

2022-2023 School Plan for Student Achievement (SPSA)

SPSA Year:

X2022-23

School Name and School Code	Citrus Elementary 36 67710 6115984		SSC Approval Date: May 11, 2022
School Address	16041 Randall Avenue, Fontana, CA 92335-2033		Local Governing Board Approval Date: Pending Board Approval June 8, 2022 Original
Name of Principal	Michael McGirr	Phone # and Email	(909) 357-5140, michael.mcgirr@fusd.net
Name of SSC Chairperson	Randi Carbajal	Phone # and Email	(909) 357-5140, randi.carbajal@fusd.net@fusd.net}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

SCHOOL BACKGROUND

VISION AND MISSION

To equip all students with the skills they need for college and career success, and to ensure that no one falls through the cracks.

SCHOOL AND COMMUNITY PROFILE

Citrus Elementary sits on the cross streets of Randall Ave. and Citrus Ave., just North of of the FUSD district office and across the street from Fontana High School. While its students matriculate to various FUSD middle schools, most feed into Sequoia Middle School and Truman Middle School. Citrus services a community that is predominantly Hispanic and Socioeconomically Disadvantaged. Citrus Elementary implements Multi-Tiered Systems of Support (MTSS). This consists of looking at all students through the lens of academics, behavior, and social-emotional supports. We regularly refer to data to ensure that students to not "fall through the cracks".

ACADEMICS - Citrus Elementary is an AVID Elementary school. Almost all our teachers have been trained in AVID Elementary foundations and implement AVID strategies schoolwide. In addition, our teachers work in grade-level teams known as professional learning communities (PLCs) to plan for instruction. They determine what students at their grade level will learn and how they will demonstrate their learning. They then review data to see which students need additional support and provide that support during intervention blocks. Schoolwide, we also use MAPS to screen students in reading and math three times a year. Our teachers use this data to identify students who require additional support. We match these students to support providers on campus to ensure that all students receive the appropriate intervention.

BEHAVIOR- Our school implements Positive Behavior Intervention Supports (PBIS), and has been rated a Platinum School by the CA PBIS Coalition since 2018-2019. Our teachers use Evidenced Based Classroom Practices to provide positive classroom environments. Students earn Sun Points for demonstrating Safe, Respectful, and Responsible behavior, which they can spend in our online Sun Store. Our staff regularly reviews behavior data to identify and respond to behavior trends. Our PBIS team works with both students and their families to support students with challenging behaviors.

SOCIAL EMOTIONAL - Our staff understands the link between social emotional supports, academics, and behavior. Each morning our teachers invite students to participate in a Morning Meetings that help foster classroom community. Each week, they also provide SEL lessons using the Second Steps curriculum. Twice a year, we use data from Panorama surveys to identify students who may need additional SEL support. Our counselor uses this data to custom develop groups aligned to student needs.

SPSA HIGHLIGHTS (bullet points)

- Student groups include: Hispanic, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities. Due to increased numbers, the 22-23 school year will likely be the first time our African American, Foster, and Homeless student data are also tracked.

SCHOOL BACKGROUND

	<ul style="list-style-type: none"> • While all student groups require support in ELA, Math, and Chronic Absence, English Learners and Students with Disabilities in particular require targeted support. • Half of all English Learners made progress towards English Language proficiency. • The most common need identified was additional time for teachers to meet in PLCs to plan ELA and Math instruction. They also need coaching during their PLC meetings to help them with implementation. Because Citrus teachers typically have not used additional hourly pay provided to them to meet outside the instructional day, the school will focus on using substitute release time to ensure PLCs meet consistently. • Parent participation has greatly dropped since the Pandemic began. Now that Pandemic related restrictions are lessening and we finally have available classroom space, we will be able to create a Parent Center and hold regular parent workshops. • PBIS continues to be a strength; once again we achieved Platinum in 21-22. • We will focus on improving our implementation of social-emotional learning through the Second Steps curriculum, which will support staff, students, and parents.
<p>INCREASED OR IMPROVED SERVICES (bullet points)</p>	<ul style="list-style-type: none"> • Citrus Teachers will receive 90 minutes weekly sub release time to engage in their PLCs. • Administration, coaches, and TOAs will join all PLCs as part of the team to support them during collaboration. • We will finish equipping all our classrooms with large screen TVs so students can better access their education. • We will use MAPS and Panorama as a screening tool to identify students requiring Tier 2 and Tier 3 support. • We will have 2 math instructional aides to help provide pull out support to K-3 students. • Due to losing 2 teacher positions, we will be able to shift instructional aide supported intervention groups from meeting in the hallway to meeting in a classroom space. • Citrus has two "Learning Centers". One consists of two combined classrooms where special education teachers and aides collaborate to provides push in and pull out services to students with Disabilities. The other consists of two combined classrooms where the IST, bilingual aides, and math instructional aids provide services to students. In both Learning Centers, staff, administrators, and coaches meet regularly to progress monitor the interventions. • We will create PLCs of the intervention support providers so we can work together to progress monitor interventions.
<p>MOONSHOT</p>	<p>Citrus Elementary's Moonshot is to fully implement AVID Elementary and prepare students for college and career readiness. AVID Elementary does this by training students in Writing to learn, Inquiry, Collaboration, Organization, and Reading to Learn (WICOR) strategies. These strategies make up the "hidden curriculum" in schools that teach students how to be a student.</p>

School and Student Performance Data

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

A review of the following data informs the comprehensive needs assessment.

Student Population

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

2020-21 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
747	91.0	36.7	0.7

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.

2020-21 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	274	36.7
Foster Youth	5	0.7
Homeless	7	0.9
Socioeconomically Disadvantaged	680	91.0
Students with Disabilities	69	9.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	32	4.3
American Indian or Alaska Native	1	0.1
Asian	10	1.3
Filipino		
Hispanic	676	90.5
Two or More Races	4	0.5
Native Hawaiian or Pacific Islander	2	0.3
White	22	2.9

These data points indicate:

1. The majority of our Hispanic and Socioeconomically Disadvantaged.
2. Based on their population, other groups we need to track include English Learners and Students with Disabilities, because we have had 30+ in each group for the past two consecutive years. This year we also have 30+ African American students. If that continues next year, this will become another group that will count on the CA Dashboard.
3. Foster and Homeless Students are represented at Citrus Elementary but do not constitute a significant student group.

School and Student Performance Data

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A review of the following data informs the comprehensive needs assessment.

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Mathematics



Orange

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Blue

These data points indicate:

1. Citrus Elementary students need support in English Language Arts and Mathematics.
2. Citrus Elementary needs improvement in its Chronic Absenteeism rate.
3. Citrus Elementary is doing an outstanding job with its Suspension Rate.

School and Student Performance Data

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A review of the following data informs the comprehensive needs assessment.

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



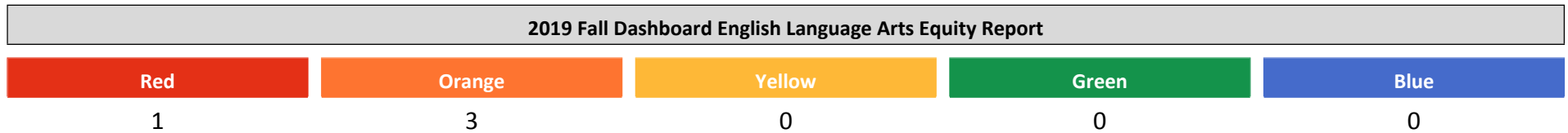
Green



Blue







Highest Performance

This section provides number of student groups in each color.











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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange 48.8 points below standard Declined -9.4 points 433	 Orange 54.4 points below standard Declined -12.7 points 242	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 Orange 49.8 points below standard Declined -10.1 points 391	 Red 121.5 points below standard Declined Significantly -20.3 points 57

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 70.6 points below standard Maintained -2.8 points 21	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 49.4 points below standard Declined -10.7 points 395	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
85 points below standard Maintained -1.6 points 148	6.3 points below standard Declined -5.7 points 94	51.8 points below standard Declined -11.3 points 173

These data points indicate:

- All students need support with English Language Arts, as they declined from last year.
- Students with Disabilities need targeted support in English Language Arts, as they are in the red tier.

3. English Learners need support with English Language Arts, as they declined from last year.

School and Student Performance Data

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

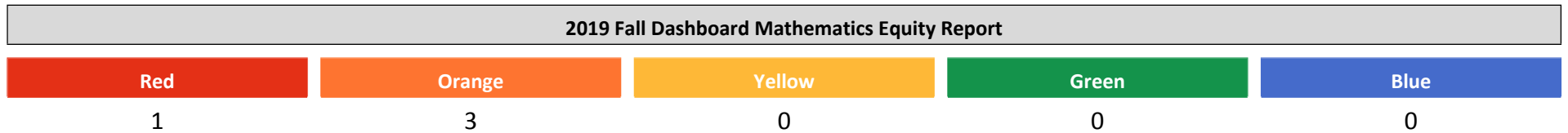
A review of the following data informs the comprehensive needs assessment.

Academic Performance Mathematics

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





This section provides number of student groups in each color.




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.


2019 Fall Dashboard Mathematics Performance for All Students/Student Group


All Students
 Orange
70.5 points below standard
Declined -4.8 points
433

English Learners
 Orange
78 points below standard
Declined -12.9 points
242









Foster Youth
 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy
4

Homeless

Socioeconomically Disadvantaged
 Orange
73.2 points below standard
Declined -5.1 points
391

Students with Disabilities
 Red
141 points below standard
Maintained -1.4 points
57

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 94.6 points below standard Declined -7.7 points 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 71.9 points below standard Declined -6.5 points 395	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
103.7 points below standard Declined -8.1 points 148	37.5 points below standard Maintained -2.5 points 94	71 points below standard Maintained ++1.3 points 173

These data points indicate:

- All students need support in Mathematics, as they declined from last year.
- Students with Disabilities need targeted support in Mathematics, as they are in the lower tier.

3. English Learners need support in Mathematics, as they declined from last year.

School and Student Performance Data

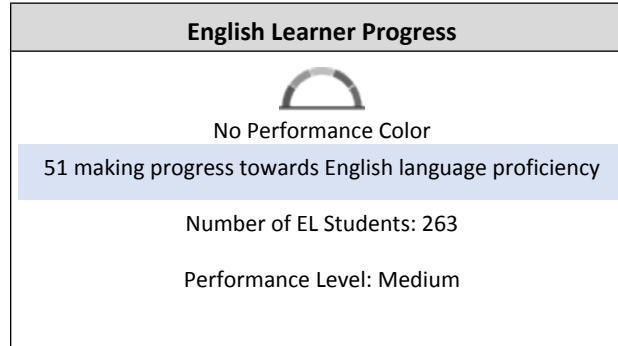
The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

A review of the following data informs the comprehensive needs assessment.

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.3	29.6	4.9	46.0

These data points indicate:

1. Roughly half of all English Learners made progress towards English Language proficiency.
2. Of the half that did not make progress, most of them maintained. Only 20% of students decreased.

School and Student Performance Data

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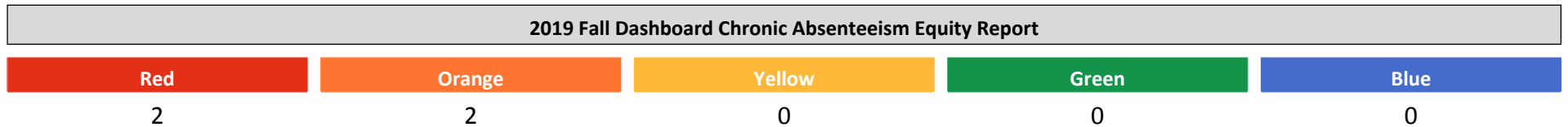
A review of the following data informs the comprehensive needs assessment.

Academic Engagement Chronic Absenteeism

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









This section provides number of student groups in each color.











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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow 10.4 Declined -0.5 830	 Red 11.1 Increased Significantly +4.1 352	 No Performance Color 47.4 19
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 32.1 Increased +3 28	 Orange 10.9 Maintained -0.3 751	 Red 21.8 Maintained -0.4 101

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 13.8 Declined -1 29	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 10.2 Maintained -0.2 761	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 5.6 Declined -5 18

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	778	158	20.6
Female	407	87	21.5
Male	371	71	19.6
American Indian or Alaska Native	1	0	0.0
Asian	10	2	20.0
Black or African American	33	12	36.4
Filipino	0	0	0.0
Hispanic or Latino	706	138	19.9
Native Hawaiian or Pacific Islander	2	1	50.0
Two or More Races	4	1	25.0
White	22	4	18.2
English Learners	290	54	18.8
Foster Youth	6	0	0.0
Homeless	10	7	70.0
Socioeconomically Disadvantaged	706	149	21.4
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	81	27	34.6

These data points indicate:

1. The overall chronic absence rate for Citrus Elementary in 2020-21 was 20.6%. This was doubled from the prior years rate, most likely due to the Pandemic.
2. Our English Learners had a slightly better chronic absenteeism rate at 18.8%. However, our Students with Disabilities had a 34.6% rate and our African American students had 36.4% rate. We should focus additional efforts on these two groups.
3. Foster students had a 0% chronic absence rate. Homeless students had the highest chronic absence rate at 70%. Although this is a small group, because of the myriad of challenges this population faces, we should focus more efforts on reducing this rate.

School and Student Performance Data

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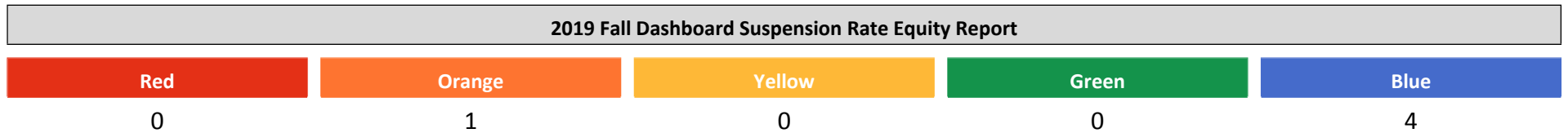
A review of the following data informs the comprehensive needs assessment.

Conditions & Climate Suspension Rate

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

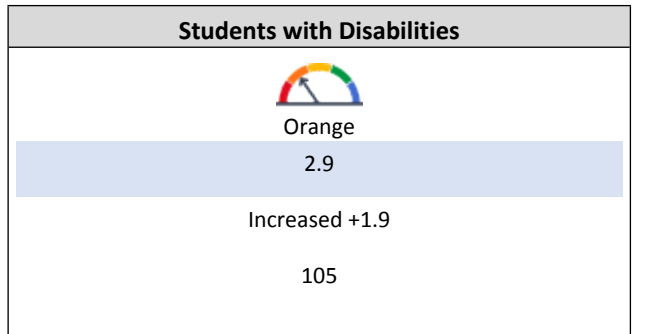
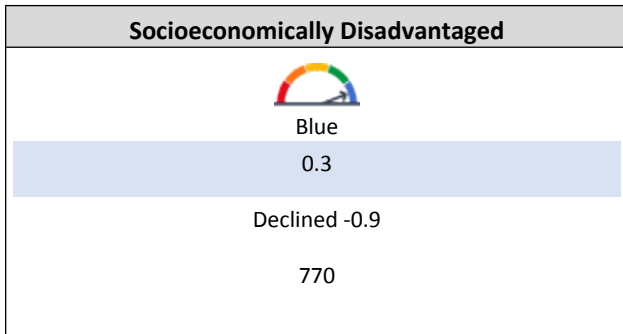
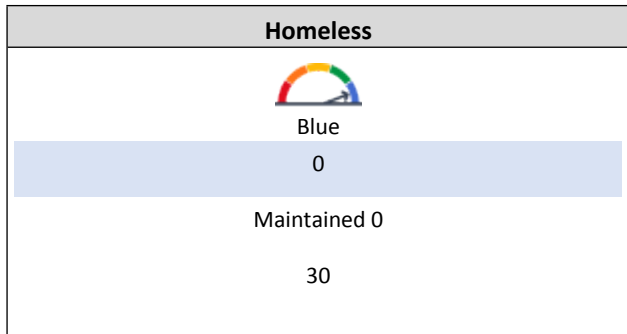
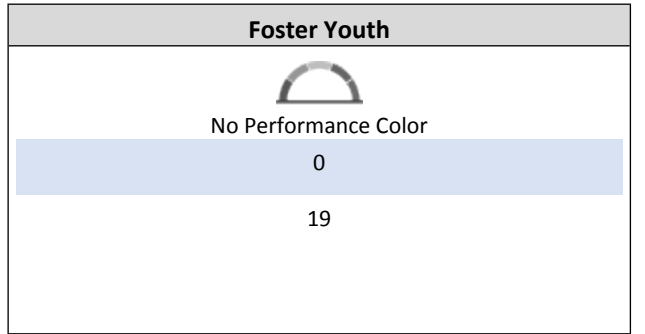
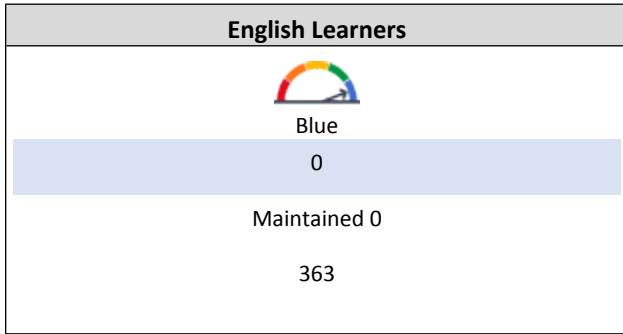
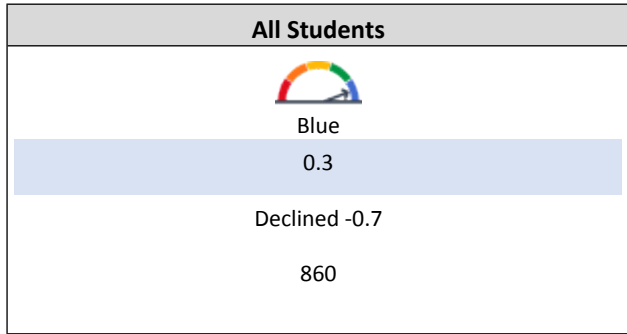


This section provides number of student groups in each color.











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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 3.3 Maintained -0.2 30	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.3 Declined -0.8 787	 No Performance Color 0 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Maintained 0 18

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1	0.3

These data points indicate:

1. Citrus has a low suspension rate, indicating its PBIS systems are effective.

School and Student Performance Data

Local Data

Academic Data - Schoolwide	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.45 (Excludes K-2 due to invalid Fall 2020 results)
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.7
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.90 (Excludes K-2 due to invalid Fall 2020 results)
Site Specific Measures: Winter MAP Growth Reading (ALL): Average Fall 2020-to-Winter 2020 Conditional Growth Index (CGI)	-0.15
Site Specific Measures: Winter MAP Growth Mathematics (ALL): Average Fall 2020-to-Winter 2020 Conditional Growth Index (CGI)	-0.02

These data points indicate:

Schoolwide, approximately 61% of students are performing in the bottom two performance bands in Reading and 72% in Math. 1st, 2nd, and 3rd graders appears to have the most significant needs in Reading, while in Math 1st, 2nd, 3rd, and 4th graders appear to need the most support. Based on the CGI, Citrus made less than year's growth in Reading, Language, and Math, with the least amount of growth in Math. In the area of Reading, Information Text in particular needs to be a focus, especially in 1st, 2nd, and 3rd grade. In the area of Math, Numbers and Operations appears to be the domain in the most need of support.

Our only ethnic group with 30 or more students are Hispanic students, and their performance was on par with the schoolwide performance. However, our Students with Disabilities in particular struggled, with 85% achieving in the lowest bands in Reading and 89% in Math.

Based on Winter MAP scores in reading, reading has slightly improve over last year. However, Kindergarten and Third Grade continue to decline, with Kinder going down 2.5 points in distance from the norm and Third Grade 1.3 points. On the other hand, Second Grade went up 1.8 points and Fifth Grade went up 1.6 points.

Based on Winter MAP scores in math, students overall have improved over last year. Most notable is Second Grade, who went up 3.5 points in distance from the norm. Unfortunately, Kindergarten went down 2.9 points.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.69 (Excludes K-2 due to invalid Fall 2020 results)
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-0.76
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.10 (Excludes K-2 due to invalid Fall 2020 results)
Site Specific Measures: Winter MAP Growth Reading (ALL): Average Fall 2020-to-Winter 2020 Conditional Growth Index (CGI)	-0.27
Site Specific Measures: Winter MAP Growth Mathematics (ALL): Average Fall 2020-to-Winter 2020 Conditional Growth Index (CGI)	-0.06

These data points indicate:

Our English Learners had 80% achieving in the bottom two performance bands in Reading, compared to 61% schoolwide. 85% achieved in the bottom performance bands in Math, compared to 72% schoolwide. Based on the CGI, our English Learners made less than year's growth in Reading, Language, and Math. Their growth patterns were similar to all students with the exception of reading, where English Learners made significantly less growth than all students. This suggests that our English Learners need additional support in both Reading and Math.

Based on Winter MAP scores in reading, English Learners continue to trail behind the rest of the school. However, the gap has closed somewhat as compared to the beginning of the year.

Based on Winter MAP scores in mathematics, English learners are about on par with where the rest of the school is at, showing the gap has closed considerably since the beginning of the year.

This data indicates that the changes we have made with English Language instruction have helped, but we still need to continue.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
2020-2021 % by ELPAC Level	Level 4: 9% Level 3: 37% Level 2: 37% Level 1: 18%

Language Acquisition Data – English Learners (EL)	
2020-2021 ELPAC Listening Domain: % by Performance Level	24% - Well Developed 62% - Somewhat/Moderately Developed 14% - Beginning Development
2020-2021 ELPAC Speaking Domain: % by Performance Level	39% - Well Developed 48% - Somewhat/Moderately Developed 13% - Beginning Development
2020-2021 ELPAC Reading Domain: % by Performance Level	8% - Well Developed 48% - Somewhat/Moderately Developed 44% - Beginning Development
2020-2021 ELPAC Writing Domain: % by Performance Level	5% - Well Developed 65% - Somewhat/Moderately Developed 30% - Beginning Development
Site Specific Measures: % of English Learners who improved in their MAPS Reading scores from Fall 2021 to Winter 2021	44% met or exceeded their growth targets
Site Specific Measures:	

These data points indicate:

In 2021, 46% of students achieved level 3 or 4 on the ELPAC. While this is an increase from 2020, where 44% of our students achieved level 3 or 4, it's an overall decrease from 2019, where 50% of our students achieved level 3 or 4. When looked at by domain, Speaking appears to be a strength, with 39% of students achieving Well Developed, 48% achieving Somewhat/Moderately Developed, and 13% achieving Beginning Development. Conversely, Reading appears to be an area of concern, with 8% of students achieving Well Developed, 48% achieving Somewhat/Moderately Developed, and 44% achieving Beginning Development. This suggests we should focus on the Reading Domain to help students improve their English language development. When viewing ELPI trends, it appears that students in 4th grade are improving in their EL progress. However, when we look at level 2s, it appears they are regressing.

Winter MAPS data shows that while 44% of English Learners are meeting their MAPS Reading growth targets, overall 57% are still scoring in the Lo range and 26% are scoring in the LoAvg rang. This indicates we need to keep focusing on providing English Learner strategies during reading instruction.

Parent/Family Engagement	
School Metrics/Indicators	Current Outcomes
2021-2022 Household Participation Rate on Parent/Family Climate Survey	14%
Site Specific Measures: Positive Response Rates Related to Communication on Annual Parent/Family Climate Survey	See paragraph 2 below.
Site Specific Measures:	

These data points indicate:

We had less than the goal of 25% of parents respond. The nature of the survey makes it impossible for us to track which parents have completed the survey. This makes it difficult to follow up with parents and urge them to complete it. In the past, when we've had in person parent conferences and paper survey options, we achieved very high rates of responses. Because our conferences were online this year, it contributed to the challenges with having parents complete the survey.

Our goal was to use Parent Square facilitate parent/school communication around students academics, behavior, and social-emotional needs. 83% of parents responded favorably to questions related to receiving information from school. This is up 7% from last year. 72% responded favorably to questions about family - school communication, which is up 4% from last year. However, only 76% felt satisfied with the frequency of communication from teachers, which is down 4% from last year. 94% of parents felt school staff went out of their way to respond to parent concerns.

As of January 19, 2022, there have been a total of 897 posts made on Parent Square, 70 made by the school and 827 made by teachers. Additionally, there have been 11,765 direct message contacts between parents and staff.

These indicators show that Parent Square has been a positive tool for increasing communication between the school and parents. However, we still need to improve in this area, as the parent survey results show they want more frequent communication from teachers.

Kindergarten - 3rd Grade Literacy	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading: Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: Invalid for Fall 2020 Fall 2nd to Fall 3rd: -1.17 Fall 3rd to Fall 4th: -0.76

Fall 2021 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	21-22 3rd Gr. Cohort: 62% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 66% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 56% 24-25 3rd Gr. Cohort (21-22 Kinder): 22%
Site Specific Measures: A2i Assessment: Number of students on track to meet their end of year reading goals	71/361
Site Specific Measures:	

These data points indicate:

Being on Distance Learning for the end of the 19-20 school year and the majority of the 20-21 school year has had a dramatic impact on reading levels for our K-3 students. 71% of 1st graders, 75% of 2nd graders, and 72% of 3rd graders all score in the bottom two performance bands for reading. Based on the CGI, last year's 2nd graders (current 3rd graders) made significantly less than a year's growth. More than 50% of all grade levels, with the exception of kindergarten, is on projection to not be reading at grade level by the end of 3rd grade. These grade levels all need additional Reading support if they are to be at grade level by the end of 3rd grade.

Based on A2i data as of January 2021, approximately 19.6% of students are on track to be reading at grade level by the end of 3rd grade. Most of those students are in 2nd and 3rd grade. Kinder and 1st grade have the smallest number of students on track. We finally received a Teacher on Assignment in January 2021, after having been without one all year long. We are focusing her on working with our Kinder - 3rd grade teachers, with an emphasis on kinder and 1st grade.

Behavior	
School Metrics/Indicators	Current Outcomes
Site Specific Measures: Tiered Fidelity Inventory (TFI) Percent Effectively Implemented in May 2021	Tier 1 - 100% Tier 2 - 96% Tier 3 - 88%
Site Specific Measures: Tiered Fidelity Inventory (TFI) Percent Effectively Implemented in October 2021	Tier 1 - 90% Tier 2 - 92% Tier 3 - 82%
Site Specific Measures: August - January Percentages of Majors Referrals	Students with 6+ Major Referrals - 0% Students with 2-5 Major Referrals - 1.04%

Behavior	
	Students with 0-1 Major Referrals - 98.96%
Site Specific Measures: August - January Percentages of Minor Referrals	Students with 4+ Minor Referrals - 4.93% Students with 2-3 Minor Referrals - 9.7% Students with 0-1 Minor Referrals - 85.37%

These data points indicate:

On the TFI, a score of 80% or higher means that tier is effectively implemented. This means that PBIS Tiers 1, 2, and 3 continue to be implemented at Citrus Elementary School. The percentages of Major Referrals demonstrate that only about 1% of students demonstrate significant behavior challenges. While we have seen an increase in low-level behaviors, the majority of our students have between 0-1 Minor Referrals.

This shows that PBIS continues to be effective in supporting positive behavior at Citrus. While we have few kids at the Tier 3 level, we should focus on improving those supports.

ELD Evaluation

Please evaluate whether ELD, both Integrated (I-ELD) and Designated (D-ELD), has been implemented effectively at your school site and whether adjustments are needed to assist English Learners in overcoming language barriers within a reasonable amount of time. Use the table below to complete your evaluation. Your evaluation may be used as tool to inform your school site's ongoing implementation of ELD and the development of the SPSA.

Has Integrated ELD been implemented effectively? How was it measured? Include all supporting data (ex.; ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section.

51% of students made gains towards English language proficiency. Grade level PLC documents referenced use of SDAEI strategies and other modifications to support EL students. While Integrated ELD was implemented, it could be improved via an increased focus on on language objectives and explicitly using appropriate strategies to support English Learners.

Has Designated ELD been implemented effectively? Include all supporting data (ex.; ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section.

Designated ELD is incorporated into the Master Schedule for all students. 51% of students made gains towards English language proficiency. However, 3rd grade had most students either maintained or decline in their levels. A Teacher on Assignment worked with the 3rd grade team regularly throughout the year to support them with preparing and providing ELD lessons. In addition, when ELPAC scores were viewed by skill area, Reading appeared to be one of the areas of highest need.

What adjustments are needed to improve or enhance the implementation of your site's core comprehensive ELD (I-ELD and D-ELD)? Sample actions for consideration: provide EL specific professional development, monitor ELD instruction, monitor use of core and supplemental ELD curriculum, etc.

- Citrus Elementary needs to work on systems to ensure Integrated ELD is provided. One way to do this would be to incorporate language goals in ELA and Math PLCs.
- Citrus Elementary needs to provide support around Reading for English Learners.

Comprehensive Needs Assessment

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

- (a) The SPSA administration of a comprehensive needs assessment with an analysis of academic performance and language development data to determine EL student and program needs. (EC Section 64001[g][2][A])
- (b) The process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA particularly those which address the needs of low-achieving ELs and students at risk of not meeting state academic content standards. (EC Section 64001[g][s][B])

Data Analysis

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

Analysis of Qualitative Data	
<p>Surveys Description of surveys (i.e., Student, Parent, Teacher) used during the schoolyear, and a summary of results from the survey(s).</p>	<p>FALL 2021 STUDENT CLIMATE SURVEY The Fall Student Climate Survey was administered to 3rd-6th graders in October 2021. These surveys were administered in class using Panorama. 74.6% of students responded. 90% of students reported having supportive relationships at school. This was up 6% from last year. However, only 74% reported having positive student - teacher relationships, which is down 4%. While 83% of students stated their teachers treated them respectfully, only 63% reported that when asked "How Are You?", their teacher truly cared about their response. This indicates that teachers need to improve their relationships with students. Overall, only 52% of students responded favorably to questions pertaining to school safety, with 45% of students reporting that students treat them with respect. This indicates that we need to put an extra focus on PBIS Tier 1 strategies.</p> <p>STUDENT 2021 SEL SURVEY The Student SEL Survey was administered to 3rd-6th graders in August 2021. These surveys were administered in class using Panorama. 86.9% of students responded. Last year, 54% of students reported struggling with self-efficacy on this survey. As a result, we developed Tier 1 lessons around Growth Mindset that were taught in all classrooms. We also identified specific students based upon the data for Growth Mindset groups with out counselor. This year, we saw a 4% gain in the area of Self-Efficacy based on this work. Another strength in the results was supportive relationships, with 88% of students reporting having positive relationships with adults and friends at schools. An area of concern was emotional regulation, with only 52% of students responding favorably to these questions. This indicates we need to continue our focus on SEL instruction by improving our implementation of the Second Steps curriculum.</p> <p>FALL 2021 FAMILY CLIMATE SURVEY</p>

Analysis of Qualitative Data

The Fall Family Climate Survey was administered to parents in October 2021. We posted links to the Panorama survey via Parent Square and requested teachers mention it during their online parent conferences. We received 73 responses, which is about 14% of our parents. In past years, we've had high participation rates in excess of 80%. These were when we had in-person parent conferences and were able to integrate completing the survey into the conference themselves. Secondly, we were able to keep track of which parents completed the survey. This allowed us to follow up with parents who had yet to complete it. Unfortunately, Panorama doesn't allow us to track which parents have completed it. However, next year, if we are able to have in-person parent conferences, then we can make taking the survey a part of it. Our greatest strength was our environment. 99% of parents felt our facilities were clean and updated. Another strength was Inclusion Efforts. 97% of parents felt we believe in student's ability to excel academically and care for one another. Family engagement was our greatest area of concern, with only 16% of parents reporting being engaged. We've also experienced struggles with parents participating in Parent Teacher Association, School Site Council, and English Learner Advisory Committee meetings. Likely, these lowered participation rates can be attributed to the Pandemic. This indicates we need to improve parent participation.

Classroom Observations

Description of types and frequency of classroom observations conducted during the school year and a summary of findings.

Administration does different types of classroom visits. Classrooms get visited once every week with one of the following walkthrough types:

INSTRUCTIONAL: All K-6 classes receive this type of walkthrough, which focuses on checking for Teacher Clarity. Administration looks for how Learning Intention and Success Criteria are communicated to students and checks whether the work students are doing relates to it. Administration uses planners developed by each PLC to inform what to look for. In the 21-22 school year, we found that teachers were implementing their PLC plans but lacked the time to complete the entire process, which included looking at student work and determining how to reteach or enrich. Difficulty in providing PLC time likely contributed to this problem.

UNITED 2 READ: All K-3 classes receive this type of walkthrough, which focuses on checking for United 2 Reading structures. Administration looks for how the environment supports blended learning, how the teacher-led small group station is going, what types of tasks students are doing at independent stations, and what the overall classroom management is like. Many teachers struggled with implementing effective small group lessons during the blended learning portion of the day.

PBIS: All K-6 classes receive this type of walkthrough, which focuses on checking for Evidence Based Classroom Practices. Overall, teachers excelled at providing expectations, having an appropriate physical environment, having routines, and supervising regularly. However, some struggled with providing frequent opportunities to respond for students. Others struggled with providing regular specific positive praise.

AVID: All K-6 classes receive this type of walkthrough, which focuses on checking for WICOR strategies. While all classes showed evidence of each element, the strongest was Organizational strategies, as those related to the specific goals outlined in our AVID site plans. This year, we intend to work on developing Collaboration strategies.

Analysis of 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 student 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)

Citrus Elementary implements the SBAC to all 3rd-6th graders in the Spring. The MAPS assessment is implemented to all K-6 in Fall, Winter, and Spring to measure student growth in ELA and Mathematics and help teachers progress monitor student performance. Citrus Elementary also administers the MAPS Reading Fluency to all K-3rd grade students as a diagnostic to determine specific instructional targets for each student. 4th-6th grade students who score in the bottom 20% of the MAPS Reading Fluency are also administered this test to help determine the focus of their interventions.

Following each MAPS assessment, teachers and administrators used the data to identify students who are at risk in Reading. All students who were identified At Risk on both the MAPS Reading and MAPS Reading Fluency, were matched to different pull out resources provided by intervention teachers, general education teachers, and paraprofessionals. These pull outs were provided during the intervention block, so students did not miss core instruction. These support providers used a variety of intervention resources to support the students. Although all the support providers reported anecdotal success, there was no consistent progress monitoring tool to measure the effectiveness of the intervention. In the 22-23 school year, we will focus on identifying a consistent method of progress monitoring and having the support providers meet every 1-2 weeks in a structured PLC to plan for instruction and review data.

In the 21-22 school year, Teachers had planned to administer common formative assessments at the end of each week in ELA, Math, and ELD, and use said data to guide their instruction. However, due to a sub shortage, we were unable to provide sub release PLC time regularly for the first half of the year. As a result, teachers were only able to complete the planning for instruction portion of the PLC process, and were unable to develop common formative assessments. In January, administration refocused the PLC process by having an instructional coach work with 4th-6th grade on implementing Impact Teams Protocols in ELA. Administration and a TOA worked with K-3 on providing small group lessons, and had PLCs focused on planning for blended learning instruction.

Use of state and local EL academic performance and language development data to determine EL student and program needs.

Citrus Elementary implements the ELPAC to all K-6 English Learners in the Spring to measure student progress towards English Language proficiency. Data from MAPS and SBAC is used in Fall, Winter, and Spring to progress monitor how English Learners are doing as a student group in ELA and Mathematics.

Standards, Assessment, and Accountability

	<p>Based on ELPAC data, Citrus changed in ELD delivery in the 21-22 school year. Previously, teachers at each grade level swapped students based on EL levels. Each teacher was responsible for providing designated ELD to their specific group. Unfortunately, this resulted in uneven designated ELD instruction, with each teacher doing something different. In the 21-22 school year, all teachers kept their students in their classroom during designated ELD and instead differentiated instruction within their classrooms. This allowed PLCs to plan together and work with an EL TOA on delivering effective ELD instruction.</p> <p>Although initially we had planned for PLCs to develop weekly ELD planners, because of our struggles with providing regular PLC time, we ended up dropping this plan.</p>
<p>Process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA, particularly those which address the needs of low-achieving students and those at risk of not meeting state academic content standards.</p>	<p>The SSC reviewed data as it became available, such as: MAPS, ELPAC, MAPS Reading Fluency, A2i, AVID Assessments, Behavior Data, to progress monitor growth towards the identified goals in the SPSA.</p> <p>In March 2022, the SSC reviewed actions and services but did not have quorum. In April 2022, the SSC officially used these data to review progress on specific SPSA actions and services. One action that stood out was that teachers rarely utilized additional hourly pay that was provided to them for tasks, such as completing SITs or engaging in PLC collaboration. The SSC agreed that when possible, we would utilize substitute release time or admin meeting time instead of additional hourly.</p>
<p>Process for annually evaluating and monitoring implementation and progress toward accomplishing EL program goals for addressing the needs of low-achieving ELs.</p>	<p>The Citrus ILT reviews English Learner ELPAC, MAPS, and SBAC data annually to review how well designated and integrated ELD is implemented. Throughout the year, MAPS assessments are used to identify low-achieving and providing them additional support in targeted areas.</p>
<p>Identified Needs based on Findings:</p> <ul style="list-style-type: none"> • Teachers need regular, protected time to work in their grade level teams to engage in the PLC work. • The School Site Council needs parents who will consistently participate. 	

Staffing and Professional Development

<p>Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)</p>	<p>Citrus teachers have received professional development around Learning Intentions and Success Criteria over the past couple of years. As most are familiar with what Learning Intentions and Success criteria look like, what they require now is coaching in its effective use.</p> <p>K-3 teachers have received professional development in literacy instruction for the past four years. Each year, we work with an assigned literacy specialist from United 2 Read to help teachers learn how to implement effective blended learning instruction and helping students read at grade level by the end of 3rd grade.</p>
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Staffing and Professional Development

	<p>4th-6th grade began working with coaches from Impact Teams to improve their ability to work as a PLC. This work is planned to run the next few years.</p>
<p>Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)</p>	<p>Citrus Teachers receive coaching from both administrators, a TOA who was assigned to us in January 2022, and their United 2 Read or Impact Teams coaches.</p> <p>Most general education teachers will be trained in AVID Foundations by the June 2022. Our AVID Site Team reviewed data from our AVID CCI and identified Collaboration as an area of focus next year for students. Teachers will need ongoing support in helping us plan out what this looks like at Citrus and assistance with implementation.</p>
<p>Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)</p>	<p>Most administrative meetings on Wednesday are given to teachers to collaborate in PLCs. They receive written protocols to guide their work. These protocols allow administration as well as other staff on campus familiarize themselves with what is occurring in the classroom.</p> <p>Additionally, administration utilizes sub release time to provide each PLC 90 minutes of collaboration time each week, provided their is substitute availability. However, due to the Pandemic, this time has been sporadic throughout the year.</p> <p>In the middle of the 21-22 school year, we modified the PLC protocols to align to United 2 Read and Impact Teams, as teachers were having difficulty completing the protocols due to lack of time.</p>

- Identified Needs based on Findings:**
- Teachers need support from specialists who can help them collaborate in their professional learning communities.
 - Teachers need administration to limit tasks assigned to them, so they can focus on improving their practice in the identified areas.

Teaching and Learning

<p>Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)</p>	<p>Teachers at all grade levels use The California Common Core Standards including the Frameworks for ELA/ELD, Mathematics, History Social Science and NGSS. Fontana Unified School District has adopted instructional materials that align with the CCSS in Mathematics, English Language Arts and History Social Science:</p> <p>TK-5th grade My Math, McGraw Hill</p> <p>TK-5th grade Wonders, McGraw Hill</p>
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Teaching and Learning

	<p>TK-5th Social Studies Alive! TCI</p> <p>*Mystery Science addresses NGSS in TK-5th grade as a supplemental curriculum.</p> <p>Instructional Strategies are supported by professional development. All curriculum adoptions are paired with comprehensive professional development and support for teachers with instructional strategies. Teachers on assignment provide grade level and individual support with Curriculum Guides, Frameworks, lesson planning and coaching.</p> <p>Teachers utilize differentiated instructional groups both during class and during Intervention blocks. The instructional support teacher provides targeted literacy supports through programs such as Read 180, System 44, WonderWorks, and Lexia. The student intervention team reviews data and identifies goals that align with tiered supports involving the team, parents, the student, and where progress is continually monitored.</p>
<p>Availability of standards-based instructional materials appropriate to all student groups (ESEA)</p>	<p>All (100%) students have access to grade-appropriate, standards-based core instructional materials. In addition, identified students are provided access to intervention materials that are intended to meet their identified needs (i.e. Read 180, Lexia, Mobymax, Pathblazer, Scholastic News, WonderWorks). Students who participate in the Learning Center Program also have access to instructional materials that support attainment of goals as outlined in their Individual Educational Plans.</p> <p>We acquired Making Words and Phonemic Awareness to help K-3 students become successful readers. We also acquired NEWSELA to help provide additional information text resources for all students.</p>

Identified Needs based on Findings:

- Teachers need additional resources to help engage and assess student learning.

Opportunity and Equal Educational Access

<p>Services provided by the regular program that enable underperforming students to meet standards (ESEA)</p>	<p>All students receive core instruction during ELA and Math blocks. Schedules are designed so that students who required additional interventions are not removed from class during these core instructional blocks. Students with IEPs received Specialized Academic Instruction in the Learning Center, which consists of a combination of pull out and/or push in services depending on the IEP. All English Learners receive Designated ELD instruction during ELD blocks built into the master schedule.</p>
<p>Student groups for whom there exist disparities in achievement and summary of the root causes.</p>	<p>English Learners and Students with Disabilities have lower levels of achievement as compared to All Students. English Learners require targeted language goals and explicitly taught strategies integrated into their learning throughout the day, especially within the context of ELA and Mathematics. Students with Disabilities need to be taught strategies in line with the modifications and accommodations listed in their IEPs that will help them in core ELA and Mathematic content. African-American students also have lower levels of achievement as compared to All Students in both ELA and Mathematics.</p>
<p>Determination of whether the needs of all children have been met by the SPSA</p>	<p>The SPSA actions and services we were able to implement met all students needs. Overall, we were able to successfully implement a majority of our actions at least partially or substantially. This allowed teachers to provide more effective</p>

Opportunity and Equal Educational Access

Actions/Services implemented, particularly the language and academic needs of English Learners and students not meeting the state academic content standards.

instruction for students. Our AVID Elementary efforts in particular were noticed, as we were selected by RIMSAVID to have the county superintendent visit us to see AVID Elementary in action.

However, we were not able to implement professional development specific to integrated ELD instruction in ELA and Math. In the 21-22 school year, we noticed that teachers were struggling with developing appropriate common formative assessments and using the resulting data effectively. Because we believe this is a critical component of the PLC process, we decided we needed to focus on teachers doing this correctly in ELA and Math before we work in ELD.

Identified Needs based on Findings:

- We need to provide ELA and Math interventions for underperforming students, particularly English Learners without relying solely on additional hourly.

Parental Engagement

Resources available for families to support their child(ren's) education and assist under-achieving students.

Citrus Staff use a variety of techniques including phone calls, Parent Square, Microsoft Teams, emails, and personal reminders to students to communicate to families. In 21-22, Citrus staff focused on using Parent Square to communicate what students were working on to parents. Teachers were asked to make at least one class post a week that informed parents what students were learning that week. Additionally, both teachers and parents were encouraged to contact one another via Parent Square regarding student specific needs. Although this has led to improvement in some communication for some families, teachers report that many families appear to not check Parent Square or respond to messages.

Additionally, through AVID Elementary, students take home a calendar (k-3) or agenda (4-6) each night for parents to review and initial. These calendars and agendas include reports on student behavior, school events, and class assignments. However, teachers report that few of these calendars and agendas return to school signed the next day.

We provided additional hourly pay to bilingual classified staff so they would be on hand to translate for teacher-parent conferences during the student-led conferences in October and as needed throughout the year.

Identified Needs based on Findings:

- We need to improve parent participation in school initiatives.
- We need to provide translation and childcare so parents are able to attend school events.

Funding

<p>Services provided by state and local funds that enable underperforming students to meet standards.</p>	<p>What SUPC and general funded services were provided to enable underperforming students to meet standards?</p> <p>SUPC funding was used to provide all K-3 teachers large TV screens to increase access to instruction for all students.</p> <p>SUPC was also used to provide all K-6 students age-appropriate instructional supplies aligned to AVID Elementary, such as 3 ring binders or 2 pocket folders, highlighters, and zipper pouches or pencil boxes. Finally, it was used to provide software, applications supporting our instructional goals, such as Haggerty and Making Words. We also purchased headphones with microphones so students could use the MAPS Reading Fluency program. We also used funds to provide flexible seating and calm down areas for classrooms.</p>
<p>Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)</p>	<p>Title 1 funds were used to provide sub release time and additional hourly pay so teachers could collaborate in PLCs. During this process, they reviewed check for understanding data to identify students who might require additional Tier 1, 2, or 3 support. Title I funds were also used to provide additional online instructional resources, including MAPS Reading Fluency, Whiteboards.fi, and Quizziz, used for checking for understanding and formative assessment. In addition we purchased foundational skills reading resources for our intervention teachers to be used with students requiring Tier 2 or Tier 3 support. This funding was also used to provide AVID training to teachers.</p>

Identified Needs based on Findings:

- We need to ensure all areas where instruction takes place has a large screen TV.
- We need to continue to provide instructional supplies identified for AVID Elementary.
- We need to provide AVID Elementary training for staff.

Stakeholder Involvement

<p>Involvement of parents, community representatives, classroom teachers, other school personnel, students in secondary schools, SSC and ELAC members in the SPSA evaluation and development process.</p>	<p>In March, the School Site Council progress monitored the SPSA actions and services, but quorum was not met.</p> <p>In April, the School Site Council progress monitored, evaluated the SPSA actions and services, and determined which actions to continue or modify for next year. ELAC reviewed the current actions and services provided to English Learners and had no additional recommendations. They requested we continue to integrate English Learners with students who proficiently use English. The School Site Council noted how additional hourly pay set aside for teachers was largely unused. They recommended when possible to use substitute release time. They also recommended focusing on improving parent participation, as it has dropped over the course of the Pandemic. The team also made recommendations on unfunded priorities, including AVID implementation and providing supplementary instructional resources.</p> <p>In May, the School Site Council reviewed and approved the 2022-23 SPSA.</p>
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Stakeholder Involvement	
Identified Needs based on Findings: - We need to conduct a progress monitoring with our School Site Council in November or December 2022.	

SWP Requirements

SWP Requirements: [ESSA section 1114(b)(7)] The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:	DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT	TIMEFRAME(s)
Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards	Using sub-release time, teachers will collaborate in grade-level PLC teams for 90 minutes weekly to... <ul style="list-style-type: none"> • Develop a clear Learning Intentions and Success Criteria statement based upon CCSS, FUSD pacing guides, and SBAC item-release information. • Determine how they will Check for Understanding to see if students met the target. • Decide what instructional resources they will use, what strategies they will implement, and what activities students will complete. • Review Check for Understanding data to identify students requiring additional support, and provide appropriate Tier 1, Tier 2, or Tier 3 interventions. • K-3 will focus primarily on K-3 literacy • 4-6 will focus on using IMPACT Teams protocols. 	PLCs will meet weekly August - May
Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education	4-6 grade teams will use the IMPACT teams cycle to analyze data and see how their students are progressing towards the standards. This will guide their follow-up instruction. An Impact Teams consultant will help them with this implementation. K-3 will use resources co-developed by administration, TOAs, Learning Innovation Coach, and teachers to help progress monitor students progress towards reading at grade level. The focus for all grades will be to look at evidence of student learning and analyze it to guide instruction. All classrooms will implement the strategies and goals identified in the AVID Site Plan for AVID Elementary.	PLCs will meet weekly to do their work in either Impact Teams or United 2 Read August - May Teachers will implement AVID WICOR strategies daily August - May. The AVID Site Team will meet twice a month August - May to implement the AVID Site Plan.
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	Teachers will regularly review data on ELA/Math performance. The Learning Center team, comprised of special education staff and administrators, will meet monthly to review the progress of Students with Disabilities and ensure appropriate interventions are in place. They will meet as a teacher PLC weekly on Wednesdays to review how to support each student.	Teachers will review this data monthly August - May during admin meetings.

	<p>We also provide a literacy intervention teacher who provides additional supports to K-5 students. Additionally, we have two instructional aides who provide foundational math support.</p> <p>The Foster/Homeless team, comprised of classified and certificated staff, will meet monthly to review the academics and attendance of students. These students will receive additional interventions as needed.</p> <p>The English Learner team will meet every other week during member time to review data on EL student progress and ensure students are receiving appropriate interventions.</p>	<p>The Learning Center team will meet monthly August - May before school.</p> <p>The Literacy Intervention teacher and math instructional aides will provide support daily August - May.</p> <p>The Foster-Homeless team will meet monthly after school from August - May.</p> <p>The English Learner team will meet every other week after school from August - May.</p>
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Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

LEA/School GOAL 1: Students will demonstrate improved academic growth and achievement through access to high quality educators, academic programs, and instructional resources that increase engagement and unlock potential.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (ALL): Average Distance from Standard (DFS)	-49.5	>= -34.5
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-70.5	>= -55.5
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.45 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.7	>= 0
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.90 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
2021-2022 Household Participation Rate on Parent/Family Climate Survey	14%	>= 25%

Identified Need(s):	<p>MAPS, MAPS Reading, Fluency, and A2i assessment data indicate that....</p> <ul style="list-style-type: none"> • Teachers need regular, protected time to work in their grade level teams to engage in the PLC work. • Teachers need support from specialists who can help them collaborate in their professional learning communities. • Teachers need administration to limit tasks assigned to them, so they can focus on improving their practice in the identified areas. • Teachers need additional resources to support student learning. <p>AVID Assessment and CCI data indicate that...</p> <ul style="list-style-type: none"> • Students need instructional supplies to help them practice AVID strategies. • Staff need AVID Elementary training. <p>Parent survey data indicate that we need to increase parent participation.</p>
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Behavior data and PBIS TFI indicate that we need to continue to create a safe campus by implementing PBIS schoolwide.

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1A – Implement Professional Learning Communities for ELA and Math for grades K-6. <ul style="list-style-type: none"> • Substitute teachers • Contracted services • Additional certificated/classified hourly pay 	<ul style="list-style-type: none"> • PLC minutes • Classroom walkthrougths 	All Students	Administrators, PLC Leads, Classroom Teachers	\$40,000	
1B – Increase access, engagement, and differentiation in ELA and Math instruction. <ul style="list-style-type: none"> • Online instructional subscriptions, licenses, software • Supplemental instructional materials and printing • Instructional technology such as large screen TVs, headphones with microphones, document cameras 	<ul style="list-style-type: none"> • Data reports from online resources • Classroom walkthrougths 	All Students	Administrators, Classroom Teachers	\$3,000	\$18,441
1C – Provide Tier 2 and Tier 3 interventions for students in ELA and Math <ul style="list-style-type: none"> • Additional certificated/classified hourly pay • Instructional materials 	<ul style="list-style-type: none"> • Intervention progress monitoring records • SIT logs • Winter MAPS 	All Students	Administrators, Special Education Teachers, Intervention Teacher, Classroom Teachers, Instructional Support Aides, Bilingual Aides, Special Education Aides	\$2,000	\$2,000
1D – Implement AVID Elementary schoolwide <ul style="list-style-type: none"> • Travel/conference related costs • Substitute teachers 	<ul style="list-style-type: none"> • AVID Fall, Winter, 	All Students	Administrators, PLC Leads, Classroom Teachers	\$10,000	

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<ul style="list-style-type: none"> • Additional hourly pay • Contracted services • AVID instructional and organizational supplies 	<ul style="list-style-type: none"> • and Spring assessments and CCI • Percentage of teachers AVID trained • Classroom walkthroughs 				
<p>1E – Increase parent participation and support learning at home through parent workshops on AVID, Second Steps, Behavior, etc.</p> <ul style="list-style-type: none"> • Additional certificated/classified hourly pay • Childcare • Translation 	<ul style="list-style-type: none"> • Participant feedback • Participant attendance 	All Students	Administrators, Teachers, Classified	\$2,964	
<p>1F – Implement PBIS schoolwide</p> <ul style="list-style-type: none"> • Training and workshops • Travel/Conference related fees • Resources that support students with behavioral and social-emotional learning • Subscriptions, licenses for online services • Additional certificated/classified hourly pay • Flexible seating 	<ul style="list-style-type: none"> • TFI • Percentages of students receiving 0-1, 2-5, and 6+ Major referrals • Data reports 	All Students	Administrators, PLC Leads, PBIS Coaches, Teachers, all staff	\$0	\$10,000

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
	from online services				
Total Estimated Cost for This Goal:				57,964	30,441

Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

LEA/School GOAL 1a Academic Needs of ELs: English Learners will demonstrate improved academic growth and achievement in Reading and Math through the use of Academic Language.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-54.8	>= -39.8
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-78.0	>= -63
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.69 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-0.76	>= 0
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.10 (Excludes K-2 due to invalid Fall 2020 results)	>= 0

Identified Need(s):	MAPS English Learner data indicates we need to provide ELA and Math interventions for underperforming students, particularly English Learners.
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1aA – Provide Tier 2 and Tier 3 interventions for English Learners in ELA and Math <ul style="list-style-type: none"> • Additional certificated/classified hourly pay • Instructional materials 	<ul style="list-style-type: none"> • Intervention progress monitoring records • SIT logs • Winter MAPS 	English Learners	Principal, Assistant Principal, EL TOA, bilingual aides, IST	0	0

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
Total Estimated Cost for This Goal:				0	0

Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

LEA/School GOAL 1b Language Needs of ELs: English Learners will demonstrate English Language proficiency growth in their Receptive Language by developing their Reading Skills.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	51.0%	>= 54.0%

Identified Need(s):	ELPAC and MAPS data show that English Learners need additional support in Reading.
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1bA – Implement an English Learner PLC consisting of bilingual aides, administrator, EL TOA, and general education teachers <ul style="list-style-type: none"> • Additional certificated/classified hourly pay 	<ul style="list-style-type: none"> • PLC sign in sheets • PLC minutes 	English Learners	Principal, Assistant Principal, EL TOA, bilingual aides, teachers, IST		
Total Estimated Cost for This Goal:					

LEA/School GOAL 2: Students will demonstrate grade level literacy skills by the end of 3rd grade.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA: % of 3rd Grade Students Scoring Standard Met or Exceeded	25.2%	>= 28.2%
2018-2019 SBA ELA: 3rd Grade Average Distance from Standard (DFS)	-65.6	>= -50.6
MAP Growth Reading: Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: Invalid for Fall 2020 Fall 2nd to Fall 3rd: -1.17 Fall 3rd to Fall 4th: -0.76	>= 0 for each grade level
Fall 2021 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	21-22 3rd Gr. Cohort: 62% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 66% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 56% 24-25 3rd Gr. Cohort (21-22 Kinder): 22%	21-22 3rd Gr. Cohort(22-23 4th Gr.): 52% 22-23 3rd Gr. Cohort (22-23 3rd Gr.): 56% 23-24 3rd Gr. Cohort (22-23 2nd Gr.): 46% 24-25 3rd Gr. Cohort (22-23 1st Gr.): 12%

Identified Need(s):	MAPS, MAPS Reading Fluency, and A2i Assessment data indicate that teachers need time to work in PLCs around reading instruction to help increase proficiency in K-3 literacy skills.
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
2A – Implement a Reading Intervention PLC made up of administrator, TOA, general education teachers, special education teachers, IST, bilingual aides, and instructional aides. <ul style="list-style-type: none"> Additional certificated/classified hourly pay 	<ul style="list-style-type: none"> A2i assessments Classroom Walkthroughs 	All K-3 Students	Administrators, K-3 Classroom Teachers, Literacy Coach, Intervention Teacher		
Total Estimated Cost for This Goal:					

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
1D – Implement AVID Elementary schoolwide <ul style="list-style-type: none"> • Travel/conference related costs • Substitute teachers • Additional hourly pay • Contracted services • AVID instructional and organizational supplies 	All Students	\$20,000	Principal
1A – Implement Professional Learning Communities for ELA and Math for grades K-6. <ul style="list-style-type: none"> • Substitute teachers • Contracted services • Additional certificated/classified hourly pay 	All Students	\$50,000	Principal
1B – Increase access, engagement, and differentiation in ELA and Math instruction. <ul style="list-style-type: none"> • Online instructional subscriptions, licenses, software • Supplemental instructional materials and printing • Instructional technology such as large screen TVs, headphones with microphones, document cameras 	All Students	\$30,000	Principal
1C – Provide Tier 2 and Tier 3 interventions for students in ELA and Math <ul style="list-style-type: none"> • Additional certificated/classified hourly pay • Instructional materials 	All Students	\$20,000	Principal
1E – Increase parent participation and support learning at home through parent workshops on AVID, Second Steps, Behavior, etc. <ul style="list-style-type: none"> • Additional certificated/classified hourly pay • Childcare • Translation 	All Students	\$10,000	Principal
1F – Implement PBIS schoolwide <ul style="list-style-type: none"> • Training and workshops 	All Students	\$10,000	Principal

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<ul style="list-style-type: none"> • Travel/Conference related fees • Resources that support students with behavioral and social-emotional learning • Subscriptions, licenses for online services • Additional certificated/classified hourly pay • Flexible seating 			

Programs Included in this Plan

Federal Programs		Allocation
X	Title I, Part A: Allocation Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	57,964
X	Title I, Part A: Carryover	
X	Title I, Part A: Parent and Family Engagement Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children’s schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	2,548
X	Supplemental Concentration (SUPC) Allocation Purpose: To increase and/or improve services for English Learners, Foster Youth, and pupils meeting income requirements to receive a free or reduced-price meal (FRPM)	30,441
X	SUPC Carryover	
Total amount of state and federal funds allocated to this school		88,405
Total amount of state funds spent (SUPC)		30,441
Total amount of federal funds spent (Title I)		57,964
Total amount of state and federal funds spent		88,405
Balance		0

School Site Council Membership

The SSC shall be composed of

- 1) The principal, teachers (selected by teachers at the school), other school personnel (selected by other school personnel at the school);
- 2) Parents of pupils attending the school/community members (selected by such parents).
- 3) Parity between the two groups is required.
- 4) Alternate members may be included but they must have been voted in by the peers who they represent on the SSC.

Name	Position	Length of Term	Term Expires	Minimum Numbers
Mike McGirr	Principal	Not-Applicable	Not-Applicable	1
Randi Carbajal	Classroom Teacher	2 years	June 30, 2022	1
Sweeta Bahramand	Classroom Teacher	2 years	June 30, 2022	1
Rubi Roman Nieto	Classroom Teacher	2 years	June 30, 2022	1
Isaura Diaz	Other Staff Member (Specify): School Site Aide	2 years	June 30, 2022	1
Elizabeth Castillo	Parent/Community Member	2 years	June 30, 2023	1
Priscilla Gallegos	Parent/Community Member	2 years	June 30, 2023	1
Britny Sanchez	Parent/Community Member	2 years	June 30, 2023	1
Crystal Rios	Parent/Community Member	2 years	June 30, 2023	1
Louie Rojas	Parent/Community Member	2 years	June 30, 2023	1

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 November 18, 2020.

Attested:



Principal, Michael McGirr on November 18, 2020



SSC Chairperson, Randi Carbajal on November 18, 2020

RECOMMENDATIONS AND ASSURANCES for Electronic Signatures due to COVID-19 Restrictions

Name of School: Citrus Elementary School

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

English Learner Advisory Committee _____
Electronic Signature

Other committees established by the school or district (specify) _____
Electronic Signature

4. 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.
5. The SSC is submitting parent comments of dissatisfaction with the plan if applicable.
6. 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.
7. This SPSA was adopted by the SSC at a public meeting on: 5-11-22

Attested:

Mike McGiv
Typed name of School Principal


Signature of School Principal

5-11-22
Date

Randi Carbajal
Typed name of SSC Chairperson


Electronic Signature of SSC Chairperson

5-11-22
Date