



Citrus Elementary School

925 W. 7th Street • Upland, CA 91786 • (909) 949-7731 • Grades K-6

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2018-19 School Accountability Report Card Published During the 2019-20 School Year

Upland Unified School District

390 North Euclid Ave.

Upland, CA 91786

(909) 985-1864

www.uplandusd.org

District Governing Board

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Elementary Education**

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**Assistant Superintendent,
Secondary Education**

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**Assistant Superintendent, Business
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Sergio Canal

School Description

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.

Vision Statement: Working as an educational community, we utilize best practices to facilitate lifelong learning and social responsibility for all students. We are committed to foster individual success by providing an environment that builds self esteem, promotes lifelong skills, and nurture intellectual curiosity.

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 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

Student achievement results will not show significant differences between student sub-groups.

Citrus classrooms are models of 21st Century learning that include an electronic teaching wall with interactive boards, projection/audio systems, skylights, room upgrades and 1:1 Chromebooks for student use in Grades TK-6.. We are excited to see our school continue to grow technologically with the addition of our Innovation Lab. The Innovation Lab is available to all grades and consists of iPads, Robotics, Lego Robotics, Spheros, 3-D printer, green screen, digital microscopes, digital cameras, 360 degree camera and a touch screen television. Citrus also provides after school clubs for enrichment. Some of the clubs that have been offered include: Homework Club, yearbook, garden, Engineering for Kids, Coding, Success Through Chess, and English Language Arts and math intervention. We are excited to offer these programs, directed by teachers, support staff, and local consultants for minimal or no cost to parents. Think Together is an after school program established through state funds to keep kids safe after school. This program has a maximum of 100 students supervised by trained adults. Think Together meets Monday through Friday from the end of the school day until 6:00 p.m. Students have a snack, work on homework and participate in additional enrichment programs.

About the SARC

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, 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 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	102
Grade 1	75
Grade 2	89
Grade 3	85
Grade 4	73
Grade 5	94
Grade 6	81
Total Enrollment	599

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	7.8
American Indian or Alaska Native	0.8
Asian	3.3
Filipino	1.8
Hispanic or Latino	69.3
Native Hawaiian or Pacific Islander	0.5
White	11.2
Two or More Races	3
Socioeconomically Disadvantaged	81.1
English Learners	12.5
Students with Disabilities	11.7
Foster Youth	0.5
Homeless	2.5

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

Teacher Credentials for Citrus Elementary	17-18	18-19	19-20
With Full Credential	26	28	26
Without Full Credential	1	2	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Upland Unified School	17-18	18-19	19-20
With Full Credential	◆	◆	493
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at Citrus Elementary School

Indicator	17-18	18-19	19-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: 2017 August

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Adoption Year: 2016 McGraw-Hill Wonders K-5 Adoption Year: 2016 McGraw-Hill Study Sync 6-8 2015 Adoption Year: 2006 Scholastic - Read 180 (Grades 4-12) Adoption Year: 2006 SRA - Kaleidoscope (SDC) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Adoption Year: 2017 Houghton Mifflin - Go Math K-8 Math, 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Adoption Year: 2007 Scott Foresman - California Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Adoption Year: 2006 Harcourt School Publishers for California, Reflections series 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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 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.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: April 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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, which 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); and
- 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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	26	35	53	53	50	50
Math	15	22	39	39	38	39

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

Note: 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	18.0	24.7	21.3

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	339	336	99.12	35.42
Male	178	178	100.00	29.78
Female	161	158	98.14	41.77
Black or African American	24	23	95.83	17.39
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100.00	53.85
Filipino	--	--	--	--
Hispanic or Latino	235	233	99.15	33.91
Native Hawaiian or Pacific Islander	--	--	--	--
White	39	39	100.00	41.03
Two or More Races	14	14	100.00	35.71
Socioeconomically Disadvantaged	277	274	98.92	31.02
English Learners	84	84	100.00	33.33
Students with Disabilities	55	54	98.18	7.41
Foster Youth	--	--	--	--
Homeless	15	15	100.00	0.00

Note: 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.

Note: 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.

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	339	336	99.12	22.32
Male	178	177	99.44	22.03
Female	161	159	98.76	22.64
Black or African American	24	22	91.67	13.64
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100.00	53.85
Filipino	--	--	--	--
Hispanic or Latino	235	234	99.57	17.52
Native Hawaiian or Pacific Islander	--	--	--	--
White	39	39	100.00	35.90
Two or More Races	14	14	100.00	28.57
Socioeconomically Disadvantaged	277	274	98.92	18.98
English Learners	84	84	100.00	21.43
Students with Disabilities	55	54	98.18	1.85
Foster Youth	--	--	--	--
Homeless	15	15	100.00	0.00

Note: 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.

Note: 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.

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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Citrus Elementary believes there is great value in working in partnership with the families and community we serve. To build community, Citrus has quarterly "Coffee with Ms. Golbaf" where parents and care-givers can learn about the school and express concerns about the school and its practices. The principal also gives suggestions for building strong partnerships with teachers and the school community. Monthly PTA meetings, and quarterly School Site Council and ELAC meetings encourage parents to actively contribute to the school community.

A school website provides parents with resources, a yearly calendar, and frequently asked questions about our school. Opportunities for parents are also available at Back-to-School-Night and Open House. All parent opportunities include translation in Spanish and other languages as needed. Additionally, our doors are open for parents to volunteer in our workroom or in a classroom in any way they feel comfortable.

We are extremely proud of our Watch D.O.G.S. (Dads Of Great Students) program. The purpose of the program is to provide positive male role models for the students and demonstrating, by their presence, that education is important. They also provide extra sets of eyes and ears to enhance school security and reduce bullying. Fathers, grandfathers, uncles, or other father figures volunteer at least one day during the school year. Fathers and father figures sign up to volunteer through a 'Launch Event' such as a "Dads and Kids Pizza Night" or "Donuts with Dad" or by calling the school any time throughout the school year. The program is overseen by a "Top Dog" volunteer who partners with administration to coordinate scheduling and identify opportunities for Watch D.O.G.S. to provide assistance at the school. Watch D.O.G. dads and volunteers perform a variety of tasks during their volunteer day including monitoring the school entrance, assisting with unloading and loading of buses and cars, monitoring the lunch room, or helping in the classroom with a teacher's guidance by working with small groups of students on homework, flashcards, or spelling.

Additionally, we host Family Education nights throughout the school year 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. We balance these with PTA community events such as our Fall and Spring Festivals and movie nights. 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.

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.

School Safety Plan

A safe and orderly environment is one characteristic of an effective school. Citrus Elementary is committed to the safety and security of our students, staff and parents. We are proactive by planning and preparing for a variety of situations. The district office coordinates the development, annual review and updating of the district-wide Comprehensive Safety Plan through a committee comprised of school representatives. Citrus Elementary School's safety committee modifies the district plan and aligns procedures and routines for specific site needs. This plan is reviewed monthly and adjustments are shared and implemented with all staff at monthly meetings. The Comprehensive Plan addresses various emergency situations and outlines procedures and policies related to topics such as air pollution, bees, bomb threats, bus accidents, chemical accidents, earthquakes, electrical power outage, explosion, falling aircraft, fire, flood, hostage situations, windstorms, staff emergencies and safety team responsibilities. We regularly practice safety drills and work to prevent unsafe situations.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.5	3.8	3.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	3.2	4.5
Expulsions Rate	0.0	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.5
Other	

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	14	7	1		12	8			15	6	1	
1	24		3		25		3		24		3	
2	20	1	2		25		4		24		3	
3	22	1	3		22		3		21	1	4	
4	26		3		32		2	1	22	1	2	
5	26		3		29	1		2	25	1	3	
6	25		4		24		3		20	1	3	
Other**	16	1			11	1						

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			7

The Upland Unified School District believes that high quality, research-based professional development is essential to continuous improvement of teaching skills and concepts. The District provides or coordinates on-going training based on needs identified through student performance indicators, including results of the California Assessment of Student Performance and Progress, the English Language Proficiency Assessments for California, District iReady benchmark assessments, and input from sites regarding specific needs. Professional development is aligned with the District Strategic Plan for Student Achievement and Board goals. Teachers, paraprofessionals and administrators participate in workshops, and conferences that allow them to grow professionally and provide opportunities for collegial sharing. Regular meetings of teacher leaders in literacy, mathematics, reading intervention and technology as well as follow-up coaching support full implementation of training. Additionally, each school provides time for teacher collaboration on student achievement data, curriculum development, and review of classroom-based performance measures. Examples of workshops and coaching implemented as the result of analysis of student achievement include: Effective Teaching Strategies, Classroom Management, Curriculum Alignment and Mapping, English Language Development, AVID, Thinking Maps, Positive Behavior Intervention Support, Social Emotional Learning, 21st Century Classroom Technology, Common Core State Standards, Next Generation Science Standards, Modeling Academic Language, Universal Design for Learning, and Parent Engagement. Staff members participate in professional development in all-day workshops, after-school workshops and meetings, individual coaching/mentoring, and off-site conferences. The Induction (formerly BTSA) program provides support to new teachers. The Peer Assistance and Review Program is available to provide support to teachers in the areas of content knowledge and teaching strategies. Currently, the District calendar includes a collaboration day schedule each week to allow for on-going teacher dialogue and collaboration to meet student needs.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,457	\$51,374
Mid-Range Teacher Salary	\$76,801	\$80,151
Highest Teacher Salary	\$99,526	\$100,143
Average Principal Salary (ES)	\$120,328	\$126,896
Average Principal Salary (MS)	\$125,053	\$133,668
Average Principal Salary (HS)	\$143,664	\$143,746
Superintendent Salary	\$248,434	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	35%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	11499.57	5361.93	6137.64	73273.97
District	N/A	N/A	6597.81	\$80,166.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-7.2	-9.0
School Site/ State	-20.1	-11.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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).

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.

Types of Services Funded

Citrus Elementary receives categorical funding through Federal and State grants including: Title 1 budget which is for targeted assistance and support of students at risk of not meeting academic standards and identified as low-income. English Learner/Low income Budget (ELLI), which has been established to provide additional funding to increase or improve services for English Language learners, Low income, or Foster Youth. Decisions to use the funds are based on student performance data to determine the greatest need and provide the programs to meet those needs. The plan for using the site funds is approved by the site Leadership Team and our School Site Council. Programs provided include: Tier 3 small group reading intervention provided by Reading Specialist and instructional aides, study trips, PBIS materials (for example: school-wide behavior expectation matrix customized to meet the needs of Citrus Elementary), and Thinking Maps/Write from the Beginning and Beyond programs. A Behavioral Health Therapist (BHT) is on site part time to work with students 1:1, small group, and parent support as needed. In addition, a Board Certified Behavioral Analyst (BCBA) works with students with behavioral issues and provide teachers strategies to work with students. This 2019-2020 school year Citrus received one time CSI funding.