# 2022-2023 School Plan for Student Achievement (SPSA)

**SPSA Year:**

X2022-23

| | | |
|---|---|---|
| School Name and School Code | Citrus High School (Continuation) 36 67710 3630480 | SSC Approval Date: May 12, 2022 |
| School Address | 10760 Cypress, Fontana, CA  92337 | Local Governing Board Approval Date: Pending approval on June 8, 2022<br><br>  Original |
| Name of Principal | Mike Bunten | Phone # and Email | 909-357-5300, Mike.bunten@fusd.net |
| Name of SSC Chairperson | Mike Bunten | Phone # and Email | 909-357-5300, Mike.bunten@fusd.net} |

| SCHOOLWIDE PROGRAM (SWP) |
|---|
| SWP |

| SCHOOL BACKGROUND |
|---|

| VISION AND MISSION | Vision Statement: Preparing students for College, Career, and Life<br><br>Mission Statement: To provide an alternative learning environment to graduate all students who are literate individuals, critical thinkers, and who can persevere and apply their skills successfully in their community. |
|---|---|
| SCHOOL AND COMMUNITY PROFILE | Student Demographics<br>Citrus High School is a Continuation High School that serves the southern Fontana community. The approximate enrollment is 266 students. The student population is a rich mixture of 89.5% Hispanic or Latino, 4.5% African American, 3.4% White. We have approximately 35.7% English Language Learners (levels 2, 3 or 4) 89.8% socioeconomically disadvantaged, 18.4% students with disabilities, and 0.4% are foster youth.<br><br>Staff Demographics<br>Citrus High School is comprised of twenty-one (21) teachers, three (3) SDC teachers, and two (2) resource specialist teachers. The administrative staff consists of a principal that runs both continuation high schools for the district, and an assistant principal that oversees the site on a day-to-day basis. All teachers at Citrus are fully credentialed and NCLB compliant. Most of our credentialed staff has master's degrees as well.<br><br>Community Profile<br><br>Fontana, a city located 50 miles east of the city of Los Angeles, has been identified as the second largest city in San Bernardino County and the third largest city in the Inland Empire, behind Riverside and San Bernardino cities. Originally, the area was known for its citrus and poultry farms. Then the Kaiser Steel plant opened in 1942, and Fontana began to transition from an agrarian community to an industrial town with steel production dominating the city's economy. Between the Kaiser Steel plant and the corresponding increase in population, in 1952, Fontana was incorporated as a city. |
| SPSA HIGHLIGHTS<br>(bullet points) | * Develop and implement an intervention period/time that would provide additional services and supports for academic and/or social-emotional interventions.<br>* Increase support systems for English Learners in demonstrating growth towards English Language proficiency<br>* Improve access to social-emotional learning by implementing a Multi-Tiered System of Support<br>* Increase Career Technical Education course offerings<br>* Develop a College and Career Resource Center |

| SCHOOL BACKGROUND | |
|---|---|
| INCREASED OR IMPROVED SERVICES (bullet points) | * Tutoring Services - Unlimited, 24 hours a day/7days a week<br>* Increased access to the Resource Specialist Teacher outside the identified time required in the IEP<br>* Increased professional development in the area of academic response frames and academic language to address the needs of English Learners |
| MOONSHOT | Citrus High School will become a National Center for Construction Education and Research (NCCER) with the ability to train students on forklift and backhoe simulators.<br>• All students will graduate with an industry-recognized certification in the market of Building Trades & Construction or Information Communication Technologies.<br>• All students will have an internship, high skilled job opportunity upon graduation or be enlisted in one of the Military Branches |

## 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** |
| **266** | **89.8** | **35.7** | **0.4** |
| 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** | 95 | 35.7 |
| **Foster Youth** | 1 | 0.4 |
| **Homeless** | 5 | 1.9 |
| **Socioeconomically Disadvantaged** | 239 | 89.8 |
| **Students with Disabilities** | 49 | 18.4 |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 12 | 4.5 |
| **American Indian or Alaska Native** | 2 | 0.8 |
| **Asian** | 2 | 0.8 |
| **Filipino** | 2 | 0.8 |
| **Hispanic** | 238 | 89.5 |
| **Two or More Races** | 1 | 0.4 |
| **Native Hawaiian or Pacific Islander** | | |
| **White** | 9 | 3.4 |

**These data points indicate:**

**1.** Based on the student data 89.8% of the student population qualify as Socioeconomically Disadvantaged.

**2.** Based on the student data over 35.7% of the student population are identified as English Learners.

**3.** Based on the student data 18.4% of the student population qualify as Students with Disabilities.

## 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.

## Overall Performance

| 2019 Fall Dashboard Overall Performance for All Students |
|---|

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts**<br>Orange | **Graduation Rate**<br>Green | **Suspension Rate**<br>Orange |
| **Mathematics**<br>Orange | | |
| **College/Career**<br>Yellow | | |

**These data points indicate:**

1. Two areas where Citrus HS made growth are Graduation Rate and College/Career Readiness. Graduation Rate increased by 6.1% from 2018-2019 to an overall 75.2%. College/Career Readiness increased by 9.1% from 2018-2019.

2. The Suspension Rate has continued to improve and has declined over the past 3 years from 12.3% in 2017 to 10.7% in 2019.

3. English Language Arts is orange on the indicator and continues to improve.

   Math is orange on the indicator and continues to improve.

**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)]
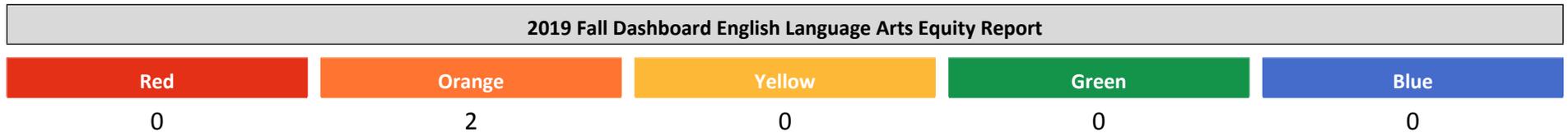
A review of the following data informs the comprehensive needs assessment.

## Academic Performance
## English 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.

| 2019 Fall Dashboard English Language Arts Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 2 | 0 | 0 | 0 |

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

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

| All Students | English Learners | Foster Youth |
|---|---|---|
| Orange | No Performance Color | No Performance Color |
| 115.6 points below standard | 153.4 points below standard | Less than 11 Students - Data Not Displayed for Privacy |
| Increased Significantly ++15.3 points | Maintained -2.7 points | 1 |
| 82 | 28 | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Color | Orange | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | 113.3 points below standard | Less than 11 Students - Data Not Displayed for Privacy |
| 2 | Increased Significantly ++16.9 points | 5 |
| | 80 | |

| 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | 0 Students | 0 Students | Less than 11 Students - Data Not Displayed for Privacy |
| 2 | | | 1 |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Orange | No Performance Color | No Performance Color | No Performance Color |
| 113.1 points below standard | 0 Students | 0 Students | Less than 11 Students - Data Not Displayed for Privacy |
| Increased Significantly ++15.7 points | | | 2 |
| 77 | | | |

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** |
| 153.4 points below standard | 0 Students | 100.4 points below standard |
| Declined -5.3 points | | Increased Significantly ++51.8 points |
| 28 | | 34 |

**These data points indicate:**

**1.** English Language Arts increased by 15.3 points and all students are 115.6 points below standard.

**2.** English Learners declined by 5.3 points in ELA and are 153.4 points below standard.

**3.** Socioeconomically Disadvantaged Students increased significantly by 16.9 points and overall all the Socioeconomically Disadvantaged Students are 113.3 points below standard.

**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)]
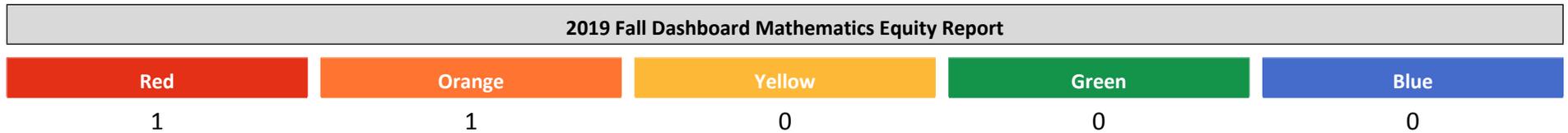
A review of the following data informs the comprehensive needs assessment.

## Academic Performance
## Mathematics

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

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

This section provides number of student groups in each color.

| 2019 Fall Dashboard Mathematics Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 1 | 1 | 0 | 0 | 0 |

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

## 2019 Fall Dashboard Mathematics Performance for All Students/Student Group

### All Students

Orange

195.4 points below standard

Increased ++4 points

83

### English Learners

No Performance Color

216.1 points below standard

Maintained ++2.7 points

29

### Foster Youth

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

1

### Homeless

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

2

### Socioeconomically Disadvantaged

Orange

193.6 points below standard

Increased ++8.8 points

81

### Students with Disabilities

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

5

| 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color<br><br>Less than 11 Students - Data Not Displayed for Privacy<br><br>2 | | | No Performance Color<br><br>Less than 11 Students - Data Not Displayed for Privacy<br><br>1 |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Red<br><br>198.7 points below standard<br><br>Maintained ++0.8 points<br><br>78 | | | No Performance Color<br><br>Less than 11 Students - Data Not Displayed for Privacy<br><br>2 |

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** |
| 217.5 points below standard<br><br>Declined -8.5 points<br><br>28 | Less than 11 Students - Data Not Displayed for Privacy<br><br>1 | 180.6 points below standard<br><br>Increased Significantly ++15 points<br><br>34 |

**These data points indicate:**

**1.** Math increased by 4 points and all students are 195.4 points below standard.

**2.** English Learners declined by (-) 8.5 points and all current English Learners are 217.5 points below standard.

3. Socioeconomically Disadvantaged Students increased significantly by 8.8 points and overall all the Socioeconomically Disadvantaged Students are 193.6 points below standard.

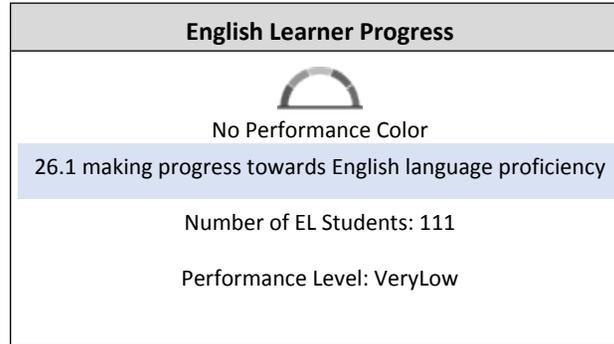**School and Student Performance Data**

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 |
|---|

| English Learner Progress |
|---|
| No Performance Color |
| 26.1 making progress towards English language proficiency |
| Number of EL Students: 111 |
| Performance Level: VeryLow |

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 |
| 44.1 | 29.7 | 1.8 | 24.3 |

**These data points indicate:**

1. We had a total of 111 English Learners and 26.1% are making progress towards English Language Proficiency.

2. English Learners progress:

44.1% decreased at least one ELPI level, 29.7% maintained ELPI Levels (1, 2H, 2L, 3H, 3L), 1.8% maintained ELPI level 4, and 24.3% progressed at least one ELPI level.

3.

We have around 30% of our current student population identified as English Learners, around 70% of the student population has been identified as English Learners at some point in their K-12 academic career making it important for us to address the needs of our current English Learners and our reclassified English Learners.

## 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)]
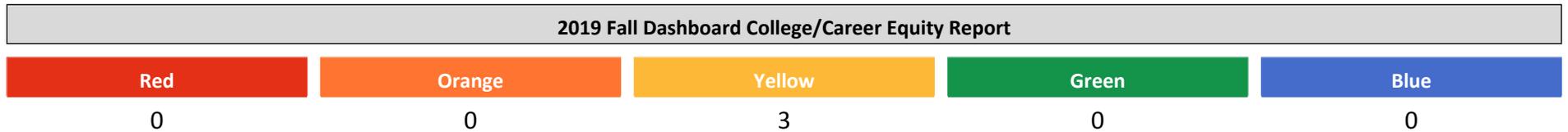
A review of the following data informs the comprehensive needs assessment.

### Academic Performance
### College/Career

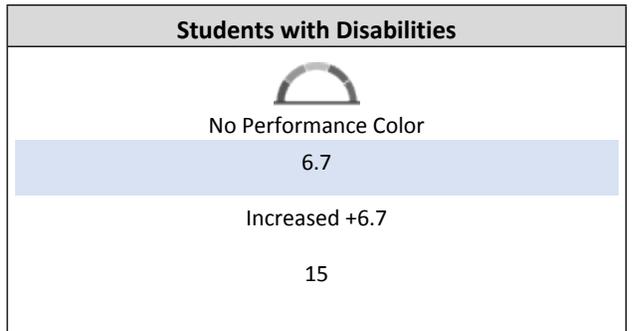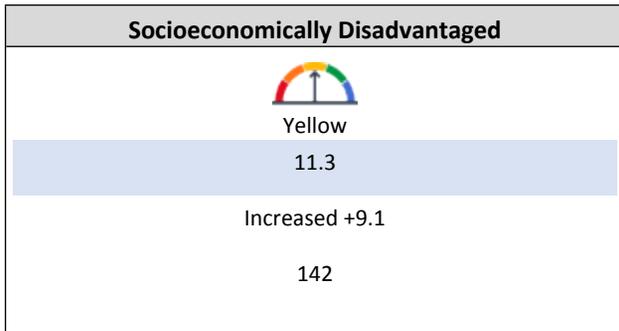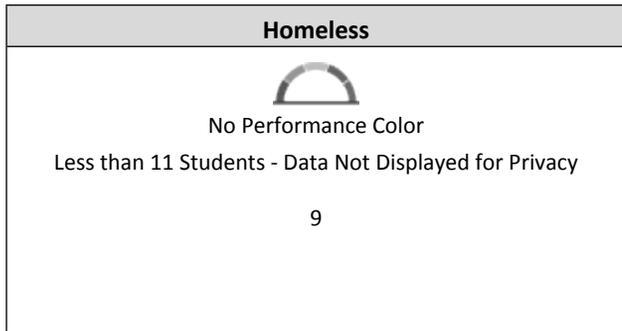The performance levels are color-coded and range from lowest-to-highest performance in the following order:
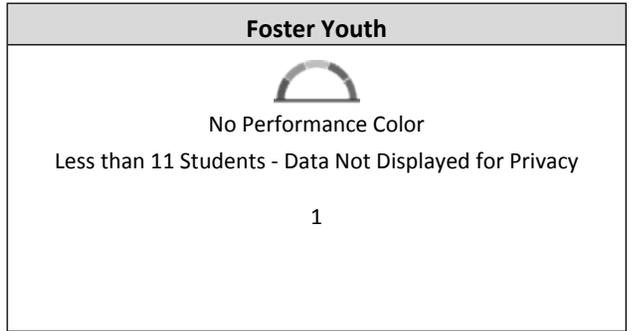
Lowest Performance     Red     Orange     Yellow     Green     Blue     Highest Performance

This section provides number of student groups in each color.

| 2019 Fall Dashboard College/Career Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 0 | 3 | 0 | 0 |

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

| **2019 Fall Dashboard College/Career for All Students/Student Group** |
|---|

| **All Students** | **English Learners** | **Foster Youth** |
|---|---|---|
| Yellow | Yellow | No Performance Color |
| 11.1 | 11.6 | Less than 11 Students - Data Not Displayed for Privacy |
| Increased Significantly +9.1 | Increased +7.9 | 1 |
| 153 | 43 | |

| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
|---|---|---|
| No Performance Color | Yellow | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | 11.3 | 6.7 |
| 9 | Increased +9.1 | Increased +6.7 |
| | 142 | 15 |

| 2019 Fall Dashboard College/Career by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>10 | No Performance Color<br>0 Students | No Performance Color<br>0 Students | No Performance Color<br>0 Students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Yellow<br>11.7<br>Increased +9.5<br>137 | No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 | No Performance Color<br>0 Students | No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>5 |

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

| 2019 Fall Dashboard College/Career 3-Year Performance | | |
|---|---|---|
| **Class of 2017** | **Class of 2018** | **Class of 2019** |
| **Prepared** | 2 **Prepared** | 11.1 **Prepared** |
| **Approaching Prepared** | 20 **Approaching Prepared** | 26.1 **Approaching Prepared** |
| **Not Prepared** | 78 **Not Prepared** | 62.7 **Not Prepared** |

## 2020 School Dashboard Additional Reports and Data

### Students in the Combined Cohort or DASS Graduation Rate by Student Group

| Cohort | All Students | African American | American Indian | Asian | Filipino | Hispanic | Pacific Islander | White | Two or More Races | English Learners | Socio-economic Disadvantaged | Students with Disabilities | Foster Students | Homeless Students |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Cohort Totals** | 148 | 3 | -- | -- | 2 | 137 | -- | 4 | 2 | 53 | 134 | 21 | 1 | 2 |

**Percentage of Students by CCI Level for each Student Group**

| CCI Level | All Students | African American | American Indian | Asian | Filipino | Hispanic | Pacific Islander | White | Two or More Races | English Learners | Socio-economic Disadvantaged | Students with Disabilities | Foster Students | Homeless Students |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Percentage Prepared | 8.10% | * | -- | -- | * | 8.00% | -- | * | * | 3.80% | 7.50% | 9.50% | * | * |
| Percentage Approaching Prepared | 20.90% | * | -- | -- | * | 21.90% | -- | * | * | 17.00% | 21.60% | 9.50% | * | * |
| Percentage Not Prepared | 70.90% | * | -- | -- | * | 70.10% | -- | * | * | 79.20% | 70.90% | 81.00% | * | * |

The combined cohort and/or DASS graduation rate is used as the denominator to calculate the percentages.

# Academic Performance
# College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

| Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group | | |
|---|---|---|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | 186 | 100 |
| African American | 9 | 4.8 |
| American Indian or Alaska Native | | |
| Asian | 2 | 1.1 |
| Filipino | | |
| Hispanic | 167 | 89.8 |
| Native Hawaiian or Pacific Islander | | |
| White | 8 | 4.3 |
| Two or More Races | | |
| English Learners | 56 | 30.1 |
| Socioeconomically Disadvantaged | 170 | 91.4 |

| Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group | | |
|---|---|---|
| **Student Group** | Cohort Totals | Cohort Percent |
| **Students with Disabilities** | 23 | 12.4 |
| **Foster Youth** | 1 | 0.5 |
| **Homeless** | 6 | 3.2 |

| Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students | | |
|---|---|---|
| **Student Group** | Cohort Totals | Cohort Percent |
| **All Students** | 0 | 0 |
| **African American** | | |
| **American Indian or Alaska Native** | | |
| **Asian** | | |
| **Filipino** | | |
| **Hispanic** | 0 | 0 |
| **Native Hawaiian or Pacific Islander** | | |
| **White** | | |
| **Two or More Races** | | |
| **English Learners** | 0 | 0 |
| **Socioeconomically Disadvantaged** | 0 | 0 |
| **Students with Disabilities** | 0 | 0 |
| **Foster Youth** | | |
| **Homeless** | | |

\*   This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

| International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort | | |
|---|---|---|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | 0 | 0 |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | 0 | 0 |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | 0 | 0 |
| Socioeconomically Disadvantaged | 0 | 0 |
| Students with Disabilities | 0 | 0 |
| Foster Youth | | |
| Homeless | | |

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

| Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students | | |
|---|---|---|
| **Student Group** | **Cohort Totals** | **Cohort Percent** |
| **All Students** | 52 | 28 |
| **African American** | | |
| **American Indian or Alaska Native** | | |
| **Asian** | | |
| **Filipino** | | |
| **Hispanic** | 50 | 29.9 |
| **Native Hawaiian or Pacific Islander** | | |
| **White** | | |
| **Two or More Races** | | |
| **English Learners** | 16 | 28.6 |
| **Socioeconomically Disadvantaged** | 47 | 27.6 |
| **Students with Disabilities** | 5 | 21.7 |
| **Foster Youth** | | |
| **Homeless** | | |

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

| Completed a-g Requirements – Number and Percentage of All Students | | |
|---|---|---|
| **Student Group** | Cohort Totals | Cohort Percent |
| **All Students** | 0 | 0 |
| **African American** | | |
| **American Indian or Alaska Native** | | |
| **Asian** | | |
| **Filipino** | | |
| **Hispanic** | 0 | 0 |
| **Native Hawaiian or Pacific Islander** | | |
| **White** | | |
| **Two or More Races** | | |
| **English Learners** | 0 | 0 |
| **Socioeconomically Disadvantaged** | 0 | 0 |
| **Students with Disabilities** | 0 | 0 |
| **Foster Youth** | | |
| **Homeless** | | |

\*     This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

| Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students | | |
|---|---|---|
| Student Group | Cohort Totals | Cohort Percent |
| **All Students** | 0 | 0 |
| **African American** | | |
| **American Indian or Alaska Native** | | |
| **Asian** | | |
| **Filipino** | | |
| **Hispanic** | 0 | 0 |
| **Native Hawaiian or Pacific Islander** | | |
| **White** | | |
| **Two or More Races** | | |
| **English Learners** | 0 | 0 |
| **Socioeconomically Disadvantaged** | 0 | 0 |
| **Students with Disabilities** | 0 | 0 |
| **Foster Youth** | | |
| **Homeless** | | |

\*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

| Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses | | |
|---|---|---|
| **Student Group** | **Number of Students** | **Percent of Students** |
| **All Students** | 8 | 4.3 |
| **African American** | | |
| **American Indian or Alaska Native** | | |
| **Asian** | | |
| **Filipino** | | |
| **Hispanic** | 6 | 3.6 |
| **Native Hawaiian or Pacific Islander** | | |
| **White** | | |
| **Two or More Races** | | |
| **English Learners** | 0 | 0 |
| **Socioeconomically Disadvantaged** | 8 | 4.7 |
| **Students with Disabilities** | 0 | 0 |
| **Foster Youth** | | |
| **Homeless** | | |

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

| Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses | | |
|---|---|---|
| **Student Group** | **Number of Students** | **Percent of Students** |
| **All Students** | 5 | 2.7 |
| **African American** | | |
| **American Indian or Alaska Native** | | |
| **Asian** | | |
| **Filipino** | | |
| **Hispanic** | 4 | 2.4 |
| **Native Hawaiian or Pacific Islander** | | |
| **White** | | |
| **Two or More Races** | | |
| **English Learners** | 0 | 0 |
| **Socioeconomically Disadvantaged** | 5 | 2.9 |
| **Students with Disabilities** | 0 | 0 |
| **Foster Youth** | | |
| **Homeless** | | |

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

| Earned the State Seal of Biliteracy – Number and Percentage of All Students | | |
|---|---|---|
| **Student Group** | **Cohort Totals** | **Cohort Percent** |
| **All Students** | 2 | 1.1 |
| **African American** | | |
| **American Indian or Alaska Native** | | |
| **Asian** | | |
| **Filipino** | | |
| **Hispanic** | 2 | 1.2 |
| **Native Hawaiian or Pacific Islander** | | |
| **White** | | |
| **Two or More Races** | | |
| **English Learners** | 0 | 0 |
| **Socioeconomically Disadvantaged** | 2 | 1.2 |
| **Students with Disabilities** | 0 | 0 |
| **Foster Youth** | | |
| **Homeless** | | |

\*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**These data points indicate:**

**1.** 52 out of 186 students completed at least one Career Technical Education (CTE) Pathway (28% of the cohort) 47 of the 52 students were socioeconomically disadvantaged.

**2.** 5 out of 186 students completed two semesters, three quarters, or three trimesters of college credit courses (2.7% of the cohort).

**3.** 2 students earned the state seal of biliteracy.

## 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)]
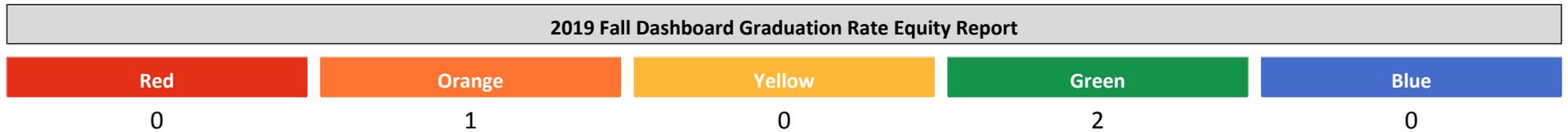
A review of the following data informs the comprehensive needs assessment.

### Academic Engagement
### Chronic Absenteeism

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

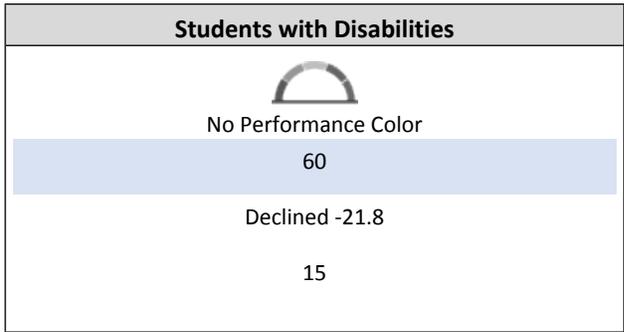Lowest Performance                                                                                                Highest Performance

Red                Orange                Yellow                Green                Blue

This section provides number of student groups in each color.

| 2019 Fall Dashboard Chronic Absenteeism Equity Report |
|---|

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|

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 |
|---|---|---|
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity |
|---|

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| Hispanic | Two or More Races | Pacific Islander | White |
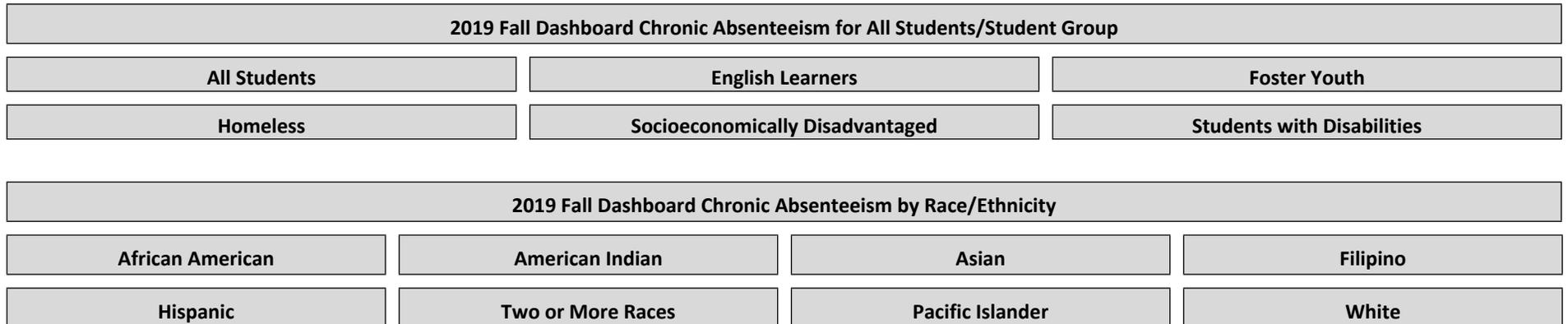
## 2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|
| All Students | 431 | 178 | 44.0 |
| Female | 149 | 60 | 42.6 |
| Male | 282 | 118 | 44.7 |
| American Indian or Alaska Native | 2 | 0 | 0.0 |
| Asian | 3 | 2 | 66.7 |
| Black or African American | 17 | 10 | 62.5 |
| Filipino | 2 | 0 | 0.0 |
| Hispanic or Latino | 394 | 161 | 43.4 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0 |
| Two or More Races | 2 | 1 | 50.0 |
| White | 11 | 4 | 44.4 |
| English Learners | 130 | 54 | 44.3 |
| Foster Youth | 4 | 3 | 100.0 |
| Homeless | 13 | 7 | 58.3 |
| Socioeconomically Disadvantaged | 388 | 162 | 44.3 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0 |
| Students with Disabilities | 60 | 27 | 45.8 |

**These data points indicate:**

1. In 2020-2021, Citrus HS had an overall chronic absentee rate of 44%.

2. The Black or African American and Homeless student groups had a disproportionately high rate of 62.5%. and 58.3%, respectively.  This reveals a need to additional attendance engagement and home visits.

## 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 Engagement
## Graduation Rate

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

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

This section provides number of student groups in each color.

| 2019 Fall Dashboard Graduation Rate Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 1 | 0 | 2 | 0 |

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

| 2019 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Green | Orange | No Performance Color |
| 75.2 | 69.8 | Less than 11 Students - Data Not Displayed for Privacy |
| Increased +6.1 | Maintained +1.9 | 1 |
| 153 | 43 | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Color | Green | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | 76.1 | 60 |
| 9 | Increased +6.7 | Declined -21.8 |
| | 142 | 15 |

| 2019 Fall Dashboard Graduation Rate by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | 0 Students | 0 Students | 0 Students |
| 10 | | | |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Green | No Performance Color | No Performance Color | No Performance Color |
| 77.4 | Less than 11 Students - Data Not Displayed for Privacy | 0 Students | Less than 11 Students - Data Not Displayed for Privacy |
| Increased +6.2 | 1 | | 5 |
| 137 | | | |
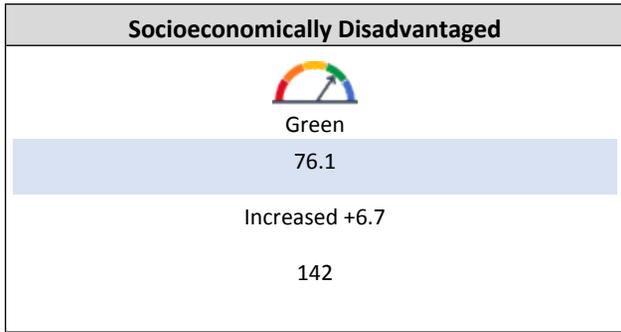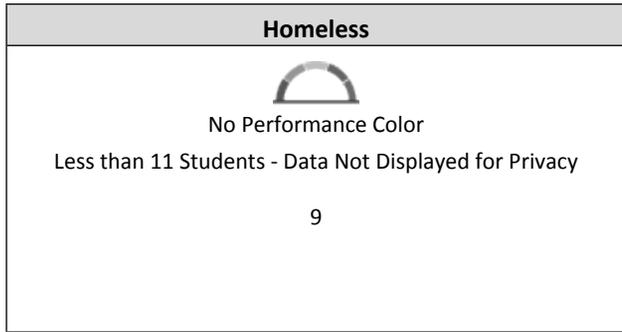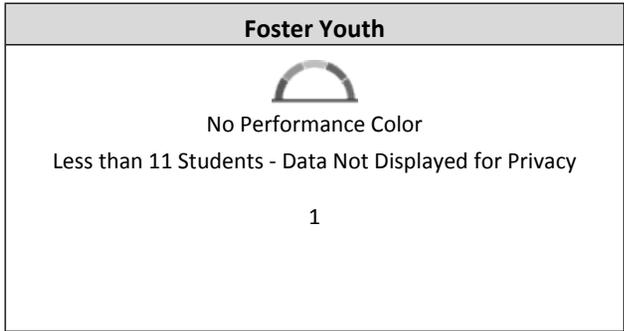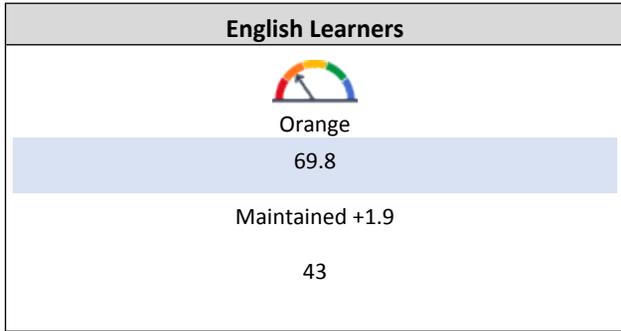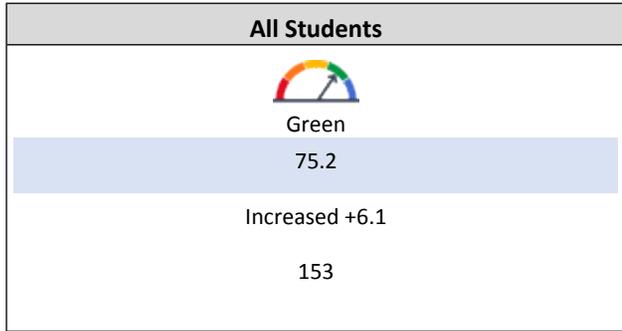
This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

| 2019 Fall Dashboard Graduation Rate by Year | |
|---|---|
| **2018** | **2019** |
| 69.1 | 75.2 |

### 2021 Graduation Rate by Student Group

| Student Group | Number of Students in the Graduation Rate | Number of Graduates | Number of Fifth Year Graduates | Graduation Rate |
|---|---|---|---|---|
| **All Students** | 186 | 121 | 0 | 65.1 |
| **English Learners** | 56 | 32 | 0 | 57.1 |
| **Foster Youth** | 1 | | 0 | |

| Student Group | Number of Students in the Graduation Rate | Number of Graduates | Number of Fifth Year Graduates | Graduation Rate |
|---|---|---|---|---|
| Homeless | 6 | | 0 | |
| Socioeconomically Disadvantaged | 170 | 112 | 0 | 65.9 |
| Students with Disabilities | 23 | 12 | 0 | 52.2 |
| African American | 9 | | 0 | |
| American Indian or Alaska Native | | | | |
| Asian | 2 | | 0 | |
| Filipino | | | | |
| Hispanic | 167 | 110 | 0 | 65.9 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 8 | | 0 | |
| Two or More Races | | | | |

**These data points indicate:**

**1.** The overall graduation rate decreased by 10.1% from 75.2% to 65.1%

**2.** Graduation Rate for English Learner decreased by 12.7% from 69.8% to 57.1%, Graduation Rate for Socioeconomically Disadvantaged Students decreased by 10.2% from 76.1% to 65.9%

**3.** English learners and students with disabilities need targeted focus and supports as they are significantly graduating at a lower rate.

**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.

## Conditions & Climate
## Suspension Rate

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

Lowest Performance     Red     Orange     Yellow     Green     Blue     Highest Performance

This section provides number of student groups in each color.

| 2019 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 2 | 2 | 0 | 0 | 0 |
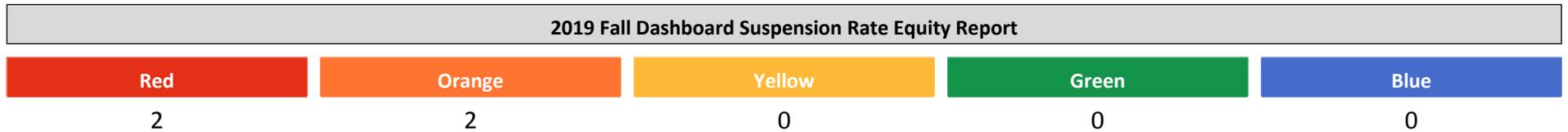
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| **2019 Fall Dashboard Suspension Rate for All Students/Student Group** | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Orange | Red | No Performance Color |
| 10.7 | 11 | Less than 11 Students - Data Not Displayed for Privacy |
| Declined -0.9 | Increased +0.8 | 5 |
| 458 | 145 | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Color | Orange | Red |
| 22.2 | 10.7 | 17.1 |
| Increased +14.5 | Declined -0.8 | Increased +12.1 |
| 18 | 412 | 70 |

| 2019 Fall Dashboard Suspension Rate by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| 0 | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy |
| Declined -11.4 | 2 | 3 | 3 |
| 26 | | | |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Orange | No Performance Color | No Performance Color | No Performance Color |
| 11.1 | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy | 21.4 |
| Declined -1 | 3 | 1 | Increased +21.4 |
| 406 | | | 14 |

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

| 2019 Fall Dashboard Suspension Rate by Year | | |
|---|---|---|
| **2017** | **2018** | **2019** |
| | 11.6 | 10.7 |

**These data points indicate:**

**1.** The Suspension Rate has continued to decline over the past 3 years from 12.3% in 2017 to 10.7% in 2019.

**2.** The Suspension Rate for Students with Disabilities has increased by 12.1% to an overall Suspension Rate of 17.1% and the Suspension Rate for English Learners has increased by 0.8% to another overall Suspension Rate of 11% for English Learners. Both student groups Suspension Rates are in the red, lowest performing area.

**3.** The Suspension Rate for Socioeconomically Disadvantaged Students has decreased by 0.8% to an overall Suspension Rate of 10.7% for Socioeconomically Disadvantaged Students.

**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) | 0.12 |
| MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) | |
| MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) | -0.29 |
| Fall 2021 MAP Growth Reading (ALL): Average  Distance from Norm (DFN) | 11th: -16.6<br>12th: -12.8 |
| Fall 2021 MAP Growth Math (ALL): Average Distance from Norm (DFN) | 11th: -20.4<br>12th: -16.7 |
| Site Specific Measures: Overall pass rate and fail rate by the following report cards<br>* Quarter 1<br>* Quarter 2<br>* Semester 1 | Quarter 1 Courses<br>Pass Rate 73% F Rate 27%<br><br>Quarter 2 Courses<br>Pass Rate 86% F Rate14%<br><br>Semester 1 Courses<br>Pass Rate 62% F Rate 38% |
| Site Specific Measures: The number of tutoring sessions and Extended Learning Opportunities provided from August through January. | Tutoring<br>*From August through January, over 300 student tutoring sessions have been implemented<br><br>ELO<br>*From August through January, over 400 extended learning opportunities for credit recovery have been implemented |

**These data points indicate:**

Students at Citrus HS last year made a years growth in Reading but slightly less than a years growth in Math.
Students in both 11th grade and 12th grade are below the norm in reading and math however their growth in reading brought them closer to the norm in reading but not in math.

Looking at Reading data by male and female student groups, 65% of male students met/exceeded their expected growth in Reading while 21% of female students met/exceeded their expected growth in Reading.

Looking at Math data by male and female student groups, male and female students demonstrated similar growth with 33% of male students met/exceeded growth in math while 29% of female students met/exceeded in Math.

The data shows a need to closely monitor female students with their growth in reading.

* Credit recovery (Q1) courses pass rate is comparable to previous years pass rates at or around 75%.
* Credit recovery (Q2) courses pass rate is higher by about 11% to previous years pass rates.
* Original credit (S1) courses pass rate is comparable to previous years pass rates at or around 60%.
* The data points indicate that students need additional support specifically in the original credit courses such as small group instruction and increase student engagement strategies.

| Academic Data – English Learners (EL) | |
|---|---|
| **School Metrics/Indicators** | **Current Outcomes** |
| MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) | -0.04 |
| MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI) | |
| MAP Growth Math (EL):  Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) | -0.58 |
| Fall 2021 MAP Growth Reading (EL): Average  Distance from Norm (DFN) | 11th: -17.9<br>12th: -20.3 |
| Fall 2021 MAP Growth Math (EL): Average Distance from Norm (DFN) | 11th: -18.3<br>12th: -25.7 |

| Academic Data – English Learners (EL) | |
|---|---|
| Site Specific Measures: Walkthrough Data: percent of classrooms consistently implementing EL strategies | Academic Response Frames<br>* 10% of the classrooms were implementing academic response frames during the classroom walkthrough.<br><br>Academic Language<br>* 66% of the classrooms had evidence of TEACHERS using academic language during the classroom walkthrough.<br><br>* 23% of the classrooms had evidence of STUDENTS using academic language during the classroom walkthrough |
| Site Specific Measures: The number of tutoring sessions and Extended Learning Opportunities provided from August through January. | Tutoring<br>*From August through January, over 300 student tutoring sessions have been implemented<br>* 70% of the tutoring sessions have been EL students<br><br>Extended Learning Opportunities<br>*From August through January, over 400 extended learning opportunities for credit recovery have been implemented<br>*30% of the extended learning opportunities for credit recovery have been completed by EL students |

**These data points indicate:**

EL students have made more growth in reading than in math.
EL students made slightly less growth in reading and math compared to the All Student group.
EL students are showing a similar pattern of being far below the norm in reading and math.
EL students have made less growth compared to all students so the achievement gap has widened not narrowed.

The data indicates wide spread use of academic language use by teachers, but we are not seeing students engaged in using and accessing academic language. The classroom walkthrough data indicates the need for continued PD to support teachers in providing students opportunities to increase quality and quantity of academic language.

| Language Acquisition Data – English Learners (EL) | |
|---|---|
| **School Metrics/Indicators** | **Current Outcomes** |
| 2020-2021 % by ELPAC Level | Level 4: 4%<br>Level 3: 29%<br>Level 2: 49%<br>Level 1: 18% |
| 2020-2021 ELPAC Listening Domain: % by Performance Level | 1% - Well Developed<br>75% - Somewhat/Moderately Developed<br>24% - Beginning Development |
| 2020-2021 ELPAC Speaking Domain: % by Performance Level | 51% - Well Developed<br>35% - Somewhat/Moderately Developed<br>14% - Beginning Development |
| 2020-2021 ELPAC Reading Domain: % by Performance Level | 2% - Well Developed<br>46% - Somewhat/Moderately Developed<br>52% - Beginning Development |
| 2020-2021 ELPAC Writing Domain: % by Performance Level | 12% - Well Developed<br>72% - Somewhat/Moderately Developed<br>16% - Beginning Development |
| Site Specific Measures: EL students that participated in tutoring and/or extended learning opportunities will increase their pass rate in credit recovery courses. | * 350 student tutoring sessions have been implemented from Aug through January<br>* Quarter 1 to Quarter 2 the EL student pass rate of credit recovery courses has increased by 15%<br><br>Quarter 1<br>Pass Rate 72%<br>F Rate 28%<br><br>Quarter 2<br>Pass Rate 87%<br>F Rate 13% |

| Language Acquisition Data – English Learners (EL) | |
|---|---|
| Site Specific Measures: EL students that participated in tutoring and/or extended learning opportunities will increase their pass rate in original credit courses. | EL Student Data: Pass/F Rate<br><br>Semester 1<br>Pass Rate 62%<br>F Rate 38%<br><br>\* Semester 1 Original Credit EL student pass rate was 62% and the goal is to increase the Semester 2 pass rate through the tutoring sessions |

**These data points indicate:**

*EL students that participated in tutoring opportunities have increased their pass rate by 15% in the credit recovery courses.
*Semester 1 original credit courses pass rate of 60% is our baseline and Semester 2 pass rate will be measured to identify if the tutoring increased the pass rate.
*The Q1/Q2 pass rate indicates that we did improve the overall pass rate but students need additional supports and services in order to pass their credit recovery courses.

78% of our EL students scored at level 2 or level 3 overall on ELPAC.
Reading and Listening domains demonstrate the greatest area of need for our EL students based on ELPAC
The Writing domain is an area of emphasis across all content areas and ELPAC results demonstrate growth in the Writing domain with 84% of our EL students scored at Somewhat/Moderately or Well Developed
ELPI data shows Grade 11 students at 3L need additional support in their EL development across all content areas

| Parent/Family Engagement | |
|---|---|
| **School Metrics/Indicators** | **Current Outcomes** |
| 2021-2022 Household Participation Rate on Parent/Family Climate Survey | 6% |
| Site Specific Measures: 1. Coffee with Administration<br>2. ELAC Meetings<br>3. SSC Meetings<br>4. Back to School Night | 1. On average we had 8 parents participate in Coffee with Administration<br>2. On average we had 9 parents participate in ELAC Meetings<br>3. On average we had 2 parents participate at SSC Meetings<br>4. Back to School Night had 4% of the parents join the online event |

| Parent/Family Engagement | |
|---|---|
| | |
| Site Specific Measures: | |

**These data points indicate:**

These data points indicate a need to increase the overall participation of parents/families in our surveys and school site events.
We did not meet the expected outcome of 25% participation on the parent/family climate survey. This was a significant decrease in parents completing the parent/family survey from 31% in 2020-2021 down to 6% in 2021-2022.

| College and Career Readiness | |
|---|---|
| **School Metrics/Indicators** | **Current Outcomes** |
| 2020-2021 AP/IB Exam Pass Rate for Advanced Coursework (ALL) | na |
| 2020-2021 AP/IB Exam Pass Rate for Advanced Coursework (EL) | na |
| 2020-2021 DataQuest A-G Completion Rate (ALL)(4 Year Cohort) | 0.0% |
| 2020-2021 DataQuest A-G Completion Rate (EL)(4 Year Cohort) | 0.0% |
| 2018-2019 SBA ELA: % of 11th Grade Students Scoring Standard Met or Exceeded (ALL) | 10.1% |
| 2018-2019 SBA ELA: % of 11th Grade Students Scoring Standard Met or Exceeded (EL) | 0.0% |
| 2018-2019 SBA Math: % of 11th Grade Students Scoring Standard Met or Exceeded (ALL) | 0.0% |
| 2018-2019 SBA Math: % of 11th Grade Students Scoring Standard Met or Exceeded (EL) | 0.0% |
| Site Specific Measures: Original credit (semester 1) courses pass rate | Semester 1 Courses<br>Pass Rate 62% F Rate 38% |

**These data points indicate:**

Based on the College and Career Readiness data we had 10.1% of our 11th-grade students' scored standards met or exceeded in ELA and 0% in math. This data is from the 2018-2019 school year and indicates that students need additional services and support to meet or exceed ELA and math standards, especially after distance learning.

Our A-G completion rate is 0% as we currently do not implement an A-G pathway for students but we are working with Teaching and Learning on getting the 18-week original credit courses A-G approved on UC Doorways. The credit recovery courses would need to be submitted and approved by the Secondary Curriculum Committee for the initial A-G process. We can provide an alternative A-G pathway to graduation for students that are interested in APEX courses but the amount of credit recovery needed must be equal to or less than 30 credits.

The site specific measures indicate that students need additional support specifically in the original credit courses such as small group instruction and increase student engagement strategies.
* Original credit (S1) courses pass rate is comparable to previous years pass rates at or around 60%.

## Behavior

| School Metrics/Indicators | Current Outcomes |
|---|---|
| Site Specific Measures: PBIS Rewards | As of January 28, 2022<br>* Total of 12,396 PBIS points awarded<br>* Respect: 3,043 points awarded<br>* Responsibility: 5,437 points awarded<br>* Goal-Oriented: 3,916 points awarded |
| Site Specific Measures: School-Wide PBIS Tiered Fidelity Inventory (SWPBIS) | TFI #1 conducted on 11/29/22<br>*47% percent implemented<br><br>TFI #2 conducted on 2/10/22 |
| Site Specific Measures: Formal Student Behavior Referrals | As of January 31<br>* 43 student referrals to administration<br>* 31 non-duplicated student referrals to administration |
| Site Specific Measures: | |

**These data points indicate:**

*PBIS Rewards data will be reviewed, evaluated, and analyzed year to year moving forward as this is our first year in PBIS Tier 1 implementation
*School-wide PBIS Tiered Fidelity Inventory (SWPBIS) - TFI #1 demonstrated that we have implemented PBIS at 47% school-wide

*Student Behavior Referrals have increased from 4 in the 2020-2021 school year to 43 in the first semester of 2021-2022. The increase in student referrals is a result of going from distance learning in 2020-2021 back to in-person in 2021-2022

# 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.

We had a total of 111 English Learners and 26.1% are making progress toward English Language Proficiency.

Students at Citrus HS last year made a year's growth in Reading but slightly less than a year's growth in Math.
Students in both 11th grade and 12th grade are below the norm in reading and math however their growth in reading brought them closer to the norm in reading but not in math.

Looking at Reading data by male and female student groups, 65% of male students met/exceeded their expected growth in Reading while 21% of female students met/exceeded their expected growth in Reading.

Looking at Math data by male and female student groups, male and female students demonstrated similar growth with 33% of male students met/exceeded growth in math while 29% of female students met/exceeded in Math.

The data shows a need to closely monitor female students with their growth in reading.

SBA ELA
English Learners declined by 5.3 points in ELA and are 153.4 points below standard.

SBA Math
English Learners declined by (-) 8.5 points in Math and all current English Learners are 217.5 points below standard.


Graduation Rate
Graduation Rate for English Learner maintained with 1.9% increase and an overall Graduation Rate of 69.8%.
English Learners overall graduation rate is 5.4% lower than the all student graduation rate.

Based on the supporting data integrated ELD has not been implemented effectively as we continue to see the English Learners performing below grade level in ELA and Math.

Chronic absenteeism rate for English Learners is the same as all student group at 44%

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

Citrus High School has not been offering designated ELD due to previous interpretations of the ELD requirements. The Continuation High Schools are currently not providing transfer opportunities for EL 1 or 2 level students. EL 3 and 4 students are currently enrolled in literacy intervention courses.

**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.

Professional Development will be implemented for teachers to increase student's language clarification and language acquisition across all content area lessons. The school site's assigned Teacher on Assignment for English Learners will be utilized to provide whole group, Department PLC, and individual teacher support on specific EL strategies focusing on Academic Language and Response Frames.

College and Career Literacy courses will be provided for students that have scored below grade level on the Reading Inventory.

Bilingual Aide will support all English Learners by monitoring students academic success and scheduling small group and individualized extended learning opportunities.

At the Continuation High School we do not have Designated-ELD scheduled into the school site's core curriculum

We need to expand the course offerings to include designated ELD (Advanced ALD) for EL students or alternatively have ELA teachers implement designed ELD instruction.

# 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 | |
|---|---|
| **Surveys**<br><br>Description of surveys (i.e., Student, Parent, Teacher) used during the schoolyear, and a summary of results from the survey(s). | Citrus High School implements several surveys to monitor programs and gain stakeholder feedback. In the 2021-2022 school year, these surveys were used to monitor ASB activities, Career Technical Education, Student Post-Graduation Plans, Teacher Perception of School Climate, Health and Wellness, and WASC Focus Group activities. Parents were also asked to complete an FUSD Annual Climate Survey. The results are shared at stakeholder meetings and analyzed collaboratively to provide direction for the next steps. Staff members are also given PBIS Faculty and PBIS Self-Assessment Surveys.<br><br>Fall 2021 Student Climate Survey<br>* Survey was administered on August 10, 12 with makeup days on August 24 and 26.<br>* Survey was administered to all students at Citrus High School (grades 11 and 12)<br>* 86% of the students completed the survey<br><br>Areas of Strength<br>*Other Risks<br>*Self-Management<br>*Attendance<br>*Substances and Student Interactions<br>*Quality of School Environment<br><br>Areas of need<br>*Learning Opportunities<br>*Sense of Belonging<br>*Self-Efficacy<br>*Teacher-Student Relationships |

| Analysis of Qualitative Data | |
|---|---|
| | Fall 2021 Student SEL Survey<br>*Survey was administered on August 10, 12 with makeup days on August 24 and 26.<br>*Survey was administered to all students at Citrus High School (grades 11 and 12)<br>*86% of the students completed the survey<br><br>Areas of Strength<br>*Supportive Relationships<br>*Self-Management<br>*Emotion Regulation<br><br>Areas of need<br>*Sense of Belonging<br>*Self-Efficacy<br>*Teacher-Student Relationships<br><br>Fall 2021 Family Climate Survey<br>*Survey was administered in August<br>*6% responses were submitted<br>*Our current transfer policy provides a transfer window at the end of each semester and two weeks into the next semester.<br>*District-wide transfer policy would support getting students transferred, enrolled, and scheduled before the school year starts so we can communicate with parents on completing the survey<br>*Back to School Night is our targeted time for parents surveys but the BTSN was held virtually for the 21.22 school year<br><br>Areas of Strength<br>*Attendance<br>*Self-Management<br>*Other Risks<br><br>Areas of need<br>*Learning Opportunities<br>*Sense of Belonging<br>*Self-Efficacy<br><br>ASB Surveys<br>*ASB Advisor provides quarterly surveys for ASB to complete and provide feedback to the school site administration and teachers<br>*Feedback from ASB surveys centers around the need to increase student incentives with food and gift cards<br><br>Monthly Leadership Meetings<br>* We hold monthly leadership meetings with department chairs, administration, counselors, and our ASB advisor |

| Analysis of Qualitative Data | |
|---|---|
| | * Every leadership meeting provides time for each department to share their feedback, concerns, and/or questions regarding school site goals and schoolwide expectations<br>Department chairs have shared the following feedback from teachers in their department:<br><ul><li>Provide more time for the department and PLC to monitor students' academic progress</li><li>Grade level and subject area PLC time to collaborate on instruction</li><li>Follow up training and support with implementing PBIS rewards</li><li>Additional information from administration on the MTSS and SEL services and supports that are being implemented at CHS</li></ul><br>PBIS Surveys<br>281students completed the student survey<br><br>35 parents completed the parent survey<br>* 3.6 was the overall mean score for the parent survey<br>* Instructional environment received the highest mean score<br>* Teaching and Learning and parent involvement received the lowest mean score<br><br>38 Staff members completed the personnel survey<br>*Physical environment was the highest mean score<br>*Peer/adult relations was the lowest mean score<br><br>PBIS Tier Fidelity Inventory 11/29/21<br>School-Wide PBIS Tier 1 47%<br>*Teams - 50%<br>*Implementation 60%<br>*Evaluation 12%<br><br>PBIS Tier Fidelity Inventory 2/15/22<br>School-Wide PBIS Tier 1 77%<br>*Teams - 50%<br>*Implementation 83%<br>*Evaluation 75%<br><br>PBIS school-wide implementation has improved from the first inventory on 11/29/21 at 47% into 77% on the second inventory on 2/15/22 |
| **Classroom Observations** | Classroom walkthroughs are conducted on a weekly basis by school site administration<br>Student Engagement observed through classroom walkthroughs<br>*60% of the walkthroughs identified 100% of students engaged in learning |

| Analysis of Qualitative Data | |
| --- | --- |
| Description of types and frequency of classroom observations conducted during the schoolyear and a summary of findings. | *40% of the walkthroughs identified 75% of students engaged in learning<br><br>Learning Intentions<br>*60% of the walkthroughs identified learning intentions posted/reviewed<br>*6% of the walkthroughs identified success criteria posted/reviewed<br><br>PBIS References<br>*100% of the walkthroughs identified PBIS schoolwide expectations posted<br>*73% of the walkthroughs identified Positive Reinforcements Used<br><br>Academic Language & Response Frames<br>* 66% of the walkthroughs identified academic language being used by the teacher<br>* 23% of the walkthroughs identified academic language being used by the students<br><br>*Responses are linked to an automated Microsoft Flow which generates an email to the teacher and administrator detailing the observer's response<br><br>Areas of focus for 2021-2022 school year<br>*Evidence of PBIS school-wide and classroom expectations<br>*Evidence of implementation of academic language and academic response frames<br><br>Below are the questions and area of focus in the classroom walkthrough form<br>*Observer<br>*Date Observed<br>*Teacher<br>*Period Observed<br>*Content Area Observed<br>*Grade Level Observed<br>*Phases of Instruction Observed<br>*Check for Understanding<br>*Students Engaged in Learning<br>*Teacher Clarity<br>*Evidence of PBIS Implementation<br>*Evidence of Academic Response Frames<br>*Evidence of Academic Language<br>*Comments to Teacher<br>*Comments to Administration<br><br>The classroom walkthrough data is used to inform our next steps for professional development and/or topics for staff meetings so teaching and learning are continuously being improved. For example, semester 1 data indicated a need to re-focus on developing, reviewing, and posting Learning Intentions for all lessons. |

| Analysis of Qualitative Data | |
|---|---|
| | Based on walkthrough data we have identified a need to support teachers with small group instruction. |

**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 High School follows the district assessment calendar which includes timelines to provide all state and district assessments. Assessments are analyzed through the Professional Learning Communities (PLC) to identify next steps to improve student achievement. In the core subject areas teachers create benchmark assessments and these are implemented and analyzed through our PLC's. This allows administration and staff to help determine our progress. |
| | Citrus High School uses the following types of assessments and data to differentiate/revise instruction to improve student achievement: |
| | * iO reports for student enrollment with ELPI data |
| | * MAP reports |
| | * SAT results |
| | * ELPAC results |
| | * CAASPP data |
| | Throughout the school year, during staff meetings and professional learning communities, teachers discuss student outcomes based on the FUSD LCAP goals to determine if the vision, mission, and School Learning Objectives (SLOs) are aligned with the expected and actual student outcomes. |
| | In PLCs, teachers use the state and local assessment data to work through the Data Analysis Protocol (Research, Recall, Reflect, and Respond). With additional support from Special Education Aides and Bilingual Aides the PLCs identify academic tiers of |

## Standards, Assessment, and Accountability

| | |
|---|---|
| | intervention. The academic tiers are use to identify students that need additional with Social & Emotional support, small group or individualized instruction, and/or period pull outs through the teachers PLC prep periods. |
| Use of state and local EL academic performance and language development data to determine EL student and program needs. | Citrus High School uses the following types of assessments and data to modify instruction to improve student achievement for the EL student population:<br>* iO reports for student enrollment with ELPI data<br>* College & Career Literacy Reading Inventory<br>* MAP reports<br>* SAT results<br>* ELPAC results<br>* CAASPP data<br><br>In PLCs, teachers use the state and local EL academic performance data to work through the Data Analysis Protocol (Research, Recall, Reflect, and Respond). With additional support from Special Education Aides and Bilingual Aides the PLCs identify academic tiers of intervention. The academic tiers are use to identify students that need additional language development support through extended learning opportunities, prep period pull outs, and/or small group instruction. Additionally, the data is used to determine how many ELD sections to offer, as well as whether to reclassify students. This is done in conjunction with the Multilingual Programs and Services which helps to analyze data and help determine student placement. |
| 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. | In December 2021 and April 2022 school site council performed progress monitoring of actions and services to review levels of implementation and outcomes.<br>Most actions and services were partially implemented with the intramural program receiving recognition for its success in the first year of full implementation.<br><br>In February 2022 ELAC performed progress monitoring of actions and services to provide recommendations on future actions and services. |
| Process for annually evaluating and monitoring implementation and progress toward accomplishing EL program goals for addressing the needs of low-achieving ELs. | Citrus High School Administration, Site Leadership Team, and English Learner Advisory Council, reviews budget and SPSA goals every month. In the Spring, the stakeholders provide input for budgeting. In the Fall, ELAC, SSC, site leadership and admin team meet to discuss the programs and services to be addressed in the SPSA. In October, beginning of the year EL assessment data is reviewed and drafts are written and shared. Amendments are made based on stakeholder input before a final draft is accepted and voted upon. In January, EL programs and services are revisited for program evaluation and input is gathered from stakeholders for potential budget moves and action addendums. If adjustments are made, drafts are written and shared, and the approval of the changes are presented to a vote typically if February |
| **Identified Needs based on Findings:** | |

| Standards, Assessment, and Accountability |
|---|
| * Increase student reading levels to grade level reading levels in ELA<br>* Increased rate of EL reclassification<br>* Students are scoring below standard on SBA ELA and Math<br>* Focus on building speaking and Writing skills for increase ELPAC scores<br>* Extended Learning Opportunities for English Learners in the areas of speaking and writing for the purpose of increasing ELPAC scores and reclassifying students |

| Staffing and Professional Development | |
|---|---|
| Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA) | Professional development is aligned with student performance and professional needs based on the student data, walkthroughs, staff surveys/feedback, and overall school site data from the CA Dashboard.<br><br>Secondary School Learning Walks; Learning Walks are used to provide feedback to the school site on specific areas of teaching and learning such as DOK, calibration on curriculum pacing and assessments, student engagement, and implementation of teacher clarity. Principals and Assistant Principals from the High Schools meet quarterly and conduct Learning Walks at rotating High Schools. The Learning Walks focus on the ELA courses and the implementation of the new Springboard curriculum. Secondary School Walkthrough Form; at CHS the Principal and AP use the district provided Secondary School Walkthrough Form to provide digital feedback after conducting informal classroom walkthroughs.<br><br>Teachers participated in peer coaching in which they wrote a lesson together, then watched each other in class using that lesson. After, they met to debrief and discuss what they saw in each classroom. Teachers also have performed 'ghost walks' of classrooms looking for specific items such as student work, or desk placements. Teachers also were involved in peer observations, to give schoolwide feedback on the use of a variety of instruction such as DOK levels. |
| Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC) | Access to Teachers on Assignment (TOA) is available for ELA, Math, Special Education, and Science. Admin directed time on Wednesdays has been utilized for the EL TOA to provide ongoing instructional assistance and support for teachers to learn about specific EL teaching strategies.<br><br>The Continuation High School has created an Innovation that provides teachers with built in time for a prep period PLC. This time is utilized for ongoing instructional assistance and support with TOAs, Administration, and peer-peer collaboration.<br><br>Ongoing professional development in the area of Digital Learning has been provided for all Social Studies and Science Teachers throughout the school year. the Digital Learning Project Specialist for the SB County superintendent of Schools has been scheduled 3 times throughout the school year to provide assistance and support for the two content area teachers to learn hands on blended/digital lessons. |
| Teacher collaboration by grade level (kindergarten through grade eight) and | Citrus HS currently has implemented a Innovation that creates an additional prep period for all teachers. This Innovation creates two teacher prep periods; one of them is a traditional prep period for teacher to conduct professional duties while the |

| Staffing and Professional Development | |
|---|---|
| department (grades nine through twelve) (EPC) | second is a PLC prep period where teachers are required to work on 6 identified teaching and learning support areas. One of these is |

**Identified Needs based on Findings:**

Implementation of Educational Technology for interventions and student support
* Best practices of blended/online instructional strategies implementing the 5 E's Lesson Plan
* Increase teachers capacity to implement EL strategies focused on productive language
* More targeted instruction for students (individual not whole group)

Multi-Tiered Systems of Support
* Provide PD for teachers, counselors and support staff on MTSS

| Teaching and Learning | |
|---|---|
| Alignment of curriculum, instruction, and materials to content and performance standards (ESEA) | 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:<br><br>Grade English Math Science Social Science<br>6-8th Study Sync Big Idea<br><br>Discovery Math Techbook Prentice Hall<br><br>Discovery Science Techbook TCI History Alive!<br>9-12th SpringBoard HMH- Integrated California<br><br>Discovery Math Techbook Pearson- Biology<br><br>Glencoe- Chemistry<br><br>Holt, Rinehart & Winston- Earth Science McGraw - Hill<br><br>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.<br>Teachers utilize differentiated instructional groups during class in Language Arts and Math. The instructional support teacher provides targeted literacy supports through programs such as Read 180, System 44, Math 180 and C-STEM). The student |

## Teaching and Learning

intervention team reviews data and identifies goals that align with tiered supports involving the team, parents, the student, and where progress is continually monitored

The English department teachers use the College Board Springboard curriculum, which is aligned to the 2012 CA ELA/ELD framework and has high standards for performance criteria vertically aligned to AP courses and college coursework. Pacing guides, common formative assessments, and full-scale implementation training and fidelity follow-up occurred with district office personnel during the 017-2018, 2018-2019, and 2019-2020 school year.

College and Career Literacy, our English intervention program, uses Read 180 curriculum and is aligned to the CA ELA/ELD framework and the ELA California State Standards. An Intervention Teacher on Assignment(TOA) from the district office comes to site on a monthly basis to collaborate with this teacher, analyze READ 180 assessment data, and administer the MAP testing for this student group.

The History and Social Sciences department adopted new textbooks through the piloting process during the 2018-2019 school year. The newly adopted textbooks are aligned with California State Standards and the History/Social Studies Framework. The use of Inquiry based learning is emphasized. Pacing/curriculum guides will be developed emphasized. Pacing/curriculum guides will be developed Springboard curriculum, including Zinc Lab Springboard Implementation Fidelity Walks Intervention TOA History/Social Science textbook UNIQUE curriculum program SANDI Assessment Online Programs: iNACOL

Our Art program is based on the newly adopted VAPA standards. VAPA teachers from across the district participate in a quarterly all-day PLC meeting wherein they have begun to backwards map the new VAPA standards into pacing guides which would align across their content areas.

The Moderate/Severe Adult Transition Special Education teachers on site have been given professional development by the district in the use of the UNIQUE curriculum. This curriculum focuses on goal setting and can be differentiated and paired down for students with even the most severe disabilities. The UNIQUE curriculum is standards aligned and contains units that focus on current events, science concepts. And daily living. Special Education teachers have also been recently trained to use the SANDI assessment. This assesses students at four planned intervals during the school year, and not only before annual IEP or triennial IEPs which was the past practice. This now allows teachers to track specific academic, behavior, and daily living goals for students, that are specific to their age, grade level, and ability level.

Both CTE pathways use both a virtual lab and a physical construction or makers space. The Building Trades and Construction pathway uses the NCCER curriculum as well as OSHA safety curriculum. The Product Design pathway uses Microsoft Essentials, Microsoft 365 online, and Codesters. Teachers attend a variety of conferences and professional development throughout the year to increase their understanding of Visible Learning and Teacher Clarity, both initiated at the district level, and technology integration in the classroom, initiated at the site level.

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

| Teaching and Learning |
|---|
| | 44, Math 180, and C-STEM) Students who participate in the Resource Specialist Program also have access to instructional materials that support attainment of goals as outlined in their Individual Educational Plans.<br><br>All course curriculum and textbooks are aligned with the California State Standards for their content area as well as the National Literacy Standards in all content areas. New curriculum adoptions in ELA, Math, and Social Studies align with the CA ELD Standards for grades 9-10 and 11-12 grade spans. Graduation requirements set by the district coincide with similar, but not all, A-G requirements. National Center for Construction Education and Research Standards (NCCER) are used within the Career Technical Education Building Trades and Construction pathway to align skills attained through content instruction with skills gained in other content areas such as English and math. |

**Identified Needs based on Findings:**

Provide teachers ongoing professional development to support instructional materials and strategies in all core subject areas to increase student mastery of content standards.

Continue to use and analyze common formative assessment data in grade level teams to plan differentiated instruction based on student needs.

Teachers need to continue to build expertise in creating learning targets and success criteria.

After PLC professional development training, teachers need to be afforded additional PLC collaboration time to lesson plan, create assessments, data analysis, identify effective strategies, and reteach/enrichment lesson.

We need to provide and pay certificated teachers to participate in opportunities to work in their Professional Learning Communities to identify essential learning objectives, discuss and agree upon success criteria for these objectives, then plan for use with students. Additionally, these PLC teams need to continue to develop and refine common formative and summative assessment to analyze student proficiency, leading to discussion and planning around intervention and enrichment opportunities.

New science curriculum based on/connected to NGSS standards

Provide additional time for PLC's to collaborate on data review, current practices, curriculum needs and additional/supplemental materials needed to meet the needs of all students.
Provide additional time for Professional Development based on teacher needs.
Provide PLC time for data chats around EL and SPED data.

| Opportunity and Equal Educational Access | |
|---|---|
| Services provided by the regular program that enable underperforming students to meet standards (ESEA) | The Continuation High School Innovation; Innovation provides teachers with built in time for a prep period PLC. This time should be utilized for additional learning opportunities for underperforming students to meet with teachers and get individualized support that is targeted to their learning gaps. |

| | Opportunity and Equal Educational Access |
|---|---|
| | The Continuation High School has built in a 7 period instructional day for all students. This schedule provides for student to remediate while taking grade level courses.

The Continuation High School has created a Learning Lab for extended learning opportunities for underperforming students to meet with the Bilingual Aide, and/or the Resident Sub, and/or teachers before school, after school, and lunch time. Student progress reports and report cards are used to create a student intervention list that is broken into Tiers of Intervention. |
| Student groups for whom there exist disparities in achievement and summary of the root causes. | The following student groups have disparities in achievement
English Learners
Students with Disabilities
Socioeconomically Disadvantaged Students.

Summary of the root causes
* Lack of ELD objectives implemented into daily lesson plans across all content areas
* Lack of a fully implemented multi-tiered system of supports
* Lack of small group differentiated instruction |
| Determination of whether the needs of all children have been met by the SPSA Actions/Services implemented, particularly the language and academic needs of English Learners and students not meeting the state academic content standards. | Our implemented SPSA actions and services have met the needs of some students and specifically met the needs of our English Learners by increasing their pass rate in credit recovery courses.

Based on our classroom walkthroughs we have seen an increase in the EL teaching strategies in the below areas
Academic Response Frames
* 10% of the classrooms were implementing academic response frames during the classroom walkthrough.
Academic Language
* 66% of the classrooms had evidence of TEACHERS using academic language during the classroom walkthrough.
* 23% of the classrooms had evidence of STUDENTS using academic language during the classroom walkthrough

Despite the implementation of school-wide PBIS expectations, we have seen an increase in our suspension data in two specific areas, controlled substances on school grounds and physical/verbal altercations. |

**Identified Needs based on Findings:**

Teachers need additional professional development on implementing small group and differentiated instruction through the use of PD days, admin-directed time, and PLC prep periods.

Increase the student support through Special Education Aides by providing instructional support, intervention support, student feedback, and mentoring.

Increase the student support through Resource Specialist Teachers by providing instructional support, intervention support, student feedback, and mentoring.

| Opportunity and Equal Educational Access |
|---|
| Provide time for teachers in grade level/subject PLCs to develop common lessons through inquiry-based learning cycles.<br><br>Continue to offer Special Projects for students who are falling behind, failing, and/or missing instruction.<br><br>We need to offer additional tutoring and/or interventions outside the school day. This can include teacher-developed and outside services for tutoring.<br><br>Research possible actions/services that would address the illegal use of controlled substances and physical/verbal altercations on campus. |

| Parental Engagement | |
|---|---|
| Resources available for families to support their child(ren)'s education and assist under-achieving students. | The following activities are utilized to provide parents and other community members with an understanding of the vision, mission, and Student Learning Outcomes of Citrus High School; At back to school night, parents and students are provided with an opportunity to meet with every teacher, counselor, and administrator and discuss the vision, mission, and SLOs of Citrus High School.<br><br>At all student orientations, counselors and administrators provide all new students and parents with details of the school vision, mission, and SLOs of Citrus High School. Blackboard Connect messages Coffee with the Principal The vision, mission, and SLOs are discussed at the school site council (SSC) meetings. SSC reviews the school data, student outcomes, and provides feedback and approval on school site budget allocation<br><br>Students who transfer to Citrus High School must complete the enrollment process. The process includes signing transfer paperwork, filling out the enrollment packet, and attending student/parent orientation. Parents receive a handbook, as well as school information, policies, procedures, and expectations. The Community Bilingual Aide schedules and translates meetings for teachers, counselors, and administration. She greets the parents at the front and is available to assist non-English-speaking parents.<br><br>Parents are able to sign up for Q parent connect to access student information. Class assignments, grades, credits, and attendance are all available for review. The Community Bilingual Aide or School Outreach Liaison assists parents with this process.<br><br>Blackboard Communication is used to communicate information to multiple parents at once. These messages can be received by phone calls, text messages, and/or emails. Messages regarding upcoming events, graduation information, parent nights, testing information, etc. Messages can be sent in both English and Spanish.  Parents receive a student graduation evaluation and a copy of their class schedule at Back to School Night. Teachers are available to answer any questions regarding their classes during this event. Senior conferences are held with parents and students, for those who are at risk of not graduating.<br><br>SIT meetings are held for at-risk students who need intervention in attendance, academics, and behavior. Meetings are translated by the School Outreach Liaison. An administrator, counselor, teachers, parent, and student are all invited to attend. |

| Parental Engagement |
|---|
| IEP Meetings are held for students with disabilities. 504 meetings are held for students who need special accommodations but do not qualify for special education.<br><br>Paper Education was offered as a 24/7 virtual tutoring opportunity for all students. |

**Identified Needs based on Findings:**

Increase parent participation/engagement in ELAC, SSC, MS Teams, FAFSA training, Student Orientations, Back to School Night in order to support parents with helping their students with attendance, engagement, and social-emotional support.

Increase our social media presence in order to disseminate information to parents.

Schedule informational parent meetings at all comprehensive high schools to provide an overview of the continuation high school and answer any questions or concerns parents have about the transfer process.

Support parents in participation in such groups as ELAC, Parent Workshops, FAFSA Parent Nights, and SSC.

Provide parents with training and workshops that address the relevant needs of families.

Provide professional development for parents (workshop registrations, transportation, fees, guest speakers).

| Funding | |
|---|---|
| Services provided by state and local funds that enable underperforming students to meet standards. | * SUPC funds were used to implement an intramural program to increase student engagement and build communication, collaboration, critical thinking, and creativity skills.<br>* Students must pass all scheduled courses in order to participate on the intramural teams and coach progress monitors all students by quarter to identify if any of the students are academically ineligible. |
| Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA) | * Title 1 funds were used to implement a College and Career Center to provide underperforming students and parents with additional support with FAFSA, College Applications, and additional support with individual and small group Counseling<br>* Title 1 funds were used to provide underperforming students with online extended learning opportunities.<br>*  Title 1 funds were used to implement Learning Labs to provide underperforming students with extended learning opportunities with teachers to decrease Fs and Ds on progress/report cards<br>* Title 1 funds were used to provide additional hourly and professional development for training and implementation of PLCs to support underperforming students<br>* Title 1 funds were used to provide additional time for tutoring with teachers and instructional aides. |

**Funding**

**Identified Needs based on Findings:**

Extended Learning Opportunities for students not meeting grade-level skills in writing, reading, listening, and/or speaking

Support and Services for EL students with an additional bilingual instructional aide, additional EL site monitor positions/stipends to monitor EL student progress, and reclassification.

Curricular and school climate Social Emotional Learning (SEL) supports for all students.

Professional development for MTSS school-wide focus on RTI and PBIS

Extended learning opportunities for students beyond the school day.

Extended learning opportunities for students during the winter and spring breaks.

Increase parent engagement, involvement, and confidence in assisting in their children's academic growth and wellness.

Provide additional EL monitor hours.

Provide Professional Development for teachers to implement small group and differentiated instruction.

Provide time for PLC's to collaborate and plan instruction.

---

**Stakeholder Involvement**

| | |
|---|---|
| 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. | In December 2021, SSC performed progress monitoring of actions and services to review levels of implementation and outcomes. Most actions and services were partially implemented with the intramural program receiving recognition for its success in the first year of full implementation.<br><br>In April 2022, SSC performed progress monitoring of actions and services to review levels of implementation and outcomes, and determined which actions and services to continue, discontinue, or modify. Majority of actions and service were substantially implemented.<br><br>In May 2022, SSC reviewed and approved the 2022-2023 SPSA with the updated actions and services. |

**Identified Needs based on Findings:**

Increase parent engagement and involvement in parent groups.

| Stakeholder Involvement |
|---|
| Continue to implement the Parent Empowerment Sessions and expand the sessions that were implemented during the 2021-2022 school year.<br><br>Continue to provide the SSC meeting through MS Teams as the virtual meeting option has been successful in providing parents access to the SSC meetings. |

# SWP Requirements

| SWP Requirements: <br> [ESSA section 1114(b)(7)] <br> 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 | Provide extended learning opportunities for all students during the scheduled school day and before/after the school day. <br><br> Professional learning opportunities on the blended learning model that will support the digital 1:1 initiative (digital rotation model) <br><br> Professional development to increase teachers' understanding, development, and implementation of research-based strategies for English Learners including but not limited to: Academic Language Response Frames. <br><br> Provide PD in educational technology for teachers to aid in enhancing and differentiating instructional practices for all students. <br><br> Engage in learning walks to identify what teaching strategies are being implemented and what PD needs to be provided to all teachers. <br><br> Provide unlimited 24/7 tutoring service (Paper Education) <br><br> All students have the opportunity to participate in intramural sports | Extended learning opportunities - <br> * APEX support daily September through May <br><br> * Support students with completing course work to reduce D's and F's every 4-5 weeks September through May <br><br> PD on Blended Learning - Monthly starting August through May <br><br> PD on enhancing and differentiating instruction - Monthly starting August through May <br><br> Learning Walks - Monthly starting August through April <br><br> Intramural Sports- four times a school year |
| 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 | Continue the Contractual Variance that provides administrative supported PD and PLC time for all teachers, to strengthen the academic program and quality of instruction. <br><br> Provide students with additional academic periods to access courses for meeting graduation requirements. <br><br> Provide small group instruction through the Citrus High School Contractual Variance (prep period PLC). | Contractual Variance PD/PLC <br> * Daily August through May <br><br> Additional courses <br> * Daily August through May <br><br> Small Group Instruction <br> * Daily September through May |

| 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 | Credit recovery program for students that are identified as possible non grads during semester 2

Provide students with additional academic periods to access courses for meeting graduation requirements.

Mandatory extended learning opportunities for students that are identified as failing 4 or more courses based on quarter 1/semester 1 report cards

Extended learning opportunities during winter and spring breaks

English Learners will be scheduled instructional support time with the Bilingual Aide based on the criteria of tiered academic interventions | Credit recovery
* Daily starting in January through May

Extended learning opportunities -
* APEX support daily September through May

* Support students with completing course work to reduce D's and F's every 4-5 weeks September through May

*ELO - during winter and spring break with

EL support
* Daily September through May |
| --- | --- | --- |

## 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) | -115.6 | >= -100.6 |
| 2018-2019 SBA Math (ALL): Average Distance from Standard (DFS) | -195.4 | >= -180.4 |
| MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) | 0.12 | >=0 |
| MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) | | |
| MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) | -0.29 | >=0 |
| Fall 2021 MAP Growth Reading (ALL): Average  Distance from Norm (DFN) | 11th: -16.6<br>12th: -12.8 | 11th: -16.1<br>12th: -12.3 |
| Fall 2021 MAP Growth Math (ALL): Average Distance from Norm (DFN) | 11th: -20.4<br>12th: -16.7 | 11th: -19.9<br>12th: -16.2 |
| 2021-2022 Household Participation Rate on Parent/Family Climate Survey | 6% | >= 25% |

| Identified Need(s): | Based on D's and F's rate data students need additional time and support outside the regular school day to effectively complete course work.<br><br>Based on MAP data students need to develop writing and reading skills across content areas.<br><br>Based on parent/family climate survey data parents need workshops to improve the academic achievement of their students |
|---|---|

| 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. Provide extended learning opportunities to support students with completing course work to reduce D's and F's.<br><br>*Certified/Classified Hours<br>* Instructional Supplies<br>* Printing<br>* Contracted Services | Report Cards<br>Progress Reports | All | Tutoring Staff<br>Principal<br>Assistant Principal | 6000 | |
| 1B. Provide training/workshops to parents to improve the academic achievement of their students.<br><br>*Workshops, conferences, training fees<br>*Certificated/Classified Hours<br>*Child Care<br>*Translation Services<br>*Supplemental supplies<br>*Webcams for audio and visual access to the training<br>*Laptops<br>*Contracted Services | Parent Sign In<br>Parent Surveys | All | School Outreach Liaison | 1500 | |
| 1C. Implement small group instruction and deliver differentiated instruction through blended learning and online learning practices to decrease Ds and Fs.<br><br>*Professional Development and related materials, books and resources<br>*Consultant fees and materials | Teacher Survey<br>Classroom<br>Walkthroughs<br>Progress Reports<br>Reports Cards | All | Administration | 3000 | |

| 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 |
| *Virtual and in-person conference Fees<br>*Certificated/Classified Hourly, and 1/6th<br>*Printing Services | | | | | |
| 1D. Utilize tech to increase access and engagement to instruction.<br><br>*TV Monitors<br>* Digital teaching devices<br>* Document Cameras<br>* Projectors | Classroom Walkthroughs | All | Teachers Adminstration | 1590 | |
| | | | **Total Estimated Cost for This Goal:** | 12,090 | |

# 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 writing through the use of implementing English Learners strategies such as response frames and**
**academic language across all content areas.**

| School Metrics/Indicators | Current Outcomes | Future Expected Outcomes |
|---|---|---|
| 2018-2019 SBA ELA (EL): Average Distance from Standard (DFS) | -153.4 | >= -138.4 |
| 2018-2019 SBA Math (EL): Average Distance from Standard (DFS) | -216.1 | >= -201.1 |
| MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) | -0.04 | >=0 |
| MAP Growth Math (EL):  Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) | -0.58 | >=0 |
| Fall 2021 MAP Growth Reading (EL): Average  Distance from Norm (DFN) | 11th: -17.9<br>12th: -20.3 | 11th: -17.4<br>12th: -19.8 |
| Fall 2021 MAP Growth Math (EL): Average Distance from Norm (DFN) | 11th: -18.3<br>12th: -25.7 | 11th: -17.8<br>12th: -25.2 |

| **Identified Need(s):** | Based on the MAP data for English Learners the identified need is to develop their writing skills. |
|---|---|

| 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 |
| 1a1. Provide Professional Development for teachers on implementing English Learner strategies, such as academic language and | Participant Surveys Classroom Walkthrough Data | English Learners | Teachers Bilingual Aide EL TOA | 3000 | |

| 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 |
| response frames, to improve their writing skills.<br><br>* Certificated Hourly<br>* Paying for Teacher's Prep Periods<br>* Classified Hourly<br>* Substitute Teachers<br>* Conferences/Webinars/Virtual PD and related materials<br>* Instructional Supplies/Materials<br>* Contracted Services | Student Writing Samples<br>Report Cards<br>Progress Reports | | | | |
| | | | **Total Estimated Cost for This Goal:** | 3,000 | |

# 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 productive language by developing their speaking and writing skills. | | |
|---|---|---|
| School Metrics/Indicators | Current Outcomes | Future Expected Outcomes |
| 2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI) | 26.1% | >= 29.1% |

| Identified Need(s): | Reminder: Be sure to include needs indicated by analysis of ELPAC level and domain-specific data from the local data section of the Comprehensive Needs Assessment.

Based on ELPAC domain data, speaking and writing skills is an identified need across all content areas for English Learners. |
|---|---|

| 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 |
| 1b1. Provide English Learners with extended learning opportunities in small group and/or individualized instruction to improve their speaking and writing skills.

* Classified Hours
* Certificated Hours
* Instructional Supplies/Materials | Report Cards | English Learners | Bilingual Aide Assistant Principal Resident Sub Teachers | 3000 | |
| 1b2. Implement a debate or public speaking course or club to increase English Learners' writing and speaking skills.

* Classified Hours | Student Work Samples | English Learners | Debate Teacher EL TOA | 2000 | |

| 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 |
| * 1/6 position<br>* Certificated Hours<br>* Instructional Supplies/Materials<br>* PD to support speaking skills | | | | | |
| | | | **Total Estimated Cost for This Goal:** | 5,000 | |

| LEA/School GOAL 3: Students will have access to multiple ways of developing College and Career Readiness for Global Competencies and will demonstrate College and Career Readiness upon high school graduation | | |
|---|---|---|
| **School Metrics/Indicators** | **Current Outcomes** | **Future Expected Outcomes** |
| 2020-2021 DataQuest Graduation Rate (ALL) (4 Year Cohort) | 61.5% | >=62.0% |
| 2020-2021 DataQuest Graduation Rate (EL) (4 Year Cohort) | 55.6% | >=56.1% |
| 2019-2020 % of Students "Prepared" for College and Career (ALL) | 8.1% | >=12.1% |
| 2019-2020 % of Students "Prepared" for College and Career (EL) | 3.8% | >=7.8% |
| 2020-2021 AP/IB Exam Pass Rate for Advanced Coursework (ALL) | na | na |
| 2020-2021 AP/IB Exam Pass Rate for Advanced Coursework (EL) | na | na |
| 2020-2021 DataQuest A-G Completion Rate (ALL)(4 Year Cohort) | 0.0% | na |
| 2020-2021 DataQuest A-G Completion Rate (EL)(4 Year Cohort) | 0.0% | na |
| 2018-2019 SBA ELA: % of 11th Grade Students Scoring Standard Met or Exceeded (ALL) | 10.1% | >= 13.1% |
| 2018-2019 SBA ELA: % of 11th Grade Students Scoring Standard Met or Exceeded (EL) | 0.0% | >=3.0% |
| 2018-2019 SBA Math: % of 11th Grade Students Scoring Standard Met or Exceeded (ALL) | 0.0% | >= 3.0% |
| 2018-2019 SBA Math: % of 11th Grade Students Scoring Standard Met or Exceeded (EL) | 0.0% | >=3.0% |

| **Identified Need(s):** | Based on the overall graduation rate students need to improve their D and F rate data. |
|---|---|

| **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** |
| 3A. Implement Multi-Tiered supports for students' academic, and behavioral. and social-emotional needs to complete course work and reduce D's and F's | Progress Reports Reports Cards PBIS Monitoring Database | All | Teachers Counselors | | 3,005 |

| 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 |
| * Instructional Supplies/Materials<br>* Awards/Incentives<br>* PBIS Annual Subscription<br>* Printing<br>* Posters<br>* Classified hours<br>* Certificated hours, Teacher Prep Periods<br>* Travel and Conference related fees<br>* PD materials and books | | | | | |
| 3B. Implement an intramural program to increase student engagement and build communication, collaboration, critical thinking, and creativity skills.<br>* League Fees<br>* Transportation Fees<br>* Equipment<br>* Uniforms<br>* Instructional/athletic Materials<br>* Teacher Sub Fees<br>* Certificated/Classified Add. Hours<br>* Awards | Progress Reports Reports Cards | All | PE Teacher DSO Administration | | 10,000 |
| | | | **Total Estimated Cost for This Goal:** | | 13,005 |

# Unfunded School Site Council Priorities

| Actions/Services | Pupils to be served | Estimated Cost | Person(s) Responsible |
|---|---|---|---|
| 1A. Provide extended learning opportunities to support students with completing course work to reduce D's and F's.<br><br>*Certified/Classified Hours<br>* Instructional Supplies<br>* Printing | All | $20,000 | Consultant<br>Principal<br>Assistant Principal |
| 1C. Implement small group instruction and deliver differentiated instruction through blended learning and online learning practices to decrease Ds and Fs.<br><br>*Professional Development and related materials, books, and resources<br>*Consultant fees and materials<br>*Virtual and in-person conference Fees<br>*Certificated/Classified Hourly, and 1/6th<br>*Printing Services | All | $40,000 | Teachers<br>Administration |
| 1B. Provide training/workshops to parents to improve the academic achievement of their students.<br><br>*Workshops, conferences, training fees<br>*Certified/Classified Hours<br>*Child Care<br>*Translation Services<br>*Supplement supplies<br>*Webcams<br>*Laptops | All | $4,500 | School Outreach Liaison |
| 1a1. Provide Professional Development for teachers on implementing English Learner strategies, such as academic language and response frames, to improve their writing skills. | All | $20,000 | Teachers<br>Bilingual Aide<br>EL TOA |

| Actions/Services | Pupils to be served | Estimated Cost | Person(s) Responsible |
|---|---|---|---|
| * Certificated Hourly<br>* Paying for Teacher's Prep Periods<br>* Classified Hourly<br>* Substitute Teachers<br>* Conferences/Webinars/Virtual PD and related materials<br>* Instructional Supplies/Materials | | | |
| 1b1. Provide English Learners with extended learning opportunities in small groups and/or individualized instruction to improve their speaking and writing<br>skills.<br><br>* Classified Hours<br>* Certificated Hours<br>* Instructional Supplies/Materials | All | $40,000 | Bilingual Aide<br>Assistant Principal<br>Resident Sub<br>Teachers |
| 3A. Implement Multi-Tiered supports for students to complete course work and reduce D's and F's<br><br>* Technology (ear buds, software)<br>* Instructional Supplies/Materials<br>* Printing<br>* Posters<br>* Agendas<br>* Additional Classified and Certificated hours | All | $20,000 | Teachers<br>Counselors |
| 3B. Provide professional development for staff members to understand and implement a Multi-Tiered System of Supports to improve all students' graduation rates.<br><br>* PD Supplies/Materials<br>* Conferences/Webinars/Virtual PD<br>* Certificated Hours<br>* Teacher Prep Periods<br>* Classified Hours | All | $20,000 | Teachers<br>Counselors |

| Actions/Services | Pupils to be served | Estimated Cost | Person(s) Responsible |
|---|---|---|---|
| 1D. Utilize tech to increase access and engagement to instruction.<br><br>*TV Monitors<br>* Digital teaching devices<br>* Document Cameras<br>* Projectors | All | 30,000 | Teachers<br>Administration |
| 1b2. Implement a debate or public speaking course or club to increase English Learners' writing and speaking skills.<br><br>* Classified Hours<br>* 1/6 position<br>* Certificated Hours<br>* Instructional Supplies/Materials | All | 25,000 | Debate Teacher |
| 3C. Implement an intramural program to increase student engagement and build communication, collaboration, critical thinking, and creativity skills.<br><br>* League Fees<br>* Transportation Fees<br>* Equipment<br>* Uniforms<br>* Instructional/athletic Materials<br>* Teacher Sub Fees<br>* Certificated/Classified Add. Hours<br>* Awards | All | 30,000 | PE Teacher<br>DSO<br>Adminstration |

# Programs Included in this Plan

| Federal Programs | | Allocation |
|---|---|---|
| X | **Title I, Part A: Allocation**<br>Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. | 20,090 |
| X | **Title I, Part A: Carryover** | |
| X | **Title I, Part A: Parent and Family Engagement**<br>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). | 883 |
| X | **Supplemental Concentration (SUPC) Allocation**<br>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) | 13,005 |
| X | **SUPC Carryover** | |
| **Total amount of state and federal funds allocated to this school** | | 33,095 |
| **Total amount of state funds spent (SUPC)** | | 13,005 |
| **Total amount of federal funds spent (Title I)** | | 20,090 |
| **Total amount of state and federal funds spent** | | 33,095 |
| **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 Bunten | Principal | Not-Applicable | Not-Applicable | 1 |
| Sarah Scheniderwent | Classroom Teacher | 2 year | May 2023 | 1 |
| Celia Castro | Classroom Teacher | 2 year | May 2023 | 1 |
| Matthew Callebs | Classroom Teacher | 2 year | May 2023 | 1 |
| Lindy Bidolli | Classroom Teacher | 2 year | May 2023 | 1 |
| Gaby Orellana De Quinteros | Other Staff Member: Community Aide | 2 year | May 2023 | 1 |
| Susana Maciel | Parent/Community Member | 2 year | May 2023 | 1 |
| Norma Esquivel De Villanueva | Parent/Community Member | 2 year | May 2023 | 1 |
| Jessica Serrano | Parent/Community Member | 2 year | May 2023 | 1 |
| Mariely Corral | Student Member | 1 year | May 2022 | 1 |
| Wendolyn Aguilar - Campos | Student Member | 1 year | May 2022 | 1 |
| Rahat Hassan | Student Member | 1 year | May 2022 | 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 11/18/20.

Attested:

| | |
|---|---|
| | Principal, Mike Bunten on 11/18/20 |
| | SSC Chairperson, Mike Bunten on 11/18/20 |

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

**Name of School:** Eric Birch & Citrus High School Shared SSC

**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 ___Maria G dallars___
    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: **May 12, 2022.**

Attested:

| | | |
|---|---|---|
| Mike Bunten<br>Typed name of School Principal | Signature of School Principal | May, 12, 2022<br>Date |
| Typed name of SSC Chairperson | Electronic Signature of SSC Chairperson | May 12-22<br>Date |