

2017-2020 Single Plan for Student Achievement (SPSA)

SPSA Year:

2017-18

2018-19

2019-20

School Name and School Code	Citrus High School (Continuation) 36-67710-3630480		SSC Approval Date: <u>October 12, 2018</u>
School Address	10760 Cypress Fontana, CA 92337		Local Governing Board Approval Date: <u>January 16, 2019</u>
Name of Principal	Mike Bunten	Phone # and Email	<input checked="" type="checkbox"/> Original <input type="checkbox"/> Addendum 909-357-5300 Mike.bunten@fusd.net
Name of SSC Chairperson	Mike Bunten	Phone # and Email	909-357-5000 Mike.bunten@fusd.net
SCHOOLWIDE PROGRAM (SWP)		TARGETED ASSISTANCE PROGRAM (TAS)	SCHOOL IMPROVEMENT
<input checked="" type="checkbox"/> SWP		<input type="checkbox"/> Targeted Assistance Program (TAS)	<input type="checkbox"/> Comprehensive Support and Improvement (CSI)
<input type="checkbox"/> SWP Consolidates Applicable Federal Funds			<input type="checkbox"/> Targeted Support and Improvement (TSI) <input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)

SCHOOL BACKGROUND

VISION AND MISSION	<p>Vision Statement: Learning Equals Success</p> <p>Mission Statement: At Citrus High School, our mission is to graduate high school students who are life-long learners, literate individuals, and critical thinkers who know their value in a global community.</p>
SCHOOL AND COMMUNITY PROFILE	<p>Community Profile</p> <p>The city of Fontana is populated by 205,000 residents. Approximating 16% of the residents have college degrees and 72% are high school graduates or high school graduates with some college. The largest ethnic group is Hispanic (69.1%), followed by White (13.3%), African-American (8.5%) Asian (7.1%) American Indian (0.2%) and other (1.8%)</p> <p>Student Demographics</p> <p>Citrus High School is a continuation high school that serves the southern Fontana community. The approximate enrollment is 311 students. The student population is a rich mixture of 91.3% Hispanic or Latino, 5.4% African American, 1% White, 0.2% Pacific Islander and 0.1% other ethnic backgrounds. We have approximately 34% English Language Learners (levels 3 or 4) 91% socioeconomically disadvantaged, 18% students with disabilities and >1% are foster youth.</p> <p>Staff Demographics</p> <p>Citrus High School is comprised of twenty-one (21) teachers, three (3) SDC teachers, and one (1) resource teacher. 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. The majority of our credentialed staff has master's degrees as well.</p>
SPSA HIGHLIGHTS (bullet points)	<ul style="list-style-type: none"> ➤ As with our last few SPSA's, Citrus High School continues to be committed to incorporating the SPSA, LCAP and the Site's WASC Report to meet the needs of our students and attempt to stimulate Parent Involvement. ➤ We are proud to be able to continue offering our "greater at-risk kids" a social and emotional component through our SPSA document. This year we will continue to implement the Success Program through Rescue a Generation. Rescue a Generation is a program used by both Summit High School and Kaiser High School. ➤ We will also continue to offer our students extended learning opportunities to help close any achievement gaps that we identify. ➤ Returning 20 students back to their home school on track to graduate in January of 2018, ➤ Finally, we will continue to offer our students the opportunity to attend field trips that show them what college opportunities that await them. We will also be setting up some field trips to local colleges in which parents will be allowed to accompany their student. There will also be field trips to venues like the INTEC Center and the Ontario Carpenters Union designed to expose and inspire our students to pursue

	<p>career possibilities beyond high school.</p>
<p>INCREASED OR IMPROVED SERVICES bullet points)</p>	<ul style="list-style-type: none"> ➤ At Citrus High School we have 5 identified critical learner needs: <ol style="list-style-type: none"> 1. Student Achievement 2. Attendance 3. College/Career Readiness 4. Social/Emotional 5. Parent involvement ➤ These five critical learner needs are designed to incorporate how we can strive to increase and improve services for all our students regardless of their status. We are always attempting to find ways to close the achievement gap through our Innovation Plan and after school tutoring as well. Not just for those students who identify as foster youth, socio-economically disadvantaged, or English Learners, but for ALL OF OUR STUDENTS. Regardless how our students are identified our mission as a Professional Learning Community is to aid ALL OF STUDENTS in repairing their transcript through remediation of failed/missing coursework and empowering them to make academically based choices so that they can make the best possible choices in real time as it pertains to the completion of their high school graduation requirements through their four year plan, but also in their post-secondary plans after graduation. ➤ We also seek to open our doors to parent involvement wherever and whenever possible. Parent involvement is a critical component of both our 95.6% attendance rate and the nearly 4% decline in Chronic Absenteeism. The first key to student achievement in any Secondary setting begins with consistent school attendance and in a Continuation setting the attendance component is even of greater importance. Therefore, our partnership with our parents is a critical component of our student's success. ➤ Therefore, our increased/improved services center on our ability to enhance the five critical learner needs though every service we offer within the pages of our SPSA. Because our goal is to educate ALL OF OUR STUDENTS.
<p>MOONSHOT</p>	<ul style="list-style-type: none"> ➤ 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. ➤ All students will graduate with an industry recognized certification in the market of Building Trades & Construction or Information Communication Technologies. ➤ All students will have an internship, high skilled job opportunity upon graduation or be enlisted in one of the Military Branches

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 1: Increase Proficiency and Strategic Thinking		
High School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
SBAC ELA for Grade 11: Change in average scaled score points from Meets Standards	-86.9	-108
SBAC Math for Grades 11: Change in average scaled score points from Meets Standards	-172.2	-187
Depth of Knowledge % of classrooms visited demonstrate Level 3 strategic thinking.	30%	15%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
Goal 1A: Instructional Technology: <ul style="list-style-type: none"> ➤ Educational Software ➤ Tech Supplies ➤ Educational Technology 	\$43,000		<ul style="list-style-type: none"> • SBAC ELA DFS (-108) growth of 22 • SBAC Math DFS (-187) growth of 15 • Classroom observations have seen an increase in educational technology implementation 	Modify – decrease the estimated expenditures that will be allocated towards this sub goal 1A
Goal 1B: READ 180: <ul style="list-style-type: none"> ➤ Instructional Supplies ➤ Educational Technology 	\$1,894		<ul style="list-style-type: none"> • Reading Inventory – Year End Range of Proficiency • 335 students were given the Reading Inventory during the 2018-2019 school year. Approximately 4.5% of the students met the criteria for READ 180 	Discontinue
Goal 1C: After School Tutoring/RCR: <ul style="list-style-type: none"> ➤ Additional Hourly ➤ Instructional Supplies 		\$7,000	<ul style="list-style-type: none"> • Overall average for Remedial Pass Rates at Quarter is around 70% • Overall average for Semester Pass Rates at Quarter is around 60% • Classroom observations - 15% DOK 3 	Continue

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 2: Promote Multilingualism and Multiculturalism		
Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Increase the percentage of EL demonstrating at least one level growth toward EL proficiency: ELPAC		Pending Anticipated CDE Update December 2019
Maintain or increase English Learner Reclassification rate	>12.6%	0.9%
SBAC ELA for English Learners: Change in average scaled score points from Meets Standards	-134.5	-148.1
SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards	-195.2	-209

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
Goal 2A: Instructional Materials/Supplies: <ul style="list-style-type: none"> ➤ Instructional Materials ➤ Student Supplies 		\$11,260	<ul style="list-style-type: none"> ● Classroom Observations DOK 15% ● SBAC ELA DFS -14 ● SBAC Math DFS -14 ● Reclassification < 1% ● Prep Period PLC Calendar approximately 20% of this time is used to pull students for extended learning opportunities 	Discontinue

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 3: Increase Graduation and College & Career Readiness		
High School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Naviance (# Visits)	85% not based on # of Visits	14
Graduation Rate	65%	68.4%
a-g Requirements Completion Rate with a grade of C- or better	NA	NA
AP/IB pass Rate (score of 3 or higher)	NA	NA
% of Students enrolled in AP/IB Program	NA	NA
# of students completing college credit courses with a C- or better	NA	NA
CTE Pathway Completion Rate	Not Identified	9%
ROTC Completion Rate	NA	NA
Number of students attaining the District and/or State Seal of Biliteracy		0

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results:
	Title 1	SUPC		Continue Modify (list the modifications) Discontinue
Goal 3A: College/Career Readiness Field Trips: ➤ 2 Field Trips	\$1000		<ul style="list-style-type: none"> ● Graduation Rate 68.4% ● CTE Pathway Completion Rate 9% ● Naviance Rate 85% ● 14 Naviance Visits ● Field trip attendance – Full participation in both College field trips ● Student feedback on College field trips has been positive and students recommend continuing the field trips 	Continue

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 4: Cultivate Effective Teachers and Leaders		
Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Certificated Professional Development Rating	Proficient	Proficient
Instructional Leadership Team Rating	Proficient	Proficient

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
4A Professional Development: <ul style="list-style-type: none"> ➤ SBAC Scoring Conferences ➤ Next Generation Science Conference (if possible) ➤ State Continuation School Conference ➤ Conferences on issues related and relevant to good teaching and our student population 	\$12,000		<ul style="list-style-type: none"> • DOK Levels 15% • Classroom observations – teachers need PD on how to implement the Social Science Framework and NGSS in the instruction/curriculum/assessment • Classroom observations – there is an increase in educational technology implemented in the classroom • 100% of teachers are using MS Teams/Office 365 to communicate and collaborate on the prep period PLC calendar Innovation 	Continue

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates			
Metrics/Indicators		2018-19 Expected Outcomes	2018-19 Actual Outcomes
Dropout rate		12.5%	NA
Suspension rate:	SW	10%	10.7%
	FY (homeless)	25%	0%
	Hisp	9%	11.1%
	ELL	9.5%	11.2%
	AA	10%	0%
	Sped	10%	17.1%
Expulsion rate		0%	04%
Attendance Rate		97%	97.23%
Chronic Absenteeism Rate		50%	40.7%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
5A Student Recognition: Plaques/Certificates (awards for attendance, academic success, improvement in behavior)		\$3,000	<ul style="list-style-type: none"> ● 96 students were nominated for the student recognition program The HERD for academic improvement/success ● Attendance Rate 97.23% ● Suspension 10.7 ● Expulsion Rate 0.4% ● Chronic Absenteeism Rate 40.7% 	Continue SUPC

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 6: Strengthen Family and Community Engagement		
Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets	8	8
Parent Engagement and Local Climate Survey	25%	22%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
Goal 6A: FAFSA Workshop: ➤ Printed Materials ➤ Light Refreshments	\$250		<ul style="list-style-type: none"> ● FAFSA Completion Rate – Submitted 35, Completed 30 ● Cal Grant Applications – 27 ● Cal Grant Awards - 4 ● Two FAFSA Workshops Sign In < 5% of 12th grade students and/or parents attended 	Continue SUPC
Goal 6B: Coffee w/the Principal: ➤ Printed Materials ➤ Light Refreshments	\$250		<ul style="list-style-type: none"> ● Eight Coffee with the Principal scheduled and all 8 had a minimum of 3 parents attend ● Every Coffee with the Principal has parent/guardian in attendance 	Continue SUPC
Goal 6C: Parent/Student Workshops	\$1,500			Continue

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 7: Promote Healthy Environments		
School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Increase number of fifth/seventh/ninth grade students meeting Healthy Fitness Zone (HFZ) on the Physical Fitness Test	NA	NA

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results:
	Title 1	SUPC		Continue Modify (list the modifications) Discontinue
Goal 7A: Parent/Student Social/Emotional Workshops \$6,000	\$6000	\$2,500	<ul style="list-style-type: none"> ● 90% of the student that started the Success Club completed the program and earned a certificate of completion ● Approximately 70% of the students improved their academics and passed more than 4 of their 7 courses while participating in the Success Club. ● Approximately 20% of the students in the Success Club improved their daily attendance 	Continue
Goal 7B: OMOCC Coordinator \$2,500			<ul style="list-style-type: none"> ● Attendance Rate 97.23% ● Suspension 10.7 ● Expulsion Rate 0.4% ● Chronic Absenteeism Rate 40.7% 	Continue SUPC

2018-2019 SPSA Evaluation Summary

Summarize the evaluation process and the conclusions drawn.

<p>Describe how the evaluation was conducted:</p>	<p>The 2018-2019 SPSA Evaluation was conducted in one SSC meeting. All SSC members were able to participate in the SSC meeting. The discussion involved the presentation of data, school site principal provided the context around the newly formed shared SSC and context around the different data points. Parents and students had limited questions around the SSC and around the SPSA metrics and goals.</p>
<p>Describe the conclusions drawn from the overall results:</p>	<p>Which (if any) goals were met based on overall student/school performance? Which actions/services were most effective in achieving those results?</p> <ul style="list-style-type: none"> • CTE Pathway Completion Rate • Attendance Rates • Chronic Absenteeism Rate • Suspension and Expulsion Rates • Schools will host at least eight (8) parent/community events annually • Certificated Professional Development Rating • Instructional Leadership Team Rating <p>Which (if any) goals were not met based on overall student/school performance? Which actions/services were least effective?</p> <ul style="list-style-type: none"> • SBAC ELA for Grade 11: Change in average scaled score points from Meets Standards • SBAC Math for Grades 11: Change in average scaled score points from Meets • Depth of Knowledge % of classrooms visited demonstrate Level 3 strategic thinking. • Graduation Rate • SBAC ELA for English Learners: Change in average scaled score points from Meets Standards • SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards • Naviance # of Visits • Parent Engagement and Local Climate Survey <p>In which goal areas (if any) were there notable gaps in performance between specific student groups (e.g. among low-income, EL, Hispanic, African American, SWD, and foster youth)? To what can these results be attributed?</p>

What conclusions can be drawn from this data and stakeholder input that will inform the needs that will be identified in this School Plan (for all students and specific student groups)?

Data Points that were highlighted and provided the context for the identified needs are as follows;

- Grade Rate
- Dropout Rate
- Pass/fail Rate of Quarter/Semester Courses
- SBAC Scores

Identified Areas of Need:

- All students need extended learning opportunities during the school day and before and/or after the school day. The data is showing a rate of around 25% failure in the Quarter classes and a higher rate of failure in the Semester classes, around 30%.
- With a graduation rate of 68.4%, we need to increase student's engagement in their motivation and aspirations in completing their graduation requirements. Students need to be provided with more time in smaller learning communities during the teachers prep period PLC and provide students with extended learning opportunities before and/or after school.
- By providing extended learning opportunities we will start by identifying students that are failing 4 or more classes at the progress and strategically pulling students into prep period PLCs, and supporting teachers with research based best practices on instructional strategies for at risk students, we can increase teaching and learning for all student groups at Citrus High School.
- By increase the amount of time that students are in small group instruction and providing an increase in the extended learning opportunities students engagement in their academic pathway to becoming college and career ready will increase and in turn decrease the dropout rate while increasing the graduation rate.
- For the extended learning opportunities to be successful teachers must be given professional development that is founded on research based best practices strategically targeting at risk students.
- The California Continuation Education Association will be used to provided communication, collaboration, and professional learning opportunities for all teachers to increase their capacity to improve teaching and learning at Citrus High School.
- To address the grade rate 68.4%, dropout around 30%, and failure rate of 25-30%, we need to increase the student's opportunities to visit and engage with Community Colleges, INTECH Center, and other vocational trade universities.
- The purpose in providing this service is to increase student engagement and create a post-secondary plan that will create opportunities for real world connections to industry partners and Community Colleges.

2017-2020 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)]

2018-19 Outcomes provided by Assessment and Accountability in the Fall SPSA Data Workbook

LEA/School GOAL 1: Increase Proficiency and Strategic Thinking		
Elementary and Middle School Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
SBAC ELA for Grades 3-8: Change in average scaled score points from Meets Standards	-109	-98
SBAC Math for Grades 3-8: Change in average scaled score points from Meets Standards	-187	-172
NWEA MAP Reading: % of students who meet expected fall to fall growth	NA	NA
NWEA Math: % of students who meet expected fall to fall growth	NA	NA
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	20%	30%

Identified Need(s):	<ul style="list-style-type: none"> Students need support in credit recovery, completion of original credit courses, and academic support. Students need access to technology to access programs such as APEX to provide a path to credit recovery through computer-based instruction (APEX) while also providing students with an alternative path for completion of original credit courses through computer-based instruction (where appropriate). Students need extended learning opportunities for students to receive tutoring services before school, after school, and during lunch. Students need access to technology to implement College and Career Literacy (previously Read 180) classes to support the goal of increasing students' proficiency in ELA.
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<p>SWP Requirements: [ESSA section 1114(b)(7)]</p> <p>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:</p>	<p>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</p>	<p>TIMEFRAME(s)</p>
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<p>Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards</p>	<ul style="list-style-type: none"> • Provide extended learning opportunities for all students during the scheduled school day and before/after the school day. • Professional learning opportunities on the blended learning model that will support the digital 1:1 initiative (digital rotation model) • Professional development to increase teachers understanding, development, and implementation of research based best practices for Continuation High School students. 	<ul style="list-style-type: none"> • College and Career Lab opens September • Digital literacy specialist PD for Science and Social Studies teachers. November and March • CCEA Conference May 1-3
<p>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</p>	<ul style="list-style-type: none"> • Continue the implementation of the prep period PLC calendar for all teachers • Provide students with during the school day extended learning opportunities in the academic core graduation requirements through the PLC prep periods • Students will be strategically pulled from non-core academic courses (elective/PE) and be provided with small group instruction through the Citrus High School Innovation (prep period PLC) 	<ul style="list-style-type: none"> • August staff meeting • PLC Prep Period Calendar Shared with all teachers • Every Wednesday teachers are required to submit the updated/revised PLC Prep Period Calendar
<p>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</p>	<ul style="list-style-type: none"> • Rapid credit recovery program for students that are identified as possible non grads during semester 1 • Mandatory extended learning opportunities for students that are identified as failing 4 or more courses based on quarter 1/semester 1 report cards 	<ul style="list-style-type: none"> • Quarter 1 Pass/Fail rates • Q SIS – generate semester 1 students failing 4 or more courses • Small groups of no more than 15 will be required to attend the extended learning opportunity. Learning Labs.

2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as A2i, Lexia Units gained, scored writing samples/projects, fall/winter MAP)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
Goal 1A: Instructional Technology: <ul style="list-style-type: none"> Educational Software Tech Supplies Educational Technology 	<ul style="list-style-type: none"> F-Rates Walk Through Data 	All	Teachers Principal Counselors Assistant Principal	\$2,299
Goal 1C: Extended Learning Opportunities <ul style="list-style-type: none"> Additional Hourly Provide instructional materials and copies 	<ul style="list-style-type: none"> F-Rates Grad Rates Sign in sheets 	All	Teachers Principal Counselors Assistant Principal	\$6,000
Total Estimated Cost for This Goal:				\$8,299

LEA/School GOAL 2: Promote Multilingualism and Multiculturalism		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Increase the percentage of EL demonstrating at least one level growth toward EL proficiency: ELPAC	Pending anticipated CDE Update December 2019	
Maintain or increase English Learner Reclassification rate	0.9%	≥12.6%
SBAC ELA for English Learners: Change in average scaled score points from Meets Standards	-148.1	-138.1
SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards	-209	-203

Identified Need(s):	<ul style="list-style-type: none"> Students need differentiation to meet their academic and linguistic needs by providing extended opportunities.
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as A2i, Lexia Units gained, scored writing samples/projects, fall/winter MAP)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
Goal 2A: Extended Learning Opportunities <ul style="list-style-type: none"> Additional Hourly for Certificated Staff Academic language acquisition 	<ul style="list-style-type: none"> F-Rates Grad Rates First time pass rate Sign in sheets 	EL Students	Teachers Principal Counselors Assistant Principal	\$1,500
Total Estimated Cost for This Goal:				\$1,500

LEA/School GOAL 3: Increase Graduation and College & Career Readiness

Metrics/Indicators (High School)	2018-19 Outcomes	2019-20 Expected Outcomes
Naviance (# Visits)	14	28
Graduation Rate	68.4%	70%
a-g Requirements Completion Rate with a grade of C- or better	NA	NA
AP/IB pass Rate (score of 3 or higher)	NA	NA
% of Students enrolled in AP/IB Program	NA	NA
# of students completing college credit courses with a C- or better	NA	NA
CTE Pathway Completion Rate	9%	12%
ROTC Completion Rate	NA	NA
Number of students attaining the District and/or State Seal of Biliteracy	0	1

Identified Need(s):	<ul style="list-style-type: none"> • Students need to be exposed to both potential opportunities in the areas of College and Career upon graduation from Citrus High School. • Students need to be exposed to career readiness centers such as the Intech Center.
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2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost	
				Title 1	
Goal 3A: College/Career Readiness Field Trips: <ul style="list-style-type: none"> • 3 Field Trips 	<ul style="list-style-type: none"> • FAFSA Completion Data • CTE Completion Rate • Surveys 	All	Principal Counselors Assistant Principal	\$1500	
Total Estimated Cost for This Goal:				\$1500	

LEA/School GOAL 4: Cultivate Effective Teachers and Leaders Sites to complete this table

Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Certificated Professional Development Rating	Proficient	Proficient, Advanced
Instructional Leadership Team Rating	Proficient	Proficient, Advanced

Identified Need(s):	<ul style="list-style-type: none"> Citrus High School educators need professional learning opportunities in the areas of educational technology, instructional strategies and methodologies to increase rigor and relevance in core curriculum and strategies in serving the foundational learning needs our unique and diverse population. Teachers need support in the areas of social emotional support and instructional strategies for at risk students.
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2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
4A Professional Development: <ul style="list-style-type: none"> California Continuation Education Association Conference Next Generation Science Conference (if possible) Social Studies Framework Conference Educational Technology Conferences (CUE / ISTE) 	<ul style="list-style-type: none"> Pass Rate/Failure Rate Grad Rate 	All	Principal Teachers Assistant Principal	\$8,500
Total Estimated Cost for This Goal:				\$8,500

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates			
Metrics/Indicators		2018-19 Outcomes	2019-20 Expected Outcomes
Dropout rate		NA	NA
Suspension rate:	SW	10.7%	< 10%
	FY (homeless)	0%	0%
	Hisp	11.1%	< 10%
	ELL	11.2%	< 10%
	AA	0%	0%
	Sped	17.1%	< 15%
Expulsion rate		0.4%	0%
Attendance Rate		97.23%	98%
Chronic Absenteeism		40.7%	< 40%

Identified Need(s):	Consider what differentiated supports students who are not meeting attendance and or behavior expectations need in order to be successful.
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as monthly attendance/behavior reports)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1 Attendance supports and incentives are not allowable out of Title I.
Total Estimated Cost for This Goal:				

LEA/School GOAL 6: Strengthen Family and Community Engagement Sites to complete this table

Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets	8	8
Parent Engagement and Local Climate Survey	22%	44%

Identified Need(s):	<ul style="list-style-type: none"> • Parents need FAFSA and college workshops. • Parents need support in supporting their students social and emotional needs.
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as the academic achievement of students receiving Title I services, # of events, sign-in sheets, parent event feedback forms)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1 <i>May not be used for food</i>
Goal 6C Parent Workshops Parent/Student Work Shops <ul style="list-style-type: none"> • Consultant Fees 	Surveys Signi-ns	Tier 3 Intervention Students in RAG – Success Club	Administration Counselors	\$1,500
Total Estimated Cost for This Goal:				\$1,500

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Instructional Technology (2019-2020)	ALL	\$180,000 (@ 90K per year)	Principal
Tutoring and RCR (2019-2020)	ALL	30,000 (@15K per year)	Principal
Campus Construction Projects (2019-2020)	ALL	\$120,000 (60K per year)	Principal
Social and Emotional Programs (2019-2020)	ALL	\$30,000 (15K per year)	Principal
Peer Tutoring (2019-2020)	ALL	\$30,000 (15K per year)	Principal
Disaster Plan Requirements (2019-2020)	ALL	\$150,000 (75K per year)	Principal
Additional Teacher Assignments (2019-2020)	ALL	\$210,000 (105K per year)	Principal
Teacher Supplies and Instructional Materials and Instructional Field trips (2019-2020)	ALL	\$300,000 (150K per year)	Principal
Professional Development/Conferences	ALL	\$60,000 (30K per year)	Principal

Programs Included in this Plan: *Sites are not to edit this page.*

Federal Programs		Allocation
<input checked="" type="checkbox"/>	<p>Title I, Part A: Allocation: including carryover Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.</p>	\$22,299.00
<input checked="" type="checkbox"/>	<p>Title I, Part A: Parent and Family Engagement Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children’s schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).</p>	\$864.00
Total amount of federal funds allocated to this school		\$22,299.00

The following site-level supports are included in the district's 2017- 20 LCAP/LEAP:

LCAP/LEAP Goal	Description of Supports
Goal 1	<ul style="list-style-type: none"> • Supply closet to provide instructional supplies and materials for students • One full-time ELA Intervention Teacher/Instructional Support Teacher (IST) to provide literacy interventions to students that are not meeting the state's Common Core Standards. • Read 180/System 44 Blended Learning Curriculum and computer adaptive software, library, headphones w/mic, CD players w/headphones • Math 180 Blended Learning Curriculum and computer adaptive software, related materials • School-wide access to Moby Max computer adaptive software and instructional activities • Instructional materials for GATE activities • GATE enrichment, PD and extended learning opportunities • Title I Alternative Supports to provide extended learning and intervention opportunities • Purchase/repair of musical instruments • VAPA sponsored field trip to performance
Goal 2	<ul style="list-style-type: none"> • CELDT and ELPAC administration and calibration • EL Site Monitors to assess and monitor the status of English Learners and English Learners who have reclassified • ELD curriculum, core and supplemental • Bilingual Aides • Translators • English Learner Teachers on Assignment for instructional support
Goal 3	<ul style="list-style-type: none"> • Naviance, a college planning tracking system • Credit recovery programs, online and on site • Extra hourly for counselors to support students academically • PSAT, ACT with Writing, and SAT for high school students • Extra hourly and professional development for the design, implementation, and continued support of CTE-Linked Learning pathways • Extra hourly and professional development for the design, implementation, and continued support of the High School Academies • Additional extra hourly support for the implementation of Next Generation Science Standards activities, professional development, and Science & Technology Fair • Site Coordinators for Advanced Placement and International Baccalaureate programs • Middle Years program and Elementary International Baccalaureate programs at Jurupa Hills and Dolores Huerta International Academy, with professional development for teaching staff • Supplemental funding for Advanced Placement and International Baccalaureate exams

Goal 4	<ul style="list-style-type: none"> • Professional development for teachers on adopted curriculum • Professional Learning Community (PLC) support for sites • Professional development for principals and assistant principals • Additional assistant principal support at select elementary sites • Extended work year for elementary and middle school principals • Induction and PAR support for school sites/teachers
Goal 5	<ul style="list-style-type: none"> • PBIS and Restorative Practice professional development for Cohorts • PBIS extra hourly for site coaching support • Extra hourly for PBIS implementation • PBIS and Restorative practice materials
Goal 6	<ul style="list-style-type: none"> • Community Aides, Community Aides – Bilingual, and Outreach Liaisons for parent and student engagement • Parent Workshops to increase parent engagement • Professional Development for Community Aides, Community Aides – Bilingual and Outreach Liaisons • Family Math and Literacy Nights
Goal 7	<ul style="list-style-type: none"> • District Safety Officers at elementary and middle school sites

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
Matthew Callebs	Classroom Teacher	2 years	May 2022	1
Gil Vega	Classroom Teacher	2 years	May 2022	1
Tiffany Brumbaugh	Classroom Teacher	2 years	May 2022	1
Lindy Bidolli	Classroom Teacher	2 years	May 2022	1
Mariana Murillo	Other Staff Member: Bilingual Aide	2 years	May 2022	1
Sub Total: 6				
Christina Morrison	Parent/Community Member	2 years	May 2022	1
Elena Mercado	Parent/Community Member	2 years	May 2022	1
July Wittingham	Parent/Community Member	2 years	May 2022	1
Hailey Baker	Student Member	2 years	May 2022	1
Kobe Delgado	Student Member	2 years	May 2022	1
Bryan De La Cruz	Student Member	2 years	May 2022	1
Sub Total: 6				

				Total: 12
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RECOMMENDATIONS AND ASSURANCES