# Citrus Elementary School

## 2024-2025 School Accountability Report Card
## (Published During the 2025-2026 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.

## 2025-26 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** | Nancy Sherod |
| **Email Address** | nancy_sherod@upland.k12.ca.us |
| **School Website** | https://cit.upland.k12.ca.us/ |
| **Grade Span** | |
| **County-District-School (CDS) Code** | 36-75069-6037220 |

## 2025-26 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/ |

## 2025-26 School Description and Mission Statement

Citrus Elementary Community School is one of 14 schools in the Upland Unified School District, located at the base of the scenic San Gabriel Mountains in Upland, California. The school serves a diverse student population, reflecting the rich cultural and socioeconomic demographics of the surrounding community, which includes a mix of single-family homes, apartments, condominiums, and commercial establishments. As a community school, the campus integrates local resources and support systems to enhance its educational framework. Through strong collaboration with community partners, the school provides a wide range of academic and socio-emotional services designed to support students and their families. This holistic approach reinforces our commitment to fostering academic excellence, equity, and overall student success.

Vision Statement: Together, we will create a safe, inclusive community that meets every student's needs, removes barriers, and supports the whole child to thrive academically, socially, and emotionally.

Mission Statement: We are committed to providing a safe, inclusive, and supportive learning environment where every student belongs and is empowered to thrive. Through rigorous academics, tailored interventions, and a focus on well-being, we nurture the whole child, and prepare all learners to succeed in school, life, and the global community.

## About this School

### 2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 78 |
| Grade 1 | 66 |
| Grade 2 | 68 |
| Grade 3 | 72 |
| Grade 4 | 76 |
| Grade 5 | 61 |
| Grade 6 | 73 |
| Total Enrollment | 494 |

### 2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 48.6 |
| Male | 51.4 |
| Asian | 3.2 |
| Black or African American | 7.1 |
| Filipino | 0.8 |
| Hispanic or Latino | 76.5 |
| Native Hawaiian or Pacific Islander | 0.2 |
| Two or More Races | 2.8 |
| White | 8.3 |
| English Learners | 17.4 |
| Foster Youth | 0.8 |
| Homeless | 6.1 |
| Socioeconomically Disadvantaged | 87.7 |
| Students with Disabilities | 22.5 |

## 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.

## 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)** | 19.6 | 84.12 | 400.1 | 92.78 | 234405.2 | 84 |
| **Intern Credential Holders Properly Assigned** | 0 | 0 | 2.7 | 0.63 | 4853 | 1.74 |
| **Teachers Without Credentials and Misassignments (“ineffective” under ESSA)** | 3.5 | 15.19 | 23.4 | 5.44 | 12001.5 | 4.3 |
| **Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)** | 0.1 | 0.47 | 4.1 | 0.95 | 11953.1 | 4.28 |
| **Unknown/Incomplete/NA** | 0 | 0.13 | 0.8 | 0.2 | 15831.9 | 5.67 |
| **Total Teaching Positions** | 23.3 | 100 | 431.2 | 100 | 279044.8 | 100 |

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

## 2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| **Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)** | 20.1 | 86.85 | 379.5 | 90.3 | 231142.4 | 83.24 |
| **Intern Credential Holders Properly Assigned** | 1 | 4.31 | 6.7 | 1.6 | 5566.4 | 2 |
| **Teachers Without Credentials and Misassignments (“ineffective” under ESSA)** | 0.5 | 2.16 | 21.9 | 5.23 | 14938.3 | 5.38 |
| **Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)** | 0 | 0.22 | 6.1 | 1.47 | 11746.9 | 4.23 |
| **Unknown/Incomplete/NA** | 1.5 | 6.47 | 5.8 | 1.38 | 14303.8 | 5.15 |
| **Total Teaching Positions** | 23.1 | 100 | 420.2 | 100 | 277698 | 100 |

Note: The data in this table is based on 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.

## 2023-24 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)** | 20.8 | 84.3 | 384.1 | 90.64 | 230039.4 | 100 |
| **Intern Credential Holders Properly Assigned** | 2 | 8.09 | 6.6 | 1.57 | 6213.8 | 2.23 |
| **Teachers Without Credentials and Misassignments ("ineffective" under ESSA)** | 1.8 | 7.41 | 25.2 | 5.95 | 16855 | 6.04 |
| **Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)** | 0 | 0.2 | 5 | 1.18 | 12112.8 | 4.34 |
| **Unknown/Incomplete/NA** | 0 | 0 | 2.7 | 0.66 | 13705.8 | 4.91 |
| **Total Teaching Positions** | 24.7 | 100 | 423.8 | 100 | 278927.1 | 100 |

Note: The data in this table is based on 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 | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Permits and Waivers** | 0.00 | 0 | 0 |
| **Misassignments** | 3.50 | 0.5 | 1.8 |
| **Vacant Positions** | 0.00 | 0 | 0 |
| **Total Teachers Without Credentials and Misassignments** | 3.50 | 0.5 | 1.8 |

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Credentialed Teachers Authorized on a Permit or Waiver** | 0.00 | 0 | 0 |
| **Local Assignment Options** | 0.10 | 0 | 0 |
| **Total Out-of-Field Teachers** | 0.10 | 0 | 0 |

## Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Misassignments for English Learners** (a percentage of all the classes with English learners taught by teachers that are misassigned) | 17.3 | 0 | 11.1 |
| **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 | 0 |

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

## 2025-26 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** | January 2025 |

| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
|---|---|---|
| **Reading/Language Arts** | Adoption Year: 2023 (Approved by our local governing board only as SBE does not adopt TK materials.)<br>Frog Street Press, Frog Street, TK<br><br>Adoption Year: 2016 (Approved by our local governing board only as SBE does not adopt TK materials.)<br>McGraw-Hill, World of Wonders, TK<br><br>Adoption Year: 2016<br>McGraw-Hill, Wonders, K-5<br><br>Adoption Year: 2016<br>McGraw-Hill, StudySync, 6-8 | 0 |
| **Mathematics** | Adoption Year: 2023 (Approved by our local governing board only as SBE does not adopt TK materials.)<br>Frog Street Press, Frog Street, TK<br><br>Adoption Year: 2023 (Approved by our local governing board only.)<br>Imagine Learning, Illustrative Mathematics (IM), K-8<br><br>Adoption Year: 2017<br>Houghton Mifflin, Go Math, K-8 | 0 |
| **Science** | Adoption Year: 2023 (Approved by our local governing board only as SBE does not adopt TK materials.)<br>Frog Street Press, Frog Street, TK<br><br>Adoption Year: 2021<br>Teachers' Curriculum Institute (TCI), Bring Science Alive, K-5 | 0 |

| | | |
|---|---|---|
| | Adoption Year: 2021<br>Teachers' Curriculum Institute (TCI), Bring Science Alive, 6-8 | |
| **History-Social Science** | Adoption Year: 2023 (Approved by our local governing board only as SBE does not adopt TK materials.)<br>Frog Street Press, Frog Street, TK<br><br>Adoption Year: 2006<br>Harcourt School Publishers for California, Reflections Series, K-6 (Approved by our local governing board.)<br>Kindergarten: Our World, Now and Long Ago<br>1st grade: A Child's View<br>2nd grade: People We Know<br>3rd grade: Our Communities<br>4th grade: California: A Changing State<br>5th grade: The United States: Making a New Nation<br>6th grade: Ancient Civilizations<br><br>Adoption Year: 2025<br>California Studies Weekly<br>Kindergarten: Together Now and Long Ago<br>1st grade: My Place in Time and Space<br>2nd grade: People Who Make A Different<br>3rd grade: Continuity and Change<br>4th grade: A Changing State<br>5th grade: U.S. History and Geography<br>6th grade: California World History | 0 |
| **Foreign Language** | N/A | N/A |
| **Health** | N/A | N/A |
| **Visual and Performing Arts** | N/A | N/A |
| **Science Laboratory Equipment (grades 9-12)** | N/A | N/A |

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

## 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 2024 |

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:**<br>Gas Leaks, Mechanical/HVAC, Sewer | X | | | Since our last inspection in June 2024, there have been no additional improvements other than the HVAC units receiving new MERV 13 filters and the classrooms receiving CO2 sensors. We will continue to monitor as we conduct ongoing facility checks every quarter. |

## School Facility Conditions and Planned Improvements

| | | | | |
|---|---|---|---|---|
| **Interior:**<br>Interior Surfaces | | X | | The interior surfaces of the school were determined to be in fair condition and the following was addressed: the classroom carpets were steam-cleaned over the summer prior to the students return for the 24/25 school year. Multiple ceiling tiles are in the process of being replaced. The separating seams in the carpets will continue to be monitored for replacement. |
| **Cleanliness:**<br>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 2024; 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 2024, 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:**<br>Restrooms, Sinks/ Fountains | X | | | Since our last inspection in June 2024, 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:**<br>Fire Safety, Hazardous Materials | X | | | The annual fire inspection was conducted in October of 2024. The site failed due to an occupancy load sign missing and a pull station being blocked in a classroom,m. The items have since been remedied. The site is awaiting re-inspection. 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:**<br>Structural Damage, Roofs | X | | | All roof leaks that were discovered during our last inspection in June 2024 were repaired before school resumed for the 24/25 school year. Damaged ceiling tiles in classrooms and offices were replaced prior to school resuming. |
| **External:**<br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | Since our last inspection is June 2024, 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.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | 33 | 38 | 52 | 55 | 47 | 48 |
| **Mathematics** (grades 3-8 and 11) | 25 | 24 | 39 | 40 | 35 | 37 |

### 2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 286 | 283 | 98.95 | 1.05 | 37.81 |
| **Female** | 143 | 141 | 98.60 | 1.40 | 42.55 |
| **Male** | 143 | 142 | 99.30 | 0.70 | 33.10 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | 11 | 11 | 100.00 | 0.00 | 81.82 |
| **Black or African American** | 21 | 21 | 100.00 | 0.00 | 38.10 |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | 216 | 213 | 98.61 | 1.39 | 35.21 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | 13 | 13 | 100.00 | 0.00 | 38.46 |
| **White** | 23 | 23 | 100.00 | 0.00 | 39.13 |
| **English Learners** | 52 | 50 | 96.15 | 3.85 | 22.00 |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | 20 | 20 | 100.00 | 0.00 | 30.00 |
| **Military** | 36 | 36 | 100.00 | 0.00 | 38.89 |
| **Socioeconomically Disadvantaged** | 260 | 257 | 98.85 | 1.15 | 36.58 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 59 | 58 | 98.31 | 1.69 | 6.90 |

## 2024-25 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 286 | 285 | 99.65 | 0.35 | 23.86 |
| **Female** | 143 | 142 | 99.30 | 0.70 | 21.83 |
| **Male** | 143 | 143 | 100.00 | 0.00 | 25.87 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | 11 | 11 | 100.00 | 0.00 | 63.64 |
| **Black or African American** | 21 | 21 | 100.00 | 0.00 | 14.29 |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | 216 | 215 | 99.54 | 0.46 | 23.26 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | 13 | 13 | 100.00 | 0.00 | 30.77 |
| **White** | 23 | 23 | 100.00 | 0.00 | 17.39 |
| **English Learners** | 52 | 52 | 100.00 | 0.00 | 9.62 |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | 20 | 20 | 100.00 | 0.00 | 10.00 |
| **Military** | 36 | 36 | 100.00 | 0.00 | 27.78 |
| **Socioeconomically Disadvantaged** | 260 | 259 | 99.62 | 0.38 | 21.62 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 59 | 58 | 98.31 | 1.69 | 5.17 |

## CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | 30.67 | 31.03 | 31.64 | 35 | 30.73 | 32.33 |

## 2024-25 CAASPP Test Results in Science by Student Group

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 59 | 58 | 98.31 | 1.69 | 31.03 |
| **Female** | 31 | 30 | 96.77 | 3.23 | 30.00 |
| **Male** | 28 | 28 | 100.00 | 0.00 | 32.14 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | -- | -- | -- | -- | -- |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | 0 | 0 | 0 | 0 | 0 |
| **Hispanic or Latino** | 46 | 45 | 97.83 | 2.17 | 28.89 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | -- | -- | -- | -- | -- |
| **White** | -- | -- | -- | -- | -- |
| **English Learners** | 14 | 14 | 100.00 | 0.00 | 14.29 |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | -- | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 55 | 54 | 98.18 | 1.82 | 27.78 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | -- | -- | -- | -- | -- |

# 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.

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|

## 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.

### 2025-26 Opportunities for Parental Involvement

Citrus Elementary Community School is committed to building strong partnerships with families and the community to support student success. As a community school, we prioritize collaboration and engagement to create a welcoming and inclusive environment where all partners feel valued. We provide regular opportunities through our resource center for parents to connect with school leadership, share feedback, stay informed about school initiatives, and participate in workshops. Parents also play an active role in decision-making through PTA, School Site Council (SSC), English Learner Advisory Committee (ELAC), Safety Committee, and PBIS Team meetings.

To enhance communication, Citrus maintains a regularly updated website with resources, calendars, and frequently asked questions. A bilingual monthly parent newsletter is distributed digitally, keeping families informed of activities and updates. Family events, including Back-to-School Night, Open House, PTA activities, and family education nights focus on social-emotional learning, numeracy, and literacy. These events provide parents with strategies to support their children's academic and behavioral growth at home.

We are proud to collaborate with organizations such as IEHP, Reach Out, Home Depot, God's Pantry, and the Kiwanis Club of Upland to bring additional resources to our school. Partnering with the district's Student Support Services further ensures that we can meet the diverse needs of our families. At Citrus, we strive to make every parent feel like a valued member of our learning community as we work together to empower student success.

## 2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| **All Students** | 553 | 541 | 112 | 20.7 |
| **Female** | 265 | 259 | 55 | 21.2 |
| **Male** | 288 | 282 | 57 | 20.2 |
| **Non-Binary** | -- | -- | -- | -- |
| **American Indian or Alaska Native** | -- | -- | -- | -- |
| **Asian** | 17 | 17 | 3 | 17.6 |
| **Black or African American** | 39 | 37 | 12 | 32.4 |
| **Filipino** | -- | -- | -- | -- |
| **Hispanic or Latino** | 427 | 417 | 87 | 20.9 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- |
| **Two or More Races** | 15 | 15 | 3 | 20.0 |
| **White** | 42 | 42 | 5 | 11.9 |
| **English Learners** | 97 | 95 | 10 | 10.5 |
| **Foster Youth** | -- | -- | -- | -- |
| **Homeless** | 43 | 43 | 15 | 34.9 |
| **Socioeconomically Disadvantaged** | 486 | 476 | 101 | 21.2 |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- |
| **Students with Disabilities** | 143 | 138 | 39 | 28.3 |

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

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions data.

| Suspensions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 3 | 2.01 | 3.62 | 4.16 | 3.2 | 2.31 | 3.6 | 3.28 | 2.94 |

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

This table displays expulsions data.

| Expulsions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0 | 0.08 | 0.04 | 0.03 | 0.08 | 0.07 | 0.06 |

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

## 2024-25 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| **All Students** | 3.62 | 0.00 |
| **Female** | 1.13 | 0.00 |
| **Male** | 5.90 | 0.00 |
| **Non-Binary** | 0.00 | 0.00 |
| **American Indian or Alaska Native** | 0.00 | 0.00 |
| **Asian** | 5.88 | 0.00 |
| **Black or African American** | 7.69 | 0.00 |
| **Filipino** | 0.00 | 0.00 |
| **Hispanic or Latino** | 3.04 | 0.00 |
| **Native Hawaiian or Pacific Islander** | 0.00 | 0.00 |
| **Two or More Races** | 6.67 | 0.00 |
| **White** | 4.76 | 0.00 |
| **English Learners** | 1.03 | 0.00 |
| **Foster Youth** | 0.00 | 0.00 |
| **Homeless** | 4.65 | 0.00 |
| **Socioeconomically Disadvantaged** | 4.12 | 0.00 |
| **Students Receiving Migrant Education Services** | 0.00 | 0.00 |
| **Students with Disabilities** | 6.29 | 0.00 |

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

## 2025-26 School Safety Plan

In compliance with state law and board policy, Citrus Elementary develops and updates its comprehensive school safety plan through a systematic and collaborative process. Administrators, staff, families, and community partners work together to analyze school-specific crime and safety data, identify areas for improvement, and implement strategies to maintain a safe and supportive learning environment. Key elements of the plan include emergency preparedness and response protocols, procedures to ensure campus safety and order, and measures to prevent and address bullying, harassment, and violence. The plan also includes ongoing staff training, clear communication processes, and regular evaluations to meet the evolving needs of the school community. The school site council approves the plan annually before February 1, and it is formally adopted by the Upland Unified Board of Education in April/May. Continuous evaluation and revisions ensure the plan remains effective in protecting the physical, emotional, and psychological well-being of all students, staff, and visitors.

# 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.

## 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 |

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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** | 18 | 2 | 2 | 0 |
| **1** | 17 | 2 | 2 | 0 |
| **2** | 21 | 0 | 3 | 0 |
| **3** | 19 | 1 | 3 | 0 |
| **4** | 17 | 2 | 2 | 0 |
| **5** | 19 | 2 | 2 | 0 |
| **6** | 16 | 2 | 3 | 0 |
| **Other** | 7 | 1 | 0 | 0 |

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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** | 17 | 1 | 2 | |
| **1** | 17 | 3 | 1 | |
| **2** | 17 | 2 | 2 | |
| **3** | 18 | 2 | 2 | |
| **4** | 19 | 1 | 3 | |
| **5** | 20 | 1 | 2 | |
| **6** | 24 | 1 | | 1 |

## 2024-25 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 |

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|---|---|
| **Counselor (Academic, Social/Behavioral or Career Development)** | |
| **Library Media Teacher (Librarian)** | |
| **Library Media Services Staff (Paraprofessional)** | |
| **Psychologist** | |
| **Social Worker** | |
| **Nurse** | |
| **Speech/Language/Hearing Specialist** | 1 |
| **Resource Specialist (non-teaching)** | |
| **Other** | 2 |

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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** | 6,600.36 | 392.73 | 6,207.63 | 85,249.14 |
| **District** | N/A | N/A | 4,427.33 | $96,324 |
| **Percent Difference - School Site and District** | N/A | N/A | 33.5 | -8.2 |
| **State** | N/A | N/A | $11,146 | $100,065 |
| **Percent Difference - School Site and State** | N/A | N/A | -53.8 | -10.5 |

## Fiscal Year 2024-25 Types of Services Funded

Citrus Elementary receives funding from various federal sources, including Title I and a five year Community Schools state grant received in collaboration with Upland Junior High of $599,905 launching this year as year 1. This state grant is dedicated to the implementation of Community School initiatives, designed to integrate local resources and strengthen support systems for students and their families. The allocation of these funds is strategically guided by student performance data to address areas of greatest need. Funding decisions are reviewed and approved by the Shared Leadership Team and School Site Council to ensure alignment with school priorities. Additionally, Local Control and Accountability Plan (LCAP) funds are utilized to provide targeted support for English Learners, advanced learners, supplemental instructional programs, and expanded opportunities for student engagement.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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** | $58,187 | $62,145 |
| **Mid-Range Teacher Salary** | $92,219 | $97,088 |
| **Highest Teacher Salary** | $119,508 | $120,436 |
| **Average Principal Salary (Elementary)** | $144,236 | $151,343 |
| **Average Principal Salary (Middle)** | $151,802 | $159,514 |
| **Average Principal Salary (High)** | $185,589 | $177,261 |
| **Superintendent Salary** | $351,728 | $294,805 |
| **Percent of Budget for Teacher Salaries** | 29.89% | 29.95% |
| **Percent of Budget for Administrative Salaries** | 5.48% | 5.4% |

## Professional Development

The Upland Unified School District is committed to high-quality, evidence-based professional development to enhance teaching practices and improve student outcomes. Training sessions are aligned with the District Strategic Plan for Student Achievement and guided by data from CAASPP, ELPAC, iReady, and site-specific needs. Professional development opportunities are provided to educators, paraprofessionals, childcare providers, substitutes, clerical staff, and administrators.

Workshops, conferences, and coaching focus on areas such as Frontloading for Performance Based Instruction, Active Student Response, the four pillars of Community Schools, Behaviors as Communication, and Neurodiverse Needs. Teacher leaders in literacy, mathematics, and technology receive ongoing coaching to implement strategies effectively. Schools allocate time for staff collaboration to analyze data, refine curricula, and evaluate student progress.

The district also supports educators through an Induction program for new teachers, the Peer Assistance and Review Program, and weekly collaboration days. Professional learning is offered through workshops, coaching, and virtual or in-person conferences, ensuring teachers are equipped to meet the diverse and evolving needs of students.

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

| Subject | 2023-24 | 2024-25 | 2025-26 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 4 | 4 | 3 |