights are scheduled throughout the school year with a focus on our three goals: Social Emotional Learning, Numeracy, and Literacy. These allow specialists to share strategies for parents to use at home for behavior and academic growth. It is our goal for parents to feel they are valued members of the learning community. In an effort to support our families, we partner with the district's Healthy Start program for additional resources and are in the exploration phase of becoming a Community School.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	601	585	185	31.6
Female	277	271	81	29.9
Male	324	314	104	33.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	18	17	2	11.8
Black or African American	50	44	15	34.1
Filipino	5	5	2	40.0
Hispanic or Latino	445	439	143	32.6
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	22	22	5	22.7
White	56	53	17	32.1
English Learners	95	94	28	29.8
Foster Youth	8	5	2	40.0
Homeless	51	48	27	56.3
Socioeconomically Disadvantaged	523	510	166	32.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	125	121	47	38.8

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	3.96	3.00	0.11	4.85	4.16	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.12	0.08	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3	0
Female	0.72	0
Male	4.94	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	11.11	0
Black or African American	4	0
Filipino	0	0
Hispanic or Latino	2.47	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	4.55	0
White	3.57	0
English Learners	3.16	0
Foster Youth	0	0
Homeless	1.96	0
Socioeconomically Disadvantaged	3.25	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4	0

2023-24 School Safety Plan

In compliance with State law and Board policy, administrators, staff, and families at our school engaged in a systematic planning process for the purpose of reviewing and updating our comprehensive school safety plan. This process included gathering and analyzing crime and safety data to develop reasonable safety goals relevant to the needs and resources of our campus. The following steps are included:

- identified our safety committee
- created a vision of a school as a safe place to learn
- gathered and assessed school-related crime and safety data
- identified areas of desired change
- developed strategies to maintain a safe and orderly environment
- shared and adopted the plan
- community stakeholders
- continue to evaluate and revise the plan

The plan is approved by the school site council prior to February 1st, and is adopted by the Upland Unified Board of Education in April.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	2	2	
1	22	1	2	
2	24	1	2	
3	18	1	3	
4	27		2	
5	30		1	
6	16	2	1	
Other	10	5	1	

2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	4	2	
1	14	3	3	
2	16	2	2	
3	14	3	3	
4	14	4	2	
5	17	3	1	
6	19	2		2
Other	7	2		

2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	4	2	0
1	17	1	3	0
2	17	2	3	0
3	12	3	3	0
4	16	3	2	0
5	16	3	2	0
6	16	2	3	0
Other	0	0	0	0

2022-23 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

2022-23 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.

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	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	6620.82	415.54	6205.28	78993.56
District	N/A	N/A	9204.76	\$87,251
Percent Difference - School Site and District	N/A	N/A	-38.9	-9.9
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	-20.3	-10.1

Fiscal Year 2022-23 Types of Services Funded

Citrus Elementary, in addition to its ongoing support through various Federal funds such as Title 1 and Title 3, has recently been awarded a substantial two-year grant of \$200,000 from the state. This grant is specifically designated for the planning and implementation of Community School initiatives aimed at integrating local resources and enhancing support systems for students and their families.

Decisions regarding the allocation of these funds are guided by student performance data to identify areas of greatest need, with the plan vetted and approved by the site's Shared Leadership Team and School Site Council. The proposed programs utilizing this grant encompass Tier 3 small group reading interventions facilitated by specialized Teachers on Special Assignment/Reading Specialists, supported by instructional aides. Additionally, the funding will contribute to study trips, materials for Positive Behavioral Interventions and Supports (PBIS), such as a tailored school-wide behavior expectation matrix for Citrus Elementary, and the adoption of Thinking Maps/Write from the Beginning and Beyond programs. Additionally, we utilize our LCAP allocation to provide additional support for English Learners, advanced learners, supplemental instructional supports, and opportunities for student engagement via extracurricular opportunities.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,038	\$54,190
Mid-Range Teacher Salary	\$82,475	\$85,111
Highest Teacher Salary	\$106,880	\$104,999
Average Principal Salary (Elementary)	\$126,946	\$132,492
Average Principal Salary (Middle)	\$132,999	\$140,987
Average Principal Salary (High)	\$142,002	\$153,884
Superintendent Salary	\$297,945	\$255,503
Percent of Budget for Teacher Salaries	33.45%	32.09%
Percent of Budget for Administrative Salaries	4.61%	5.25%

Professional Development

The Upland Unified School District places significant emphasis on delivering high-caliber, evidence-based professional development across all levels, recognizing its pivotal role in continuously enhancing teaching methodologies and fostering student achievement. The district systematically provides and coordinates ongoing training sessions meticulously tailored to address specific needs derived from comprehensive student performance indicators, encompassing assessments like the California Assessment of Student Performance and Progress, the English Language Proficiency Assessments for California, as well as District iReady benchmark assessments, complemented by input from individual sites to address nuanced needs.

Aligned with the District Strategic Plan for Student Achievement and Board objectives, professional development initiatives encompass educators, paraprofessionals, childcare providers, substitutes, clerical staff, and administrators. Through workshops, conferences, and collaborative forums, participants engage in skill enhancement and foster a culture of knowledge sharing. Teacher leaders in key domains, including literacy, mathematics, reading intervention, and technology, convene regularly, reinforced by ongoing coaching to ensure seamless integration of acquired training into practice. Moreover, each school allocates dedicated time for educators to collaboratively analyze student achievement data, curricular refinement, and review classroom-based performance metrics.

The range of workshops and coaching sessions, meticulously designed based on a comprehensive analysis of student achievement, encompasses topics such as Effective Teaching Strategies, Curriculum Alignment, English Language Development, Thinking Maps, Social Emotional Learning, 21st Century Classroom Technology, Common Core State Standards, Next Generation Science Standards, Academic Language Modeling, Universal Design for Learning, and Family Engagement. These professional learning opportunities are delivered through all-day and after-school workshops, tailored meetings, individual coaching and mentoring sessions, and both in-person and virtual off-site conferences. Furthermore, the district's Induction program provides crucial support to new teachers, while the Peer Assistance and Review Program stands available to offer specialized support in content knowledge and teaching methodologies. Presently, the district's calendar includes dedicated collaboration days every week, fostering ongoing teacher dialogue and collaboration to effectively address evolving student needs.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4