School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Citrus Elementary School	36-75069-6037220	May 09, 2019	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Comprehensive Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The Every Student Succeeds Act (ESSA) is the nation's main education law for all public schools. The law holds schools accountable for how students learn and achieve. ESSA aims to provide an equal opportunity for students who get special education services.

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Reviewing our student, parent, and teacher surveys, attendance and suspension records and formal and informal conversations it was found that teachers have worked to implement Common Core standards. Teachers are increasing their use of technology and learning new methods of instruction to ensure all students reach academic success. This includes a focus on: iReady, MTSS, AVID, PBIS, Daily 5, Reading CAFE, Number Talks, Thinking Maps, Kagan Structures, and SEL. Teachers collaborate weekly in PLC meetings to refine best practices and discuss methods for differentiating learning experiences. Teachers support one another and work to empower students and parents by offering Family Education and Community events.

Based on personal observation and sign in sheets, parent involvement is inconsistent. A small amount of parents attend SSC, ELAC and PTA meetings. This limits us as we work to strengthen our learning community. Citrus has a core group of parents that attend events, committees and volunteer their time in classrooms. It is our goal to build that group and help it grow to ensure all parents are active participants in our school.

Our 2019 Student Survey showed that 86% of students have Hope-the ideas and energy for the future, 83% Engagement-a measure of involvement and enthusiasm for school, and 73% Well Being- a measurement of ow we think about and experience our lives. One outlier in the survey was 35% of students felt that students treat each other well. As a staff, we noticed these behaviors before the survey was given and implemeented systems to address the issue.The Climate and Culture team restructured the awards ceremonies to be more energetic rallies. ROAR bucks and attendance incentives honored students at rallies and Student Council members create videos, skits or recited poems that pertained to the school wide expectations. Attendance incentives allow the students to work collaboratively to support one another and earn whole class rewards. To reduce behvaior issues during recesses and other unstructured times, Playworks was brought on site to restructure recess and make it more inclusive. Students were also taught conflict resolution techniques to resolve playground issues. SEL teaching kits were purchased for all teachers so lessons are taught on a weekly basis.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teachers are observed regularly through formal and informal walk-throughs. Teachers being evaluated have two to four formal observations during the school year with a mid-year and end of year evaluation. Formal observations and evaluations are aligned to California State Teacher Standards, district mandates and the Upland Teachers Association.

During informal walk though observations, administration is looking for evidence of student engagement, rigor and differentiated instruction to ensure the varying needs of our students are being met are areas that are expected. There are many positive teaching strategies in place at Citrus Elementary. Each classroom has its own unique strengths. Each teacher works within their grade level to implement Common Core State Standards, but the strengths in one grade level are not carried on throughout other grade levels. Additionally, the diverse language needs of our students are being met more in some classrooms than others. Due to this, "Cougar Time" intervention was structured into the school day so students are leveled by ELPAC level or need and taught specific lessons that target needs.

Teachers are beginning to increase the amount of time students utilize technology, due to 1:1 Chromebooks TK-6. Teachers continue to incorporate technology into their lessons and differentiated centers. Fifth and sixth grade students participate in weekly instrumental instruction. Kindergarten through 5th grade students receive choral instruction from a certificated teacher and art instruction from a certificated Meet the Masters instructor. First through sixth grade students participate in weekly Physical Education classes where they work to become well balanced students who nurture their academic, social, emotional and physical well-being.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

CAASSP, teacher and District assessments are administered and data will be used monitor student achievement and guide instruction.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Students performing below grade level will receive targeted intervention in the classroom and during "Cougar Time", the Reading Specialist and Reading Lab aides will push into classrooms to target low performing students.   Data will be updated regularly and student progress will be monitored by classroom teachers.

Additionally, all teachers will participate in Data Days. During this time, they will analyze student benchmarks, discuss best practices and make a plan to meet the needs of their diverse student population through differentiated instruction. Teachers will also receive numerous mini staff development opportunities that will focus on Thinking Maps, Kagan Structures, SEL, Literacy and Numeracy.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Citrus Elementary are credentialed and students are taught by highly qualified teachers. Citrus Elementary has twenty two General Education teachers, four SDC mild/mod teachers, one Reading Specialist, one RSP teacher, one part time Psychologist, one Speech Pathologist, four Special Education Instructional Aides, and four Instructional Aides that provide support to students who are serviced in the Reading Lab.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are fully credentialed. More than half of our teachers have advanced degrees and/or specialist credentials. They participate in ongoing professional development for GATE, Common Core, Daily 5/CAFE, AVID, PBIS, Thinking Maps, Kagan structures, SEL, and other research based methods of instruction.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Each staff meeting has devoted time that allows for effective implementation of the Common Core Standards. Some of these include, but are not limited to reading strategies, oral language building activities and DNA Math. Staff have received training on Google Classroom/Apps, Close Reading, and SpEd collaboration services.

Articulating in weekly PLC meetings and Data Days, have allowed staff members time to begin modifying classroom and grade level assessments to align with the Common Core standards and integrate Depth of Knowledge questions.

Teachers have been given opportunities to attend outside professional development in English and Language Arts, DNA math, and English Language Development as well as conferences in Technology, PBIS, AVID, and GATE. Two teachers are trained to be Thinking Maps Trainers to ensure ongoing implementation. Teachers have also attended math professional development in DNA math Number Talks. Each grade level has access to the Number Talks book and teachers across all grade levels are beginning to implement them in daily instruction.

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 ongoing training based on needs identified through student performance indicators including results of CAASPP, ELPAC, iReady, district benchmark assessments and input from sites regarding specific needs. Professional development is aligned with the district LCAP strategic plan for student achievement goals. Teachers, paraprofessionals and administrators participate in workshops and conferences that allow them to grow professionally and provide opportunities for collegiality.

Regular meetings of teacher Instructional and Operational Leadership support ensure full implementation of training. Additionally, time is given for teacher collaboration on student achievement data, curriculum development and review of classroom based performance measures.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

With the implementation of the Common Core standards, we will continue ongoing staff development of standards, assessments and shifts in the curriculum.

Citrus implements 1:1 Chromebooks for grades TK-6. Including ongoing staff development, model lessons and planning at monthly staff meetings.

As we work to align content and high expectations throughout Citrus Elementary, much of our staff development will be spent on developing continuity through the grade levels. Each staff meeting has designated time for training on strategies and methods. We will also continue training for Thinking Maps, , Kagan Structures, SEL, PBIS, AVID, MTSS and the use of technology will be embedded in all staff development as it is embedded in daily instruction.

Throughout the year, we will revisit past strategies to reflect upon their implementation effectiveness. Teachers have read, attended conferences and begun implementation of the Daily 5, CAFÉ. With this management system, students work with words and read books at their level on a daily basis while the teacher holds meaningful conferences with individual students or conducts guided reading groups.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers participate in weekly PLC meetings where they collaborate and plan lessons and assessments. It is regular practice for teachers to engage in cross grade level discussions regarding content standards and evaluate how the standards are unpacked. Grade levels participate in Data Days where they plan and develop assessments, lessons and intervention. At this time, they also analyze student performance on benchmarks so they can be certain they are meeting the needs of all students.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Citrus Elementary uses the Wonders Reading program for grades TK-5, Study Sync for grade 6, and Go Math for grades TK-6.

Innvative technology is essential to the implementation of Common Core standards. Students need to interact with technology and online resources as they research and cite evidence. Ongoing professional development will be needed to ensure that technology is being used appropriately in a way that provides engaging, rigorous instruction. Initial and ongoing staff development, training and support to align best practices across all grade levels is extremely important. An important element to offering quality instruction lies within addressing the language needs of our students.

Students at the beginning stages of English language acquisition will be utilizing the Wonders ELD component and Imagine Learning which is a web based program that offers targeted, leveled language building system. Our 3rd-6th grade teams uses a computer reading program called Achieve 3000.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Students have not made adequate growth in language acquisition and this deficiency has negatively impacted other content areas. To address this need, we have purchased Imagine Learning, Achieve 3000, and Thinking Maps. Students at the beginninges of English language acquisition will be utilizing Imagine Learning which is a web based series that offers targeted, leveled language building activities.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Citrus will use iReady, CAASPP, benchmark, formative and summative assessments to monitor student learning and use the results to modify instruction. An intervention block called "Cougar Time" has been implemented for all grade levels to address students that need support.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

District curriculum adoptions are Wonders and Go Math and iReady is used for diagnostic testing.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

In addition to the adopted curriculum students have access to Imagine Learning, Achieve 3000, Math Seeds, Kagan structures, SEL kits, and Playworks. Our Literacy Lab includes a Reading Specialist and four Instructional Aides. Together, they push into classrooms to teach and target reading strategies.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

We use our ELLI and Title 1 funding to fund teacher registration fees for conferences and for planning time that allows them to analyze student progress, design targeted intervention, create summative and formal assessments and meet with parents. We also purchase website licenses, books, Scholastic News and programs such as, Imagine Learning and Achieve 3000. These purchases give our students access to fiction and nonfiction texts at their level. We also use our funding to pay for instructional aides that work with individual and small groups of students.

Evidence-based educational practices to raise student achievement

Citrus Elementary believes that continuity and alignment are key to increasing student achievement. Many students lack the language skills needed to articulate their thoughts and ideas through writing. For this reason, teachers are trained in Thinking Maps. Learning is differentiated and we provide many hands on activities to allow ample opportunity for students to build conceptual knowledge. Daily 5 and Reading CAFÉ which allows daily periods of reading at instructional levels and support in small group instruction. This model provides teachers with time to conference with and coach students on their reading, giving them meaningful feedback and needed intervention. Teachers are extending writing across all content areas and are learning math strategies in Go Math and DNA math.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

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

Additionally, we host several Family Education nights throughout the school year. These allow specialists to share strategies for parents to use at home for behavior and academic growth. We balance these with community events such as our Fall and Spring Festivals. When parents feel like they are valued members of the learning community, they seem to be more apt to reach out for assistance. In an effort to support our families in need, we partner with Healthy Start. Healthy Start provides services for families in need.

To increase attendance, we hold monthly incentive drawings for students. We also reward classes that have ongoing periods of 97% attendance. We work with district police to visit homes of students who have extensive absences to ensure that the family is aware of additional support as they work to bring their child to school regularly.

Monthly SSC and ELAC meetings are held to empower parents and share strategies that they can use with their children at home to foster bilingualism and biliteracy. Parents are given strategies that will help them support their children as well as other important school information to ensure that all pathways for communication are clear.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Monthly meetings for ELAC and SSC are held to ensure that parents have many opportunities to participate in shared decision making. School Site Council is a place where parents, teachers and classified staff work with administration to make decisions in the best interest of our students. School plans and purchases are agreed upon and modified as needed.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Our budget allows us to meet the needs of our students in various ways. We are able to provide four instructional aides to work with small group of students in our Reading Lab. These aides provide reading intervention and language building exercises to help close the achievement gap. Website licenses are purchased to allow students opportunities to engage in and utilize technology while they are at school and at home. We fund the implementation and trainings for MTSS, PBIS, AVID, Thinking Maps, Imagine Learninf and Achieve 3000. We have purchased playground equipment to provide a balanced curriculum of academic and physical development as well as Playworks to address behavior issues by teaching students structured and engaging games as well as conflict resolution. To address, SEL needs a part time licensed BHT and BCBA were contracted to support students, teachers, and families in dealing with behavior issues. Additionally, fiction and non-fiction books have been purchased for students to read at their instructional level. Scholastic News is purchased for every grade level. These resources present varying developmental levels for students to read and discuss. By addressing the language deficiencies within some of our students, we are building a strong foundationsv from which they can build upon and flourish.

Fiscal support (EPC)

Citrus Elementary receives funding allocations in ELLI, Title 1, Site, College Going Career, and Attendance Improvement. Funds are used to support, but not supplant, the district's general funds in providing services, resources and programs to all students. The school district also provides health services, library assistance, crisis intervention, speech and psychological services.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Citrus' School Site Council and English Learner Advisory Committee met throughout the school year. The SSC consisted of an administrator, three certificated teachers, one classified staff member and five parent/community members. The ELAC consisted of an administrator and parent/community members. The purpose of the SSC is to ensure that educational opportunities provided to Citrus students are determined through a collaborative effort of parents, teachers, administrators, and other school personnel whose common goal is the increased academic achievement and success of ALL students. The role of the ELAC is to advise the principal and SSC on programs and services for English learners. The ELAC acts in an advisory capacity. It is not a decision making body, but it is the voice of the English Learner community. At meetings, SSC and ELAC members participate in discussions, ask questions, and provide valuable input in order to make relevant decisions for all students. All members participate in the decision making process and a record of each meeting is retained in the meeting minutes that are submitted to the district office.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Due to the Williams Act, resource inequitites do not exist at Citrus Elementary. All students have access to required curriculum and resources.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.5%	0.50%	0.83%	3	3	5
African American	8.4%	7.96%	7.85%	51	48	47
Asian	2.6%	2.16%	3.34%	16	13	20
Filipino	1.5%	1.49%	1.84%	9	9	11
Hispanic/Latino	69.6%	72.47%	69.28%	423	437	415
Pacific Islander	%	%	0.5%			3
White	14.0%	11.11%	11.19%	85	67	67
Multiple/No Response	1.8%	1.82%	2.17%	11	11	13
			Total Enrollment	608	603	599

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	112	96	102
Grade 1	78	90	75
Grade 2	66	92	89
Grade3	96	71	85
Grade 4	76	103	73
Grade 5	80	78	94
Grade 6	100	73	81
Total Enrollment	608	603	599

Conclusions based on this data:

1. For the 2017/18 school year there was a decrease of 1% in total enrollment.

2. For the 2017/18 school year the Hispanic/Latino subgroiup has remained consistently the same as the prior year.

3. For the 2017/18 school year the White subgroup has remained consistent but the total enrollment has dropped.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
English Learners	78	110	75	12.8%	18.2%	12.5%
Fluent English Proficient (FEP)	59	56	59	9.7%	9.3%	9.8%
Reclassified Fluent English Proficient (RFEP)	60	17	25	44.4%	21.8%	22.7%

Conclusions based on this data:

1. In 2017/2018, the number of students in the EL subgroup grew by 32 students.

2. In 2017/2018, the number of students in the FEP subgroup remained consistent with the prior year.

3. In 2017/2018, seventeen students were reclassified.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	101	74	89	101	74	89	101	74	89	100	100	100
Grade 4	76	97	74	75	95	74	75	95	74	98.7	97.9	100
Grade 5	78	77	93	77	77	91	77	77	91	98.7	100	97.8
Grade 6	102	76	83	102	76	82	102	76	82	100	100	98.8
All Grades	357	324	339	355	322	336	355	322	336	99.4	99.4	99.1

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2378.	2393.	2391.	16.83	18.92	15.73	9.90	12.16	20.22	22.77	24.32	21.35	50.50	44.59	42.70
Grade 4	2393.	2404.	2416.	12.00	9.47	10.81	8.00	15.79	18.92	14.67	15.79	20.27	65.33	58.95	50.00
Grade 5	2429.	2423.	2452.	5.19	7.79	8.79	11.69	12.99	24.18	23.38	18.18	20.88	59.74	61.04	46.15
Grade 6	2506.	2484.	2502.	8.82	6.58	10.98	34.31	22.37	31.71	27.45	30.26	30.49	29.41	40.79	26.83
All Grades	N/A	N/A	N/A	10.99	10.56	11.61	16.90	15.84	23.81	22.54	21.74	23.21	49.58	51.86	41.37

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.85	14.86	12.36	36.63	45.95	48.31	48.51	39.19	39.33
Grade 4	12.00	10.53	13.51	38.67	47.37	47.30	49.33	42.11	39.19
Grade 5	11.69	10.39	14.29	38.96	33.77	39.56	49.35	55.84	46.15
Grade 6	9.80	10.53	17.07	56.86	38.16	47.56	33.33	51.32	35.37
All Grades	12.11	11.49	14.29	43.38	41.61	45.54	44.51	46.89	40.18

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.84	13.51	14.61	35.64	39.19	41.57	48.51	47.30	43.82
Grade 4	12.00	4.21	10.81	32.00	38.95	44.59	56.00	56.84	44.59
Grade 5	9.09	12.99	14.29	32.47	32.47	39.56	58.44	54.55	46.15
Grade 6	12.75	10.53	4.88	57.84	46.05	57.32	29.41	43.42	37.80
All Grades	12.68	9.94	11.31	40.56	39.13	45.54	46.76	50.93	43.15

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	11.88	14.86	16.85	56.44	62.16	53.93	31.68	22.97	29.21
Grade 4	8.00	9.47	6.76	33.33	55.79	67.57	58.67	34.74	25.68
Grade 5	5.19	2.60	13.19	64.94	55.84	56.04	29.87	41.56	30.77
Grade 6	13.73	11.84	10.98	67.65	56.58	69.51	18.63	31.58	19.51
All Grades	10.14	9.63	12.20	56.62	57.45	61.31	33.24	32.92	26.49

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	13.86	21.62	20.22	37.62	36.49	33.71	48.51	41.89	46.07
Grade 4	12.00	12.63	6.76	34.67	38.95	47.30	53.33	48.42	45.95
Grade 5	2.60	11.69	15.38	36.36	32.47	37.36	61.04	55.84	47.25
Grade 6	19.61	19.74	24.39	50.98	56.58	56.10	29.41	23.68	19.51
All Grades	12.68	16.15	16.96	40.56	40.99	43.15	46.76	42.86	39.88

Conclusions based on this data:

1. In 2017/2018:
99.4% of students tested
10.56% of all students exceeded standards
15.84% met standards
21.74% nearly met standards
40.79% did not meet standards.

2. 2017/2018:
In Reading, 11.49% of students were above standard, 41.61% of students were at or near standard, and 46.89% of students were below standard.
In Writing, 10.53% of students were above standard, 46.05% of students were at or near standard, and 43.42% of students were below standard.
In Listening, 9.63% of students were above standard, 57.45% of students were at or near standard, and 32.92% of students were below standard.
In Research/Inquiry, 16.15% of students were above standard, 40.00% of students were at or near standard, and 42.86% of students were below standard.

3. Targeting the area of Listening could raise 57.45% of students who are at or near standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	101	73	89	101	73	89	101	73	89	100	100	100
Grade 4	76	97	74	74	96	74	74	96	74	97.4	99	100
Grade 5	78	77	93	77	77	91	77	77	91	98.7	100	97.8
Grade 6	102	76	83	102	76	82	102	76	82	100	100	98.8
All Grades	357	323	339	354	322	336	354	322	336	99.2	99.7	99.1

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2378.	2378.	2396.	2.97	5.48	10.11	20.79	20.55	26.97	26.73	27.40	24.72	49.50	46.58	38.20
Grade 4	2404.	2404.	2410.	4.05	2.08	4.05	14.86	13.54	14.86	25.68	30.21	35.14	55.41	54.17	45.95
Grade 5	2418.	2427.	2430.	3.90	2.60	2.20	1.30	5.19	13.19	18.18	28.57	25.27	76.62	63.64	59.34
Grade 6	2465.	2435.	2463.	3.92	5.26	1.22	9.80	6.58	15.85	35.29	21.05	32.93	50.98	67.11	50.00
All Grades	N/A	N/A	N/A	3.67	3.73	4.46	12.15	11.49	17.86	27.12	27.02	29.17	57.06	57.76	48.51

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.90	13.70	21.35	31.68	32.88	31.46	58.42	53.42	47.19
Grade 4	10.81	5.21	9.46	21.62	23.96	32.43	67.57	70.83	58.11
Grade 5	3.90	5.19	6.59	12.99	15.58	24.18	83.12	79.22	69.23
Grade 6	3.92	7.89	4.88	26.47	19.74	35.37	69.61	72.37	59.76
All Grades	7.06	7.76	10.71	24.01	22.98	30.65	68.93	69.25	58.63

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.89	9.59	16.85	37.62	43.84	43.82	51.49	46.58	39.33
Grade 4	5.41	5.21	8.11	29.73	32.29	31.08	64.86	62.50	60.81
Grade 5	3.90	1.30	2.20	23.38	38.96	37.36	72.73	59.74	60.44
Grade 6	6.86	2.63	6.10	48.04	28.95	42.68	45.10	68.42	51.22
All Grades	7.06	4.66	8.33	35.88	35.71	38.99	57.06	59.63	52.68

	Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	11.88	10.96	15.73	43.56	41.10	50.56	44.55	47.95	33.71
Grade 4	5.41	2.08	5.41	41.89	42.71	39.19	52.70	55.21	55.41
Grade 5	3.90	1.30	6.59	23.38	37.66	39.56	72.73	61.04	53.85
Grade 6	5.88	6.58	9.76	45.10	27.63	41.46	49.02	65.79	48.78
All Grades	7.06	4.97	9.52	39.27	37.58	42.86	53.67	57.45	47.62

Conclusions based on this data:

1. In 2017/12018:
99.7% of students tested in math
3.73% of students exceeded the standards
11.49% of students met the standards
27.02% of students nearly met the standards
57.76% of students did not meet the standards.

2. 2017/2018:
In Concepts and Procedures, 7.76% of students were above standard, 22.98% of students were at or near standard, and 69.25% of students were below standard.
In Problem Solving and Modeling/Data Analysis, 4.66% of students were above standard, 35.71% of students were at or near standard, and 59.63% of students were below standard.
In Communicating Reasoning, 4.97% of students were above standard, 37.58% of students were at or near standard, and 57.45% of students were below standard

3. Targeting Communicating Reasoning could raise 37.58% of students who are at or near standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1445.6		1460.4		1411.2		24	
Grade 1	1460.1		1454.1		1465.5		12	
Grade 2	1467.8		1478.1		1456.9		11	
Grade 3	*		*		*		*	
Grade 4	1500.8		1486.5		1514.7		16	
Grade 5	*		*		*		*	
Grade 6	*		*		*		*	
All Grades							83	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	31.33		31.33		25.30		*		83	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	50.00		*		*		*		24	
All Grades	50.60		22.89		13.25		13.25		83	

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	13	54.17	*	*	24
Grade 1	*	*	*	*	*	*	*	*	12
Grade 2	*	*	*	*	*	*	*	*	11
Grade 3			*	*	*	*			*
Grade 4	*	*	*	*	*	*	*	*	16
Grade 5	*	*	*	*			*	*	*
Grade 6			*	*	*	*	*	*	*
All Grades	14	16.87	23	27.71	29	34.94	17	20.48	83

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	58.33		*		*		24	
All Grades	49.40		42.17		*		83	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	50.00		*		*		24	
All Grades	53.01		33.73		13.25		83	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*		66.67		*		24	
4	*		68.75		*		16	
All Grades	16.87		59.04		24.10		83	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*		50.00		*		24	
4	*		81.25		*		16	
All Grades	18.07		71.08		*		83	

Conclusions based on this data:

1. 59 students or 71.08% scored in the somewhat/moderately category of the Writing Domain.

2. 49 students or 59.04% scored in the somewhat/moderately category of the Reading Domain.

3. 21 students or 34.94% scored in the beginning category of the Writing Domain

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
603	**82.8%**	**18.2%**	**1.7%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	110	18.2%
Foster Youth	10	1.7%
Homeless	19	3.2%
Socioeconomically Disadvantaged	499	82.8%
Students with Disabilities	78	12.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	48	8.0%
American Indian	3	0.5%
Asian	13	2.2%
Filipino	9	1.5%
Hispanic	437	72.5%
Two or More Races	15	2.5%
White	67	11.1%

Conclusions based on this data:

1. 82.8% of students are SES and 19.2% are ELs

2. 29 students or 4.9% are Homeless or Foster Youth

3. 78 students or 12.9% are Students with Disabilities

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Orange	**Suspension Rate** Red
Mathematics Orange		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. There is a need to focus on rigorous instruction in ELA and Math due to the orange indicators

2. There is a need to address chronic absenteeism due to the orange indicator

3. There is a need to address the suspension rate due to the red indicator.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	5	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
58 points below standard	59.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -5.8 points	Maintained 0.5 points	
298 students	83 students	1 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
47.4 points below standard	66.6 points below standard	143.1 points below standard
13 students	Declined -3.5 points	Increased 9.2 points
	251 students	52 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
97.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -15.5 points	2 students	8 students	4 students
22 students			

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Orange
59.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	38.7 points below standard
Maintained -1.5 points	5 students		Declined -20.2 points
218 students			38 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
100.3 points below standard	35.9 points below standard	58.2 points below standard
Declined -19.3 points	Increased 6.2 points	Declined -8.9 points
30 students	53 students	212 students

Conclusions based on this data:

1. Hispanic students maintained a 59.5 points below standard

2. White students declined -20.2 points.

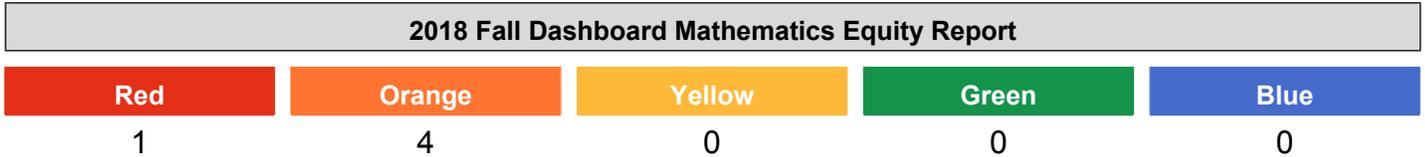**3.** Reclassified students increased by 6.2 points

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	4	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
88.5 points below standard	89.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -7.5 points	Declined -9.3 points	
298 students	83 students	1 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Orange
73.6 points below standard	95.7 points below standard	153.2 points below standard
13 students	Declined -7.3 points	Increased 7.2 points
	251 students	52 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
131.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -27.1 points	2 students	8 students	4 students
22 students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
92.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	64.1 points below standard
Declined -4.1 points	5 students		Declined -13.9 points
218 students			38 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
124.2 points below standard	70.4 points below standard	88.4 points below standard
Declined -31.1 points	Maintained -0.1 points	Declined -5 points
30 students	53 students	212 students

Conclusions based on this data:

1. Mathematics is a major area of focus due to four subgroups in the orange indicator and one subgroup in the red indicator.

2. All subgroups declined excpet for Students with Disabilities. This subgroup increased by 7.2 points.

3. English Learners declined in math. Reclassified students dropped but maintained from the previous year.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
83	31.3%	31.3%	25.3%	12%

Conclusions based on this data:

1. 62.6% of EL students are Levels 3 and 4.

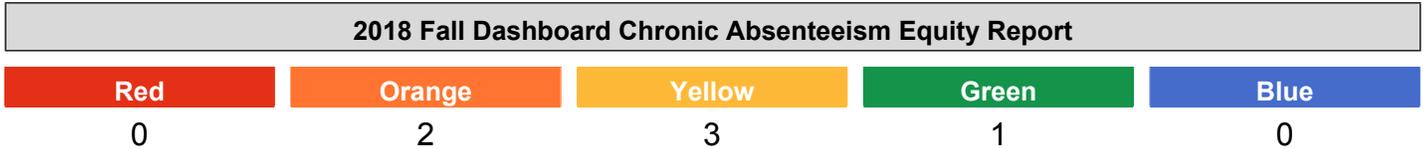**2.** 37.3% of EL students are Levels 1 and 2.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
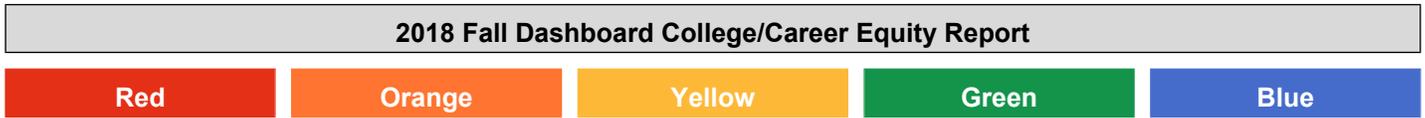
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
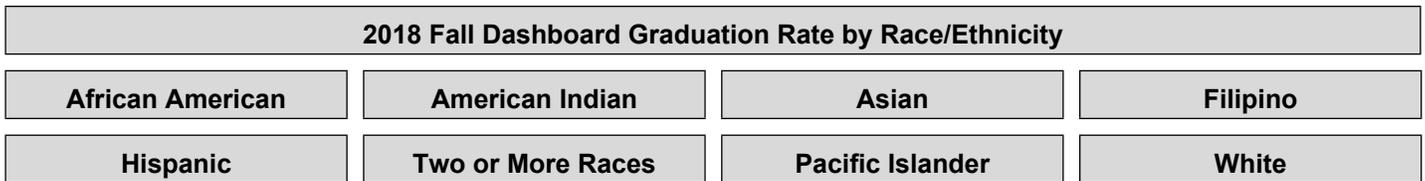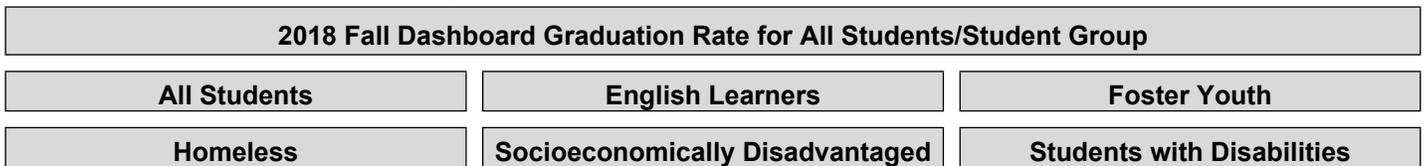## Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	3	1	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Green	No Performance Color
12.4% chronically absent	7.5% chronically absent	31.6% chronically absent
Maintained 0.2%	Declined 6.1%	Increased 0.8%
646 students	120 students	19 students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
21.7% chronically absent	13.2% chronically absent	17.2% chronically absent
Increased 3.2%	Declined 1.3%	Increased 4.6%
23 students	536 students	93 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	No Performance Color	No Performance Color
19% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	0% chronically absent	27.3% chronically absent
Declined 1%	3 students	Declined 10.5%	Increased 18.2%
58 students		14 students	11 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Orange
11.4% chronically absent	14.3% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	13% chronically absent
Declined 1.6%	Increased 4.8%	0 students	Increased 5.3%
463 students	28 students		69 students

Conclusions based on this data:

1. 12.4% of all students were chronically absent

2. English Learners were in the green indicator with 7.5% that were chronically absent

3. Chronic absenteeism increased for White students by 5.3%

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

2017	2018

Conclusions based on this data:

1.
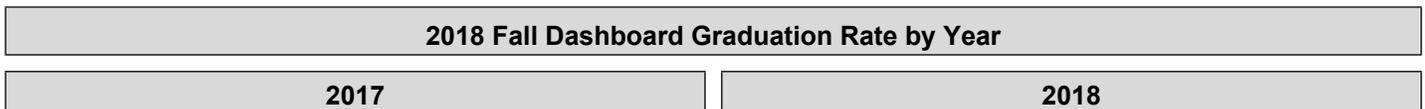
School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	4	0	0	0
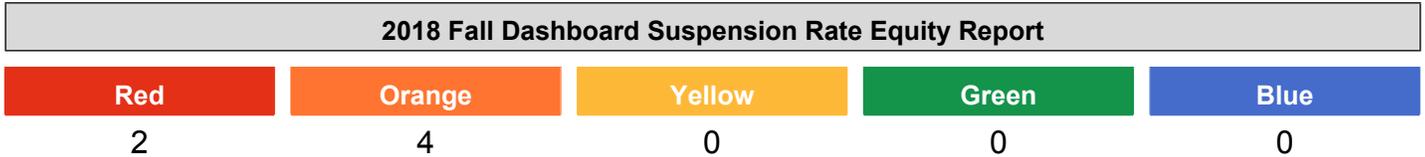
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Red	Orange	No Performance Color
3.8% suspended at least once	3.3% suspended at least once	0% suspended at least once
Increased 2.3%	Increased 1.7%	Maintained 0%
660 students	123 students	19 students

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	Orange
7.7% suspended at least once	4.6% suspended at least once	3.1% suspended at least once
Increased 4.1%	Increased 2.9%	Increased 1.1%
26 students	546 students	98 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	No Performance Color
5% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy 3 students	0% suspended at least once	0% suspended at least once
Increased 3.3%		Maintained 0%	Declined -9.1%
60 students		14 students	11 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	Orange
3.8% suspended at least once	3.4% suspended at least once	0 Students	4.2% suspended at least once
Increased 2.4%	Increased 3.4%		Increased 3.1%
471 students	29 students		72 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
2% suspended at least once	1.5% suspended at least once	3.8% suspended at least once

Conclusions based on this data:

1. The overall suspension rate increased from 1.5% in 2017 to 3.8% in 2018. This was an increase of 2.3%

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Implement a Multi-Tiered System of Supports (MTSS) that aligns programs and services to meet the academic, social, emotional and physical needs of students.

Goal 1

For the 2019/20 school year, Citrus will implement a Multi-Tiered System of Supports that aligns programs and services to meet the academic, social-emotional, and physical needs of students to ensure growth in ELA and Math.

Identified Need

Students performing below grade level in ELA and Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Site Suspension Data	In 2018/2019: 3.90% suspensions 2017/2018: 1.50% suspensions	Consistent use of other means of correction to mitigate suspensions and maintain a minimal suspension rate. In 2019/2020: 3.90% suspensions 2017/2018: 1.50% suspensions
Average Percent of Attendance	In 2018/2019: 95.27% attendance rate	In 2019/2020 97% monthly attendance.
ELA CAASPP Scocres	In 2018/2019: In 2017/2018 26.44% met or exceeded ELA Standards	In 2019/2020: In 2017/2018 48.14% will meet or exceed standard (Increase of 21.74%)
Math CAASPP Scores	In 2018/12019: In 2017/2018 15.22% met or exceeded ELA Standards	In 2019/12020: In 2017/2018 42.24% will meet or exceed standard (Increase of 27.02%)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All staff will be provided opportunities with on site, in-district, and outside professional development in research based practices in SEL.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000	ELLI
4,000	ELLI

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

SEL and character building assemblies to help strengthen Climate and Culture

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	Title I
2,000	ELLI

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1st-6th grade students below grade level in ELA

Strategy/Activity

Intervention will be provided for students below grade level in ELA through a Reading Lab that will be led by a Reading Specialist and six Instructional Aides

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Incentives for Climate and Culture events

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	ELLI
3,000	Title I

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Staff will train in professional development in classroom management and understanding SEL needs and students that have been exposed to trauma. (Second Step)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	Title I
3,000	Title I

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide a safe and structured environment during recesses. (Play Works)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	Title I

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Reading/language arts instruction for all students
High
Wonders
Study Sync
SRI

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
30,000	Title I
30,000	Title I
5,000	Title I

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Materials to address social, emotional, and physical student needs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	ELLI

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Ensure equitable access and use of innovative technology.

Goal 2

During the 2019/2020 school year, Citrus will ensure equitable access and use of innovative technology. Students will create and collaborate through the use of purposeful technology integration in lessons based on engagement, enhancement, and extension of learning. Additionally, the school site will use the Triple E Framework to enhance learning outcomes.

Identified Need

Student use of technology needs to be effective and innovative.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Google Slides	Not currently implemented	Presentations (Math, Science, Social Science)
ESGI	TK/K ELA	Increased phonics
iReady	1st-3rd ELA	Increased phonics/ comprehension
Achieve 3000	4th-6th ELA	Increased phonics/ comprehension
Google Docs	Not currently implemented	Compopsitions (Math, Science, Social Science)
Math Seeds	TK-2nd grade	
Starfall		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Use technology in ELA and Math to improve student outcomes and engagement for future innovation in all content areas.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,878	Title I
10,000	Title I
21,754	ELLI

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Improve consistency and equity in teaching a rigorous learning experience.

Goal 3

During the 2019/2020 school year, Citrus will improve consistency and equity in teaching and rigorous learning experiences through Kagan structures as well as instruction that meets the needs of all students.

Identified Need

Low CAASPP scores in ELA and Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher implementation of Thinking Maps	In 2018/2019: Thinking Maps PD provided to 43% of teachers	In 2019/2020: 100% of teachers will utilize Thinking Maps across the core curriculum
Kagan Structures	In 2018/12019: Kagan structures PD provided to 100% of teachers and administrators.	In 2019/12020: 100% of teachers and administrators will be trained Day 1 in August and Day 2 in October to implement Kagan structures. 100% of teachers will implement Kagan structures to add rigor and engagement.
ELPAC	In 2018/2019: The number of students in the EL subgroup grew by 32 students in 2017/2018. The number of students in the FEP subgroup remained consistent with the prior year. 17 additional students were reclassified to the 60 reclassified in 2016/2017.	In 2019/2020: The number of students in the EL subgroup grew by 32 students in 2017/2018. The number of students in the FEP subgroup remained consistent with the prior year. 17 additional students were reclassified to the 60 reclassified in 2016/2017.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
GATE	In 2018/2019:___number of GATE identified at Citrus.(use 3rd grade as a baseline)	In 2019/2020: ___

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All students will receive rigorous instruction in math vocabulary, and in problem solving strategies in all math strands providing real world applications.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	Title I

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All students will have access to hands-on math instruction at their instructional level.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000	ELLI

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	ELLI

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students performing in the Advanced level will be provided with materials and best teaching practices focusing on higher level learning to ensure continued performance at the Advanced level.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	ELLI

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Math facts instruction and practice will be a focus for students performing below proficiency levels.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,853	ELLI

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Intervention will be provided for students below grade level in ELA and Math through before and after school intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	ELLI
4,000	ELLI

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will use Formal and Common Formative Assessments to monitor student learning in Math and provide analysis for intervention planning and implementation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	ELLI
2,000	ELLI

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All staff will be provided with opportunities both at site, in the district and from outside sources, for professional development in research based best practices in all core subjects.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	ELLI

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All students will receive rigorous instruction at their appropriate reading level focusing on reading and math comprehension.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	ELLI

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will continue to use higher level thinking strategies and questioning to improve student achievement.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	ELLI

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students performing at the Advanced level will be provided with materials and best practices focusing on higher level learning to ensure continued performance.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	ELLI

Strategy/Activity 12

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students will learn higher level thinking skills through the program Success Through Chess

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	ELLI

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will meet three times a year for Data Days to monitor student learning in ELA and Math.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	Title I

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students will receive rigourous instruction in choral music by a certificated teacher.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9,000	Title I

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Design a system for meaningful family engagement that promotes parent involvement and education through parent institutes, committees, workshops, attendance at school events and volunteering at schools.

Goal 4

During the 2019/2020 school year, Citrus will improve parent and community engagement.

Identified Need

Low parent participation in site activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent survey data	10.82% of parents completed the Citrus Parent Survey	40% of parents complete surveys.
SSC	4 meetings were held with only 1 parent representative	At least 5 meetings with minimum of 2 parents and 2 staff at each meeting
ELAC	4 meetings were held with limited or no parent participation	At least 5 meetings with minimum of 10 parents at each meeting
Parent Meetings	No parent information or engagement meetings were held in 18/19 school year	Minimum of 3 parent morning meetings and 2 night meetings to offer trainings and gather parent information.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Watch D.O.G.S. program to bring more male role models to Citrus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	Title I

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Family Nights, after school Parent Education in and across content areas will be available to support parents with student learning and build a strong home-school connection.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	Title I

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Increase number of parent participants at SSC & ELAC.

Strategy/Activity

SCC & ELAC meetings will include child care and translation.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$206,485.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$128,878.00

Subtotal of additional federal funds included for this school: $128,878.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
ELLI	$77,607.00

Subtotal of state or local funds included for this school: $77,607.00

Total of federal, state, and/or local funds for this school: $206,485.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Mario Carranza	Principal
Belen Carrillo	Classroom Teacher
Rebecca Jimenez	Classroom Teacher
Paula Weiland	Classroom Teacher
Daisy Navarrette	Other School Staff
Corrine Jaime	Parent or Community Member
Amanda Sim	Parent or Community Member
Debra Coleman	Parent or Community Member
Lauren Mueller	Parent or Community Member
Rick Vigil	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/06/19.

Attested:

	Principal, Mario Carranza on 5/09/19
	SSC Chairperson, Lauren Mueller on 5/09/19

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

    i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

    ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

    iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

    iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

    v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

CITRUS ELEMENTARY
NEEDS ASSESSMENT

2019-2020

+

Comprehensive Needs Assessment

This needs assessment is designed to be used to assist a school in determining areas of greatest need in order to focus on the most appropriate evidence-based interventions for the school improvement plan. This needs assessment also fulfills the requirement for use in a Title I School-wide Plan and for CSI schools which must include needs of the entire school including all subgroups of students represented in the school, including migrant students, in relation to achieving the academic content standards.

A. Summarize the areas the school's current educational program that need improvement as identified in the chart below. Identify priority of focus areas for achieving the outcomes of the proposed program as being High, Medium, or Low.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
CAASPP iReady ESGI F&P	Reading/language arts instruction for all students	High	Wonders Study Sync SRI
	Mathematics instruction for all students	High	Go Math
	Science instruction for all students	High	5th grade CAST Science adoption (discipline/integrative) Mystery Science
	Other content area instruction for all students		Social Studies VAPA - chorus TK-6, Band 4/5/6, Art TBD
	Support for students with disabilities		TK/K Mild/Mod SDC Primary 1/2/3 Mild/Mod SDC Upper 4/5 Mild/Mod SDC Upper 6 Mild/Mod SDC Get, Set, Go co-teaching training SIPPS, Handwriting without Tears, Touch Math, Read Naturally
	Economically disadvantaged or low achieving students		ELA/Math Intervention - before and after school Cougar Time Reading Specialist Math Coach Behavior Specialist/BCBA
CAASPP iReady ESGI F&P Reclassification numbers	Support for EL students to attain proficiency in English	High	Reclassification #'s Monitoring reclassified students ELD designated time (time TBD) GLAD training Cougar Time Wonders/Study Sync Achieve3000
Attendance	Ensure that students attend school	High	SART/SARB, monthly incentives, Healthy Start Attendance program, Home Visit Program

Yearly data	Support for other populations such as subgroups, homeless, foster care etc.		#'s Healthy Start
Curriculum	Core curriculum aligned vertically and with state standards		Wonders/Study Sync, GoMath, NGSS (Mystery Science) iReady, Zoophonics
Instruction	Effective instructional strategies and tiered interventions	High	Kagan Structures - TK-6 Second Step SEL kits - TK-6 AVID - WICOR strategies 3-6 Thinking Maps Cougar Time Daily 5 Zoophonics
Assessment	Use of formative and progress monitoring assessments to improve instruction	High	Data Days Vertical articulation CAASPP, IABs, iReady, ESGI, F&P, Teacher Assessments, Achieve3000, SRI, Johns Inventory, BPST
Supportive Learning Environment	Safe, orderly learning environment	High	Climate and Culture Team Playworks Spirit Rallies Scheduled drills (earthquake, fire, disaster) Hotspot Walk
Family Engagement	Family & community engagement		Watch D.O.G.S. Muffins with Mom/Donuts with Dads PIQE (parent institute) NIU - technology support ELAC SSC Family Picnic Days PTA (Facebook page) Parent Portal Digital Communication Tools (Dojo, Aeries, Remind, etc) Website/Social Media *Discussion needed to solidify one platform* *check to see if there is an instant message feature in Aeries*
Professional Learning (PD) needs assessment	PD to support curriculum, instruction & assessment		DNA Math Kagan Thinking Maps SEL AVID
	PD to support individual teacher skills		Restorative Justice Handwriting without Tears Zoophonics CUE CAG

			Wellness Conference
			WESELPA
			CPI
			PoP
			Spotlight Classrooms
			District Workshops
			Kinder Conference
			Daily 5
Other:	Literacy		Wonders
			Study Sync
			SRI
			Scholastic News/Science Spin
			Achieve3000/Smarty Ants
			iReady
Other:	Numeracy		iReady
			Math Seeds
			GoMath
			DNA
			Math Coach
			Mastering Math Facts (determine best methodology)
Other:	SEL Competency		Second Step
			Climate & Culture
			Restorative Justice
			Margaret Glick
			Robert Jackson
			Mindfulness/Inner Explorer
			Amy Duncan
			GoNoodle

B. Goals

The following goals will be assumed for each school.

1. The school will meet the participation rate target of 95% in the reading, writing and math state assessments.
2. The school will meet the attendance rate target of 95% for all students and for each of the subgroups defined above.
3. If the school has 5 or more English Learners, the school will meet the targets for the EL students for making progress and attaining proficiency in learning English
4. Identify three or four goals to be addressed within the School Improvement Plan during the year for the high priority areas of need identified above. Indicate the specific area of need (content, subgroups, etc.). Include current baseline data and a measurable goal/target for the year. In the Evaluation Measure column, indicate what data source will be used to determine whether the target has been met and/or the evaluation tools to be used.

Area of Need	Baseline Data	Measurable Goal/Target	Evaluation of Measure

Narrative statement

Reflect Schools' Strengths and Needs

Examples: *Strength – We have had the longest retention rate of teachers in the district which has benefited the students in our community tremendously.*
Need – Classroom management training for increased positive student behavior.

CSI-Spending Plan, Citrus Elementary

	Total	Description
Push In PD	$30,000.00	Kagan Teacher Training (follow-up), Instructional Rounds (Improve teacher practice)
Intervention Support (TOSA)	$10,000.00	Student Intervention
Enhance Instruction/Curriculum	$20,000.00	Teachers will be provided with additional supplies to facilitate student production of performan tasks around argumentative, narrative, and informative units.
Tutoring	$14,000.00	Before and after school tutoring for students with an identified need in ELA & Math
Social Emotion Wellness	$15,000.00	Playworks program to facilitate positive play during recreational time that focuses on the whole child.
Teacher Training	$14,000.00	Equity Conference (Footsteps to Freedom $3,750x3)
Instructional Field Trips	$30,000.00	Two grade level field trips attatched to grade level content standards performance tasks for applied learning. Trip Costs = (Entrance fees $8,700, bus fees $7,200) x 2
Science Camp	$27,800.00	$300/student x 91
Actual Activity	$11,200.00	Home Visits, Student Empowerment Assemblies, Math Consultant (Catherine Vittorio)
Total	$172,000	

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

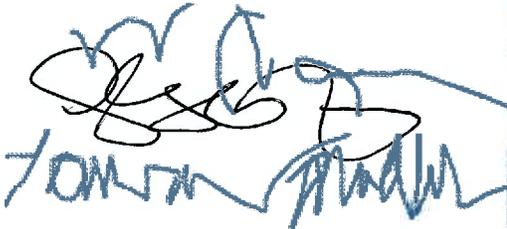| Signature	Committee or Advisory Group Name
(signature)	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/06/19.

Attested:

(signature)	Principal, Mario Carranza on 5/09/19
	Principal, Shayna Golbaf 10/24/19 (reviewed)
	SSC Chairperson, Lauren Mueller on 5/09/19