

2021-2022 Single Plan for Student Achievement (SPSA)

SPSA Year:

X2021-22

School Name and School Code	Citrus Elementary 36 67710 6115984		SSC Approval Date: May 5, 2021; Revised 9/29/21
School Address	16041 Randall Avenue, Fontana, CA 92335-2033		Local Governing Board Approval Date: Initial 6/2/2021; Revised pending approval on 10/20/21
			Addendum
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			

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)	-0.55 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.73	>= 0
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.07 (Excludes K-2 due to invalid Fall 2020 results)	>= 0

Identified Need(s):	<ul style="list-style-type: none"> SBAC and MAPS data shows that students need to develop phonics and fluency in grades K-2 and reading comprehension in grades 3-6. SBAC ad MAPS data show that students need to develop number sense to have a strong foundation in mathematics. Parent and teacher input show that students need to develop time management and notetaking skills to help them remember what they learn and complete their work in class. Parent surveys show a need for increased communication between teachers and parents regarding how students are performing in class. TFI data shows that Citrus needs to continue implementing PBIS Tier 1, 2, and 3 supports for students behavioral and social-emotional needs. Citrus Leadership Team needs to meet frequently to oversee all of these systems and ensure effective implementation.
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
<p>Revised: 1A - Provide Staff Professional Development and additional time for teachers to collaborate in their PLCs beyond the instructional day around writing clear Learning Intention and Success Criteria, identifying aligned instructional resources, developing common formative assessments, and planning reteach for students who do not meet the success criteria.</p> <ul style="list-style-type: none"> • Additional hourly pay for certificated and classified • Substitute release time • Consultant related fees 	<ul style="list-style-type: none"> • Completion of weekly PLC Planning Documents • Analyzing data from PLC developed formative assessments • Classroom Visit Data 	All Students, English Learners, Foster Students, Homeless, Students with Disabilities	Administrators, PLC Leads, Classroom Teachers	\$52,789	\$0
<p>Revised: 1B - Provide supplementary instructional resources identified by PLCs during their planning so teachers can provide effective instruction and differentiated support.</p> <ul style="list-style-type: none"> • Instructional software • Instructional materials • Instructional technology/TVs • Printing • Headphones with mics 	<ul style="list-style-type: none"> • Completion of weekly PLC Planning Documents • Analyzing data from PLC developed formative assessments • Classroom Visit Data 	All Students, English Learners, Foster Students, Homeless, Students with Disabilities	Administrators, PLC Leads, Classroom Teachers	\$28,000	\$25083

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
<p>Revised: 1C - Provide targeted Tier 2 and Tier 3 interventions for students identified as At Risk in ELA and Math based on common formative assessments</p> <ul style="list-style-type: none"> • Additional hourly pay certificated and classified • Instructional materials • Organizational materials • Flexible seating • Social Emotional Learning Supports 	<ul style="list-style-type: none"> • Completion of weekly PLC Planning Documents • Analyzing data from PLC developed formative assessments • Classroom Visit Data 	All Students, English Learners, Foster Students, Homeless, Students with Disabilities	Administrators, PLC Leads, Special Education Teachers, Intervention Teacher, Classroom Teachers, Bilingual Aides, Special Education Aides	\$20,000	\$0
<p>Revised: 1D - Implement AVID Elementary to develop organization skills, including organizing time, tools, and thoughts.</p> <ul style="list-style-type: none"> • Instructional supplies for students • AVID workshops, conferences, and travel • Substitute release time 	<ul style="list-style-type: none"> • Completion of AVID Fall, Winter, and Spring assessments • Number of staff members trained • Number of students 	All Students, English Learners, Foster Students, Homeless, Students with Disabilities	Administrators, PLC Leads, Classroom Teachers	\$24,000	\$0

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
	<ul style="list-style-type: none"> receiving supplies Classroom Visit Data 				
<p>1E - Facilitate parent/school communication around students academics, behavior, and social-emotional needs.</p> <ul style="list-style-type: none"> Additional hourly pay for certificated and classified for translation, childcare, etc. Printing Postage Workshop materials 	<ul style="list-style-type: none"> FUSD Parent Survey Panorama Surveys 	All Students, English Learners, Foster Students, Homeless, Students with Disabilities	Administrators, Teachers, Office Staff	\$2,500	\$0
<p>Revised: 1F - Implement PBIS Tier 1, Tier 2, and Tier supports.</p> <ul style="list-style-type: none"> Additional hourly pay for certificated and classified PBIS software and resources Positive Reinforcements Flexible seating Social emotional support items and curriculum 	- TFI	All Students, English Learners, Foster Students, Homeless, Students with Disabilities	Administrators, PLC Leads, PBIS Coaches, Teachers, all staff	\$0	\$3,700
<p>1G - Provide time for PLC leads to meet as a leadership team, review data, and make decisions impacting overall systems for academics, behavior, and social-emotional supports.</p> <ul style="list-style-type: none"> Additional hourly pay for certificated and classified 	<p>Completion of weekly PLC Planning Documents</p> <ul style="list-style-type: none"> Analyzing data from PLC developed 	All Students, English Learners, Foster Students, Homeless, Students with Disabilities	Administrators, PLC Leads	\$0	8249

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
	formative assessments <ul style="list-style-type: none"> • Classroom Visit Data • TFI 				
Total Estimated Cost for This Goal:				127,289	37,032

Planned Improvements in Student Performance

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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)	-0.80 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-0.79	>= 0
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.19 (Excludes K-2 due to invalid Fall 2020 results)	>= 0

Identified Need(s):	MAPS and SBAC data indicates English Learners need additional support in Reading and Math through the use of Academic Language.
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
1aA - Provide Professional Development on incorporating language goals in ELA and Math to improve Integrated ELD instruction.	<ul style="list-style-type: none"> • Completion of weekly PLC Planning Documents • Analyzing data from 	English Learners	Principal, EL TOA	\$0	\$0

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
	PLC developed formative assessments • Classroom Visit Data				
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, MAPS, and SBAC data show that English Learners need additional support in Reading.
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
Revised: 1bA - Provide additional time for bilingual aides and teachers to collaborate in PLCs around reading skills to improve receptive language. <ul style="list-style-type: none"> Additional hourly pay for certificated and classified 	<ul style="list-style-type: none"> Teacher developed common formative assessments MAPS Classroom Visit Data 	English Learners	Principal, Assistant Principal, EL TOA, bilingual aides, teachers, IST	\$2,500	\$0
1bB - Provide instructional materials and resources for English Learners around Reading to improve receptive language. <ul style="list-style-type: none"> Instructional materials, including software, curriculum, etc. 	<ul style="list-style-type: none"> Teacher developed common formative assessments 	English Learners	Principal, Assistant Principal, EL TOA, bilingual aides, teachers, IST	\$0	\$0

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
	<ul style="list-style-type: none"> MAPS Classroom Visit Data 				
Total Estimated Cost for This Goal:				2,500	0

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: -1.18 Fall 3rd to Fall 4th: -0.88	>= 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):	SBAC and MAPS data indicate K-3 Teachers need to provide differentiated reading instruction in a blended learning environment based on A2i data and other measures. Carefully monitor reading progress for 3rd grade students and provide additional support as needed.
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
2A - Provide collaboration time for teachers to develop small group differentiated reading instruction <ul style="list-style-type: none"> Additional hourly pay for certificated and classified 	<ul style="list-style-type: none"> A2i assessments Classroom Visit Data 	All K-3 Students, English Learners, Foster Students, Homeless, Students with Disabilities	Administrators, PLC Leads, Classroom Teachers, Literacy Coach, Intervention Teacher	\$12,000	\$0
2B - Provide instructional resources in phonics, phonemics, comprehension, vocabulary, and fluency		All K-3 Students, English Learners, Foster Students,	Administrators, PLC Leads, Classroom Teachers, Literacy	\$4,000	\$4,600

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
<ul style="list-style-type: none"> • Software providing reading diagnostics and screeners • Headphones with mics 	<ul style="list-style-type: none"> • A2i assessments • Classroom Visit Data 	Homeless, Students with Disabilities	Coach, Intervention Teacher		
Total Estimated Cost for This Goal:				16,000	4,600

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.	\$102,031
X	Title I, Part A: Carryover	\$43,758
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).	\$2,495
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)	\$33,418
X	SUPC Carryover	\$8,214
Total amount of state and federal funds allocated to this school		187,421
Total amount of state funds spent (SUPC)		41,632
Total amount of federal funds spent (Title I)		145,789
Total amount of state and federal funds spent		187,421
Balance		0