

2021-2022 Single Plan for Student Achievement (SPSA)

SPSA Year:

X2021-22

School Name and School Code	Citrus High School (Continuation) 36 67710 3630480		SSC Approval Date: May 19, 2021
School Address	10760 Cypress, Fontana, CA 92337		Local Governing Board Approval Date: Presented to the Board on 6/2/2021 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

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

Citrus High School is a Continuation High School that serves the southern Fontana community. The approximate enrollment is 316 students. The student population is a rich mixture of 91.1% Hispanic or Latino, 2.8% African American, 3.2% White, 0.6% other ethnic backgrounds. We have approximately 34.5% English Language Learners (levels 2, 3 or 4) 91.5% socioeconomically disadvantaged, 21.5% students with disabilities, and 0.3% are foster youth.

Staff Demographics

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.

Community Profile

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 (bullet points)

- * Develop and implement an intervention period/time that would provide additional services and supports for academic and/or social-emotional interventions.
- * Increase support systems for English Learners in demonstrating growth towards English Language proficiency
- * Improve access to social-emotional learning by implementing a Multi-Tiered System of Support
- * Increase Career Technical Education course offerings
- * 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
- * Increased access to the Resource Specialist Teacher outside the identified time required in the IEP
- * 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.

- 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

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.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
316	91.5	34.5	0.3
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	109	34.5
Foster Youth	1	0.3
Homeless	2	0.6
Socioeconomically Disadvantaged	289	91.5
Students with Disabilities	68	21.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	2.8
American Indian	2	0.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Asian	1	0.3
Filipino	4	1.3
Hispanic	288	91.1
Two or More Races	2	0.6
White	10	3.2

These data points indicate:

1. Based on the student data 91.5% of the student population qualify as Socioeconomically Disadvantaged.
2. Based on the student data over 34.5% of the student population are identified as English Learners.
3. Based on the student data 21.5% of the student population qualify as Students with Disabilities.

School and Student Performance Data

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

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Mathematics



Orange

College/Career



Yellow

Academic Engagement

Graduation Rate



Green

Conditions & Climate

Suspension Rate



Orange

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

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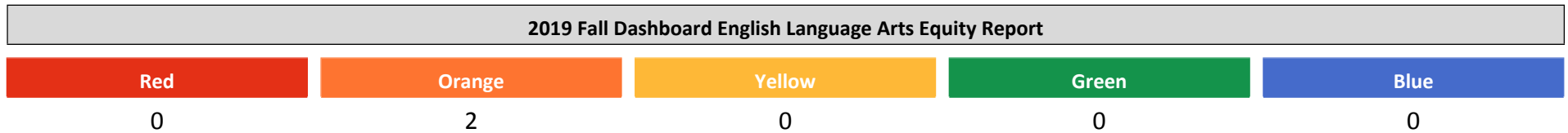
A review of the following data informs the comprehensive needs assessment.

Academic Performance English Language Arts

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









This section provides number of student groups in each color.











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

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

All Students	English Learners	Foster Youth
 Orange 115.6 points below standard Increased Significantly ++15.3 points 82	 No Performance Color 153.4 points below standard Maintained -2.7 points 28	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 113.3 points below standard Increased Significantly ++16.9 points 80	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 113.1 points below standard Increased Significantly ++15.7 points 77	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 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 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 Declined -5.3 points 28	0 Students	100.4 points below standard Increased Significantly ++51.8 points 34

These data points indicate:

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

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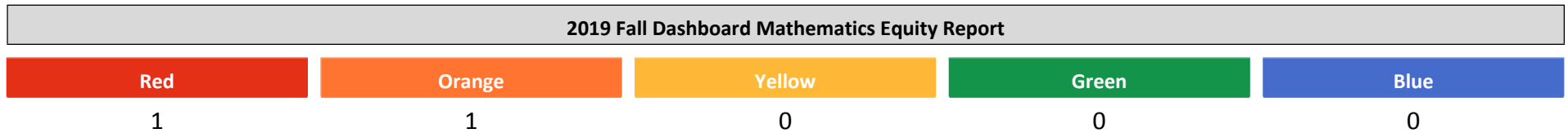
A review of the following data informs the comprehensive needs assessment.

Academic Performance Mathematics

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









This section provides number of student groups in each color.







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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange 195.4 points below standard Increased ++4 points 83	 No Performance Color 216.1 points below standard Maintained ++2.7 points 29	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 193.6 points below standard Increased ++8.8 points 81	 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 Less than 11 Students - Data Not Displayed for Privacy 2			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Red 198.7 points below standard Maintained ++0.8 points 78			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 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 Declined -8.5 points 28	Less than 11 Students - Data Not Displayed for Privacy 1	180.6 points below standard Increased Significantly ++15 points 34

These data points indicate:

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

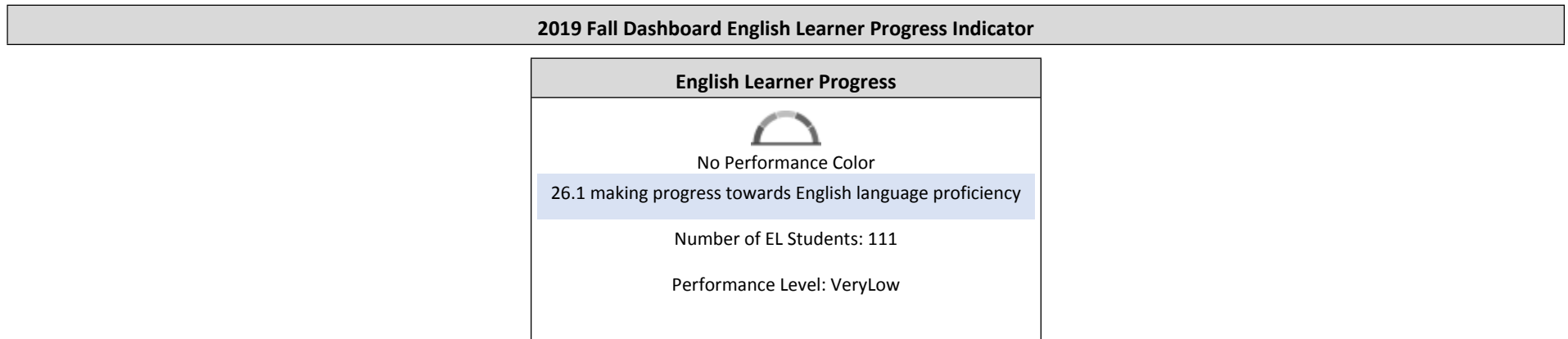
School and Student Performance Data

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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.



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

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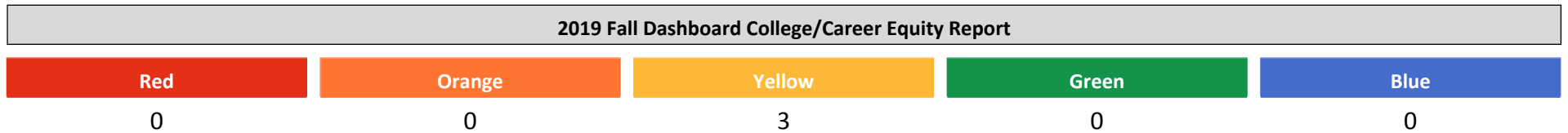
A review of the following data informs the comprehensive needs assessment.

Academic Performance College/Career

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

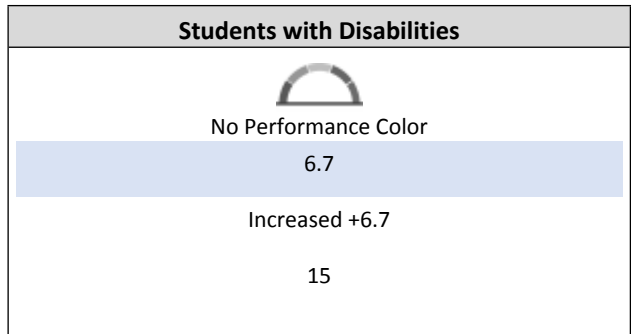
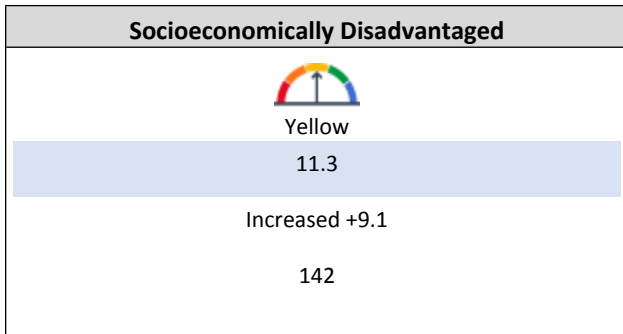
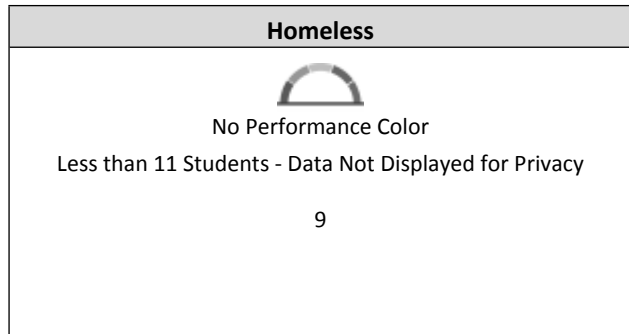
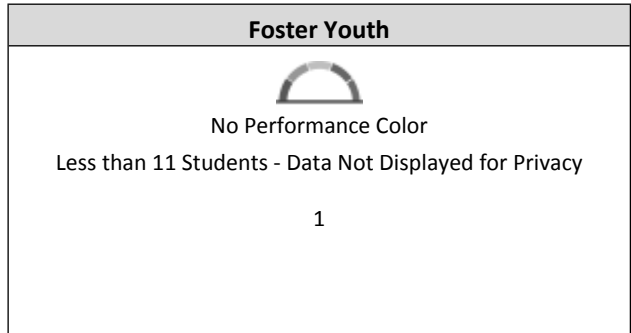
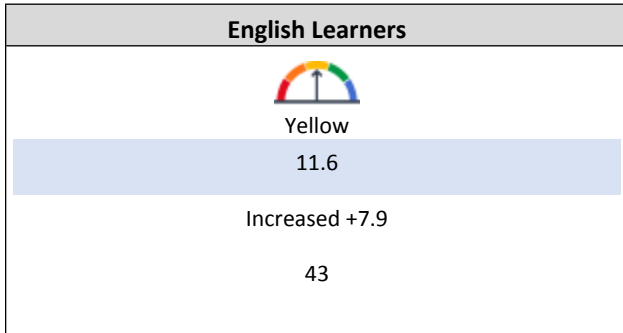
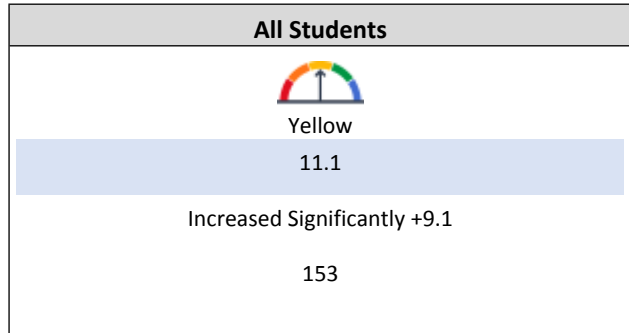


This section provides number of student groups in each color.











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



2019 Fall Dashboard College/Career by Race/Ethnicity

<p>African American</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10</p>	<p>American Indian</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students</p>	<p>Asian</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students</p>	<p>Filipino</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students</p>
<p>Hispanic</p>  <p>Yellow 11.7 Increased +9.5 137</p>	<p>Two or More Races</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p>Pacific Islander</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students</p>	<p>White</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5</p>

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

<p>Class of 2017</p> <p>2 Prepared 20 Approaching Prepared 78 Not Prepared</p>	<p>Class of 2018</p> <p>2 Prepared 20 Approaching Prepared 78 Not Prepared</p>	<p>Class of 2019</p> <p>11.1 Prepared 26.1 Approaching Prepared 62.7 Not Prepared</p>
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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.

These data points indicate:

1. College/Career Readiness decreased by 3.0% with 8.10% of the student population prepared on the College/Career indicator.
2. College/Career Readiness decreased by 5.2% with 20.9% of the student population approaching prepared on the College/Career indicator.
3. College/Career Readiness increased by 8.2% and had 70.9% of the student population not prepared on the College/Career indicator.

School and Student Performance Data

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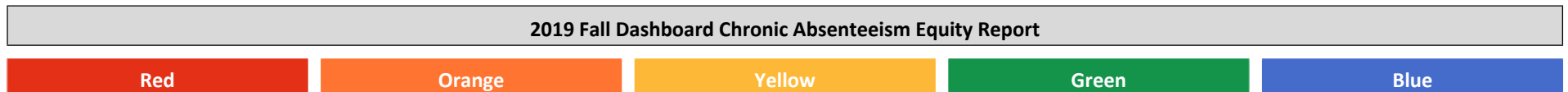
A review of the following data informs the comprehensive needs assessment.

Academic Engagement Chronic Absenteeism

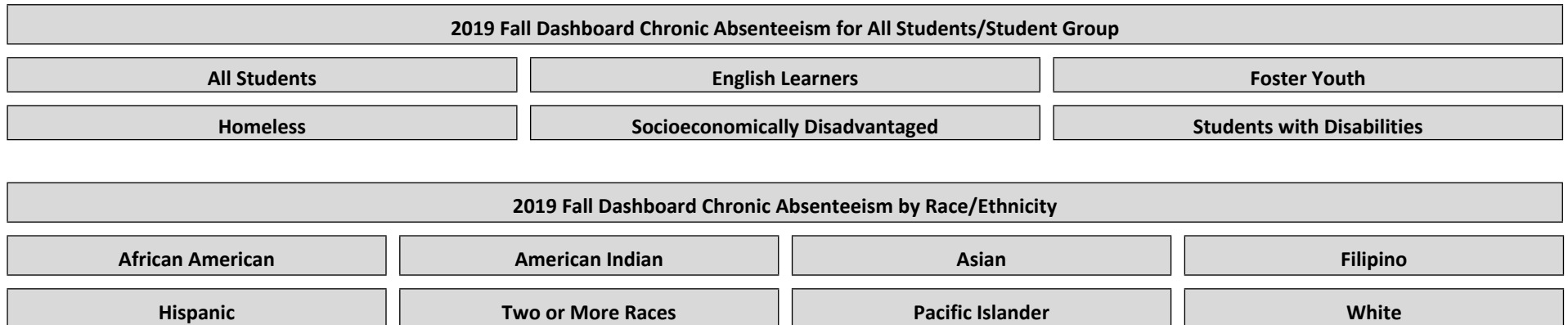
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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



These data points indicate:

- 1.

School and Student Performance Data

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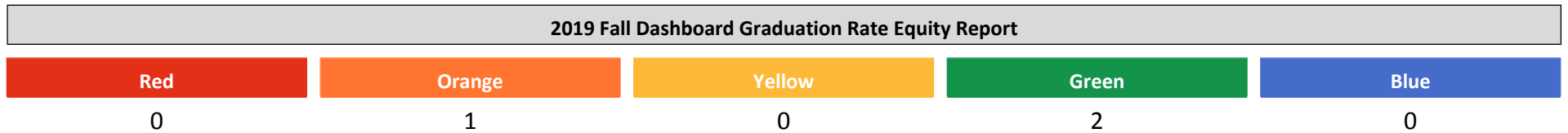
A review of the following data informs the comprehensive needs assessment.

Academic Engagement Graduation Rate

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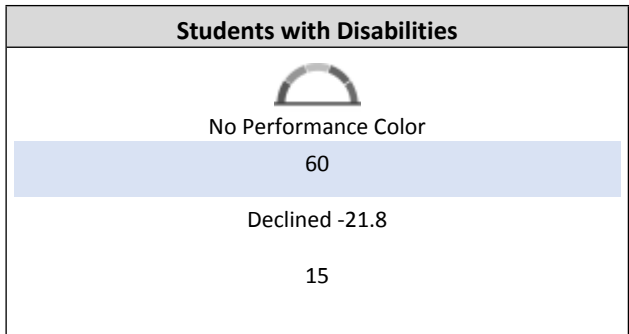
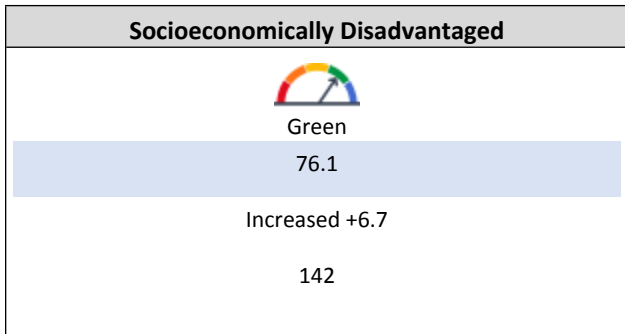
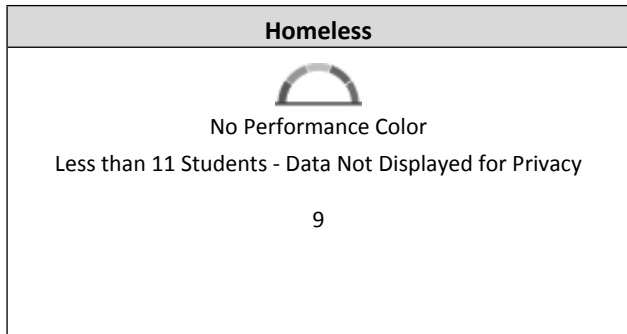
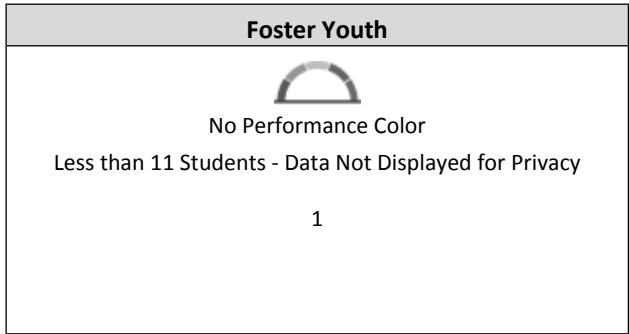
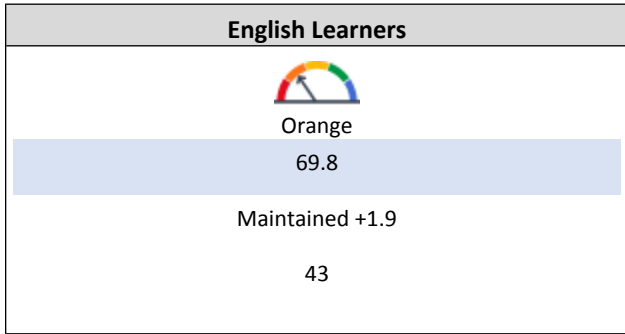
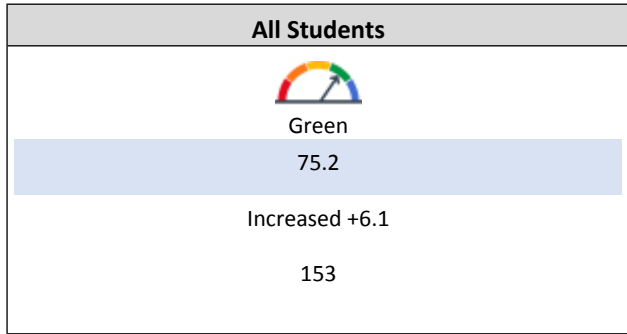


This section provides number of student groups in each color.











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



2019 Fall Dashboard Graduation Rate by Race/Ethnicity

<p>African American</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>	<p>Asian</p>  <p>No Performance Color 0 Students</p>	<p>Filipino</p>  <p>No Performance Color 0 Students</p>
<p>Hispanic</p>  <p>Green 77.4 Increased +6.2 137</p>	<p>Two or More Races</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5</p>

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

2020 School Dashboard Additional Reports and Data

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	148	111		75.00%
English Learners	53	32		60.40%
Foster Youth	1	*		*
Homeless	2	*		*

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
Socioeconomically Disadvantaged	134	100		74.60%
Students with Disabilities	21	12		57.10%
African American	3	*		*
American Indian or Alaska Native				
Filipino	2	*		*
Hispanic	137	103		75.20%
Native Hawaiian or Pacific Islander				
White	4	*		*
Two or More Races	2	*		*

These data points indicate:

1. Graduation Rate decreased by 0.2% to an overall Graduation Rate of 75.0%.
2. Graduation Rate for English Learner decreased by 9.4% and an overall Graduation Rate of 60.4%.
3. Graduation Rate for Socioeconomically Disadvantaged Students decreased by 1.5% and an overall Graduation Rate of 74.6%.

School and Student Performance Data

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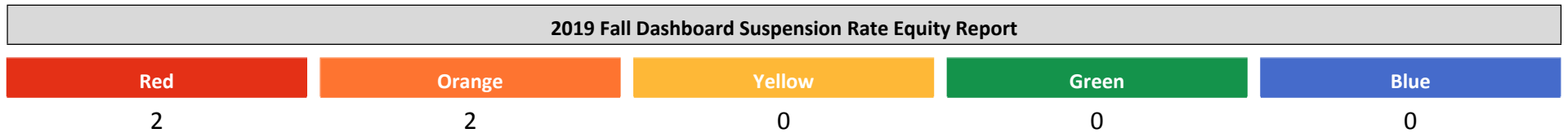
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Conditions & Climate Suspension Rate

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

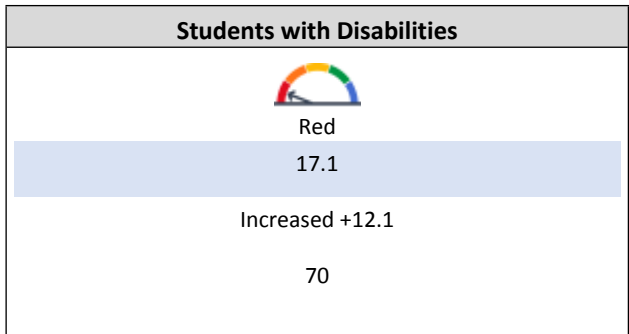
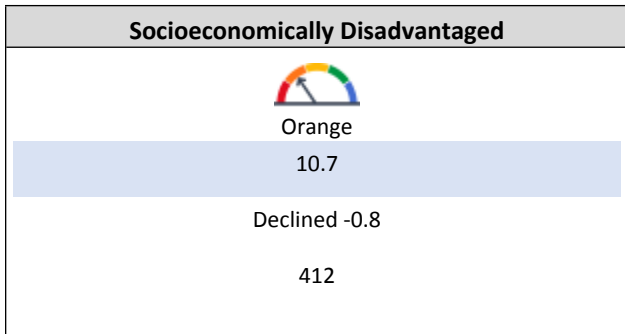
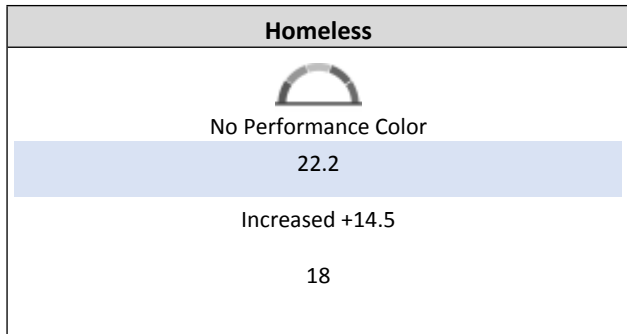
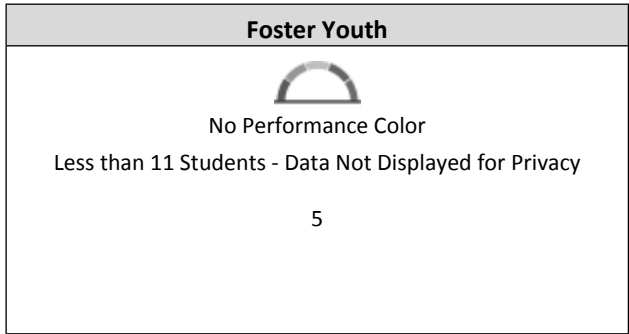
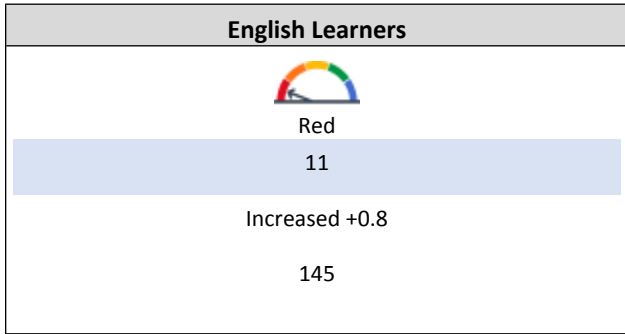
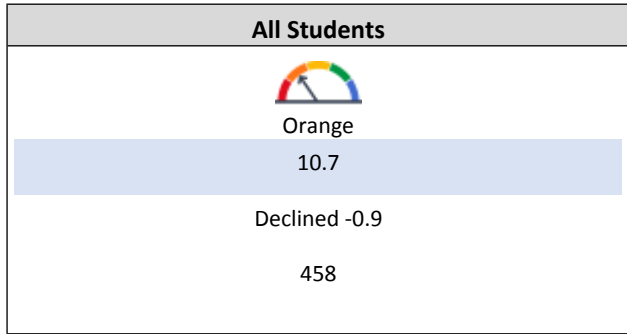


This section provides number of student groups in each color.











This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Declined -11.4 26	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 11.1 Declined -1 406	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 21.4 Increased +21.4 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:

- The Suspension Rate has continued to decline over the past 3 years from 12.3% in 2017 to 10.7% in 2019.
- 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.
- 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
Fall 2020 MAP Growth Reading (ALL): Average Distance from Norm (DFN)	11th: -13.7 12th: -9.8
Fall 2020 MAP Growth Math (ALL): Average Distance from Norm (DFN)	11th: -16.1 12th: -13.4
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

The local data indicates that our students are performing well below in English and Math. This supports the standardized assessment data indicating a need for additional support in these areas.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
Fall 2020 MAP Growth Reading (EL): Average Distance from Norm (DFN)	11th: -19.4 12th: -17.3
Fall 2020 MAP Growth Math (EL): Average Distance from Norm (DFN)	11th: -19.9 12th: -22.0
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

The local data indicates that our English Learners are performing well below in English and Math. Not only are they performing well below in English and Math but they are also performing below their classmates at Citrus HS.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes

Language Acquisition Data – English Learners (EL)	
2018-2019 % by ELPAC Level	Level 4: 6.84% Level 3: 28.21% Level 2: 39.32% Level 1: 25.64%
2018-2019 ELPAC Listening Domain: % by Performance Level	1.71% - Well Developed 60.68% - Somewhat/Moderately Developed 37.61% - Beginning Development
2018-2019 ELPAC Speaking Domain: % by Performance Level	43.59% - Well Developed 35.04% - Somewhat/Moderately Developed 21.37% - Beginning Development
2018-2019 ELPAC Reading Domain: % by Performance Level	4.27% - Well Developed 49.57% - Somewhat/Moderately Developed 46.15% - Beginning Development
2018-2019 ELPAC Writing Domain: % by Performance Level	5.13% - Well Developed 76.92% - Somewhat/Moderately Developed 17.95% - Beginning Development
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

Reading and Listening domains demonstrate the greatest area of need for our EL population. The majority of our EL population are demonstrating EL levels of 1 and 2 indicating low level of English proficiency.

Parent/Family Engagement	
School Metrics/Indicators	Current Outcomes
2020-2021 Household Participation Rate on Parent/Family Climate Survey	31%

Parent/Family Engagement

Site Specific Measures:

Site Specific Measures:

These data points indicate:

We had a significant increase in parents completing the FUSD Parent Survey from 5% to 31% of households.

College and Career Readiness

School Metrics/Indicators	Current Outcomes
2019-2020 AP/IB Exam Pass Rate for Advanced Coursework (ALL)	20%
2019-2020 AP/IB Exam Pass Rate for Advanced Coursework (EL)	na
2019-2020 DataQuest A-G Completion Rate (ALL)	0.0%
2019-2020 DataQuest A-G Completion Rate (EL)	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:	

These data points indicate:

Based on the College and Career Readiness data we had 10% of our 11th grade students met or exceed the SBA ELA.

Behavior

School Metrics/Indicators	Current Outcomes
Site Specific Measures:	

Behavior	
Site Specific Measures:	
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

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 towards English Language Proficiency.

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.

English Learners progress

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

Graduation Rate

Graduation Rate for English Learner maintained with 1.9% increase and an overall Graduation Rate of 69.8%.

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.

Distance Learning

* Due to distance learning, EL students have demonstrated an overall decrease in engagement as documented in their lack of participation in MS Teams live instruction and MS Teams student support time with their scheduled teachers and support staff.

* EL students have also demonstrated an overall decrease in their attendance rate as a result of connectivity issues, adverse childhood experiences, personal commitments, and friends/families' health concerns

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	
<p>Surveys Description of surveys (i.e., Student, Parent, Teacher) used during the schoolyear, and a summary of results from the survey(s).</p>	<p>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 Parent Involvement Survey. The results are shared at stakeholder meetings and analyzed collaboratively to provide direction for the next steps. Teachers are also given technology and distance learning surveys to assess their needs for technology and their level of skill as a user for instruction.</p> <p>Climate Survey Results for Students A total of 84 students participated in the 2021-2022 Annual Student Climate Survey Other Risks - 76% of respondents selected a favorable answer choice Substances and Student Interactions - 75% of respondents selected a favorable answer choice School Safety - 71% of respondents selected a favorable answer choice Self-Management - 67% of respondents selected a favorable answer choice Rigorous Expectations - 56% of respondents selected a favorable answer choice Teacher-Student Relationships - 51% of respondents selected a favorable answer choice Positive Feelings - 45% of respondents selected a favorable answer choice Attendance - 43% of respondents selected a favorable answer choice School Climate - 42% of respondents selected a favorable answer choice Valuing of School - 39% of respondents selected a favorable answer choice Self-Efficacy - 29% of respondents selected a favorable answer choice Sense of Belonging - 29% of respondents selected a favorable answer choice Learning Opportunities - 20% of respondents selected a favorable answer choice</p>

Analysis of Qualitative Data

A total of 95 households participated in the 2021-2022 Family Climate Survey
Discipline - 23% of the respondents answered positively to 70%+ of the questions in the Discipline dimension
Learning Supports - 7% of the respondents answered positively to 70%+ of the questions in the Learning Supports dimension
Promotes Diversity - 31% of the respondents answered positively to 70%+ of the questions in the Promotes Diversity dimension
Student Risk - 21% of the respondents answered positively to 70%+ of the questions in the Student Risk dimension
Parental Involvement - 43% of the respondents answered positively to 70%+ of the questions in the Parental Involvement dimension
Provides Information - 48% of the respondents answered positively to 70%+ of the questions in the Provides Information dimension
Adult Participation - 4% of the respondents answered positively to 70%+ of the questions in the Adult Participation dimension
Parents Well Informed - 17% of the respondents answered positively to 70%+ of the questions in the Parents Well Informed dimension
Facilities - 60% of the respondents answered positively to 70%+ of the questions in the Facilities dimension
Nutrition - 61% of the respondents answered positively to 70%+ of the questions in the Nutrition dimension

Based on the results from the surveys the below are the identified needs

- * The need to develop a Library Service Center/Career & College Center
- * The need to develop a multi-tiered system of supports
- * The need to implement PBIS

Classroom Observations

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

Formal teacher evaluations are completed based on the information and cycles of evaluations received by Human Resources. Classroom walkthroughs are completed by the school administration on a regular basis. The classroom walkthroughs are short appearances by the administration on a random basis to support teachers with feedback on what was observed during the walkthrough and the feedback is provided to ensure effective teaching and learning.

The administration conducts walkthroughs informally and formally using the Secondary School Walkthrough Form using a Microsoft Form that is shared with the administration. The form asks the administrator to observe the current classroom instruction and teacher clarity output. The responses are linked to an automated Microsoft Flow which generates an email to the teacher and administrator detailing the observer’s response. Teachers are encouraged to review the contents and dialogue with the administrator regarding any questions they may have about the responses.

The administration uses the classroom walkthrough data to inform the next steps for professional development and/or topics for staff meetings so teaching and learning is continuously being improved. One focus area of this year’s walk-throughs is to observe the implementation of EL strategies that have and will be implemented with the support of the school site’s EL TOA during whole group, PLCs, and individual teacher support time and the additional focus area is how are teachers engaging students and checking for understanding throughout the live instruction time.

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 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:

- * iO reports for student enrollment with ELPI data
- * College & Career Literacy Reading Inventory
- * MAP reports

Standards, Assessment, and Accountability

	<ul style="list-style-type: none"> * SAT results * ELPAC results * CAASPP data <p>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.</p>
<p>Process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA, particularly those which address the needs of low-achieving students and those at risk of not meeting state academic content standards.</p>	<p>Leadership Team meetings are held to evaluate the effectiveness of the processes and procedures that support student learning. Department chairs bring input from their department PLCs to the Leadership Team meetings for discussion.</p> <p>Classified monthly front office meetings are held to discuss, review, and update processes and procedures that support student learning through the administration office and health office.</p> <p>Counseling department meets with administration to discuss, review, and update processes and procedures that support student learning; master schedule, counseling referral process, MTSS referral process. Staff meetings are held two times a month on administrative directed minimum days.</p> <p>Teachers have two prep periods per our site innovation that allow the flexibility for them to be used to meet as grade level teams, subject level and/or PLC meetings to discuss both site-level and discipline-level programs</p> <p>Citrus High School Administration and School Site Council reviews budget and SPSA goals throughout the school year on a monthly basis. In the Spring, the stakeholders provide input for budgeting. In the Fall, ELAC, SSC, Site Leadership Team and Administration meet to discuss the programs and services to be addressed in the SPSA. In October, beginning of the year assessment data is reviewed and drafts are written and shared. Edits and updates are made based on stakeholder input before a final draft is accepted and voted upon. In January, programs and services are revisited for program evaluation and input is gathered from stakeholders for potential budget moves and action addendums.</p>
<p>Process for annually evaluating and monitoring implementation and progress toward accomplishing EL program goals for addressing the needs of low-achieving ELs.</p>	<p>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</p>

Standards, Assessment, and Accountability

Identified Needs based on Findings:

- * Increase student reading levels to grade level reading levels in ELA
- * Increased rate of EL reclassification
- * Students are scoring below standard on SBA ELA and Math
- * Focus on building Speaking and Writing skills for increase ELPAC scores
- * Extended Learning Opportunities for English Learners in the areas of listening 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.

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.

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.

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.

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
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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:

Grade English Math Science Social Science
6-8th Study Sync Big Idea

Discovery Math Techbook Prentice Hall

Discovery Science Techbook TCI History Alive!
9-12th SpringBoard HMH- Integrated California

Discovery Math Techbook Pearson- Biology

Glencoe- Chemistry

Holt, Rinehart & Winston- Earth Science McGraw - Hill

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.

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.

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.
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Opportunity and Equal Educational Access

	<p>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.</p> <p>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.</p>
<p>Student groups for whom there exist disparities in achievement and summary of the root causes.</p>	<p>The following student groups have disparities in achievement</p> <p>English Learners Students with Disabilities Socioeconomically Disadvantaged Students.</p> <p>Summary of the root causes</p> <ul style="list-style-type: none"> * Lack of ELD objectives implemented into daily lesson plans across all content areas * Lack of a multi-tiered system of supports * Lack of small group differentiated instruction
<p>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.</p>	<p>Based upon our recent FPM (Federal Program Monitoring) audit, our English Learners are a considerable area of need. Our chronic absenteeism data report, homeless, and foster youth are our most disengaged and absent student group.</p>

Identified Needs based on Findings:

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

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

Using common formative assessments, based on PLC intervention planning and resource development, we need to offer and extend both intervention and enrichment opportunities to our students.

Currently Student Support Time mostly focuses on students who are falling behind, failing, and/or missing instruction.

We need to offer additional tutoring and/or interventions outside the school day. This can include teacher developed and outside services for intervention and support.

Distance Learning has also reduced the intervention opportunities for students that are performing below standard. We need to develop and implement resources and instruction (whether independent or directed) for these students to extend learning

Opportunity and Equal Educational Access

Increase the communication and collaboration time with the Resource Specialist and the General Education Teachers.

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 understanding the vision, mission, and SLOs 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.

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

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 meeting for teachers, counselors, and administration. She greets the parents at the front and is available to assist non-English-speaking parents.

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 assist parent with this process.

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 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 parent and student, for those who are at-risk of not graduating.

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.

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.

Identified Needs based on Findings:

Increase parent participation/engagement on trainings such as; ELAC, SSC, MS Teams, FAFSA training, Student Orientations, Back to School Night in order to support parents with helping their

Parental Engagement

students with attendance, engagement, and social-emotional support.

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

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

Provide parents with trainings and workshops that address 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 provide underperforming students with extended learning opportunities in meeting College and Career
- * SUPC funds were used to provide underperforming students with behavior and academic recognition programs to decrease D's and F's.
- * SUPC funds were used to provide underperforming students with extended learning opportunities with teachers to decrease Fs and Ds on progress/report cards
- * SUPC funds were used to provide additional hours and professional development for trainings and implementation of English Learning teaching strategies to support underperforming students

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
- * Title 1 funds were used to provide underperforming students with extended learning opportunities in meeting College and Career Readiness through the CTE Simulator Lab
- * 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
- * Title 1 funds were used to provide additional hourly and professional development for trainings and implementation of PLCs to support underperforming students

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

Funding

Create a Library Services position that could support a Multi-Purpose Center for SEL, MTSS, PBIS, and extended learning opportunities.

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 summer

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

Provide additional EL monitor hours

Provide Professional Development in differentiated instruction

Provide additional hourly 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 March, SSC conducted progress monitoring on the SPSA and actions and services.

- * The majority of actions/services were partially implemented at this time.
- * Extended learning opportunities were minimally implemented for Juniors but substantially implemented for Seniors.
- * Professional Development for teachers on implementing EL strategies was substantially implemented at this time.

In late April, SSC with the input of ELAC determined which actions and services to continue, modify, or discontinue based on current data and the anticipated data of students.

- * The majority of actions/services will continue to be implemented
- * The action/service of providing tutoring opportunities for students to improve their writing and reading skills across all content areas will be discontinued due to the uncertainty of being able to provide these services in person. In-person tutoring will be added to the unfunded SSC priorities.

In May, SSC approved the 2021-2022 SPSA.

Identified Needs based on Findings:

Increase parent engagement and involvement in parent groups.

Identify activities that our parents and stakeholders would find valuable in attending.

Continue to provide the virtual meeting so more parents can attend the meeting in addition to providing an in-person meeting when it is safe to do so.

Stakeholder Involvement

Resource Inequities

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

Based on the Comprehensive Needs Assessment, Citrus High School has identified the following student groups, English Learners, Students with Disabilities, and Socioeconomically Disadvantaged as the student groups that need additional resources, services, and support systems to increase student achievement.

Additional areas of identified need are;

1. Create a Library Services position that would support a Multi-Purpose Center for MTSS, SEL, PBIS, and extended learning opportunities
2. Implementation of a Multi-tiered System of Supports
3. Increasing parent engagement/involvement
4. Student's acquisition of grade level reading, writing, speaking, and listening skills

SWP Requirements

<p>SWP Requirements: [ESSA section 1114(b)(7)] The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:</p>	<p>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</p>	<p>TIMEFRAME(s)</p>
<p>Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards</p>	<p>Provide extended learning opportunities for all students during the scheduled school day and before/after the school day.</p> <p>Professional learning opportunities on the blended learning model that will support the digital 1:1 initiative (digital rotation model)</p> <p>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.</p> <p>Provide PD in educational technology for teacher to aid in enhancing and differentiating instructional practices for all students.</p> <p>Engage in learning walks to identify what teaching strategies are being implemented and what PD needs to be provided to all teachers.</p> <p>Provide unlimited 24/7 tutoring service (Paper Education)</p>	<p>Extended learning opportunities - * APEX support daily September through May</p> <p>* Support students with completing course work to reduce D's and F's every 4-5 weeks September through May</p> <p>PD on Blended Learning - Monthly starting August through May</p> <p>PD on enhancing and differentiating instruction - Monthly starting August through May</p> <p>Learning Walks - Monthly starting August through April</p>
<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>	<p>Continue the Contractual Variance that provides administrative supported PD and PLC time for all teachers, to strengthen the academic program and quality of instruction.</p> <p>Provide students with additional academic periods to access courses for meeting graduation requirements.</p> <p>Provide small group instruction through the Citrus High School Contractual Variance (prep period PLC).</p>	<p>Contractual Variance PD/PLC * Daily August through May</p> <p>Additional courses * Daily August through May</p> <p>Small Group Instruction * Daily September through May</p>

<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>	<p>Credit recovery program for students that are identified as possible nongrads during semester 1</p> <p>Provide students with additional academic periods to access courses for meeting graduation requirements.</p> <p>Mandatory extended learning opportunities for students that are identified as failing 4 or more courses based on quarter 1/semester 1 report cards</p> <p>English Learners will be scheduled instructional support time with the Bilingual Aide based on criteria of tiered academic interventions</p>	<p>Credit recovery * Daily starting in January through May</p> <p>Extended learning opportunities - * APEX support daily September through May</p> <p>* Support students with completing course work to reduce D's and F's every 4-5 weeks September through May</p> <p>EL support * Daily September through May</p>
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Planned Improvements in Student Performance

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

LEA/School GOAL 1: Students will demonstrate improved academic growth and achievement through access to high quality educators, academic programs, and instructional resources that increase engagement and unlock potential.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (ALL): Average Distance from Standard (DFS)	-115.6	>= -100.6
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-195.4	>= -180.4
Fall 2020 MAP Growth Reading (ALL): Average Distance from Norm (DFN)	11th: -13.7 12th: -9.8	11th: >= -13.2 12th: >= -9.3
Fall 2020 MAP Growth Math (ALL): Average Distance from Norm (DFN)	11th: -16.1 12th: -13.4	11th: >= -15.6 12th: >= -12.9
2020-2021 Household Participation Rate on Parent/Family Climate Survey	31%	>= 25%

Identified Need(s):	<p>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.</p> <p>Based on SBAC and MAP data students need to develop writing and reading skills across content areas.</p> <p>Based on parent/family climate survey data parents need workshops to improve the academic achievement of their students</p>
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
<p>1A. Provide extended learning opportunities to support students with completing course work to reduce D's and F's.</p> <p>*Certified/Classified Hours * Instructional Supplies * Printing</p>	Report Cards Progress Reports	All	Tutoring Staff Principal Assistant Principal	10000	
<p>1B. Provide training/workshops to parents to improve the academic achievement of their students.</p> <p>*Workshops, conferences, training fees *Certificated/Classified Hours *Child Care *Translation Services *Supplemental supplies *Webcams for audio and visual access to the training *Laptops</p>	Parent Sign In Parent Surveys	All	School Outreach Liaison	2000	
<p>1C. Provide tutoring opportunities for students to improve their writing and reading skills across all content areas.</p> <p>* Certificated Hours * Classified Hours * Instructional Materials * Printing Services</p>	Report Cards Progress Reports	Credit Deficient Students	Tutoring Staff		11466
Total Estimated Cost for This Goal:				12,000	11,466

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 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
Fall 2020 MAP Growth Reading (EL): Average Distance from Norm (DFN)	11th: -19.4 12th: -17.3	11th: >= -18.9 12th: >= -16.8
Fall 2020 MAP Growth Math (EL): Average Distance from Norm (DFN)	11th: -19.9 12th: -22.0	11th: >= -19.4 12th: >= -21.5

Identified Need(s):	Based on the SBAC data for English Learners the identified need is to develop their writing skills.
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
1a1. Provide Professional Development for teachers on implementing English Learner strategies, such as academic language and response frames, to improve their writing skills. * Certificated Hourly * Paying for Teacher's Prep Periods * Classified Hourly * Substitute Teachers * Conferences/Webinars/Virtual PD and related materials	Lesson Plans Classroom Walkthrough Data	English Learners	Teachers Bilingual Aide EL TOA	4000	

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
* Instructional Supplies/Materials					
Total Estimated Cost for This Goal:				4,000	

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):	<p>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.</p> <p>Based on ELPAC domain data, speaking and writing skills is an identified need across all content areas for English Learners.</p>
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
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 Pre/Post Test Student Work Samples	English Learners	Bilingual Aide Assistant Principal Resident Sub Teachers	4741	
Total Estimated Cost for This Goal:				4,741	

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
2019-2020 DataQuest Graduation Rate (ALL)	66.5%	>=67.0%
2019-2020 DataQuest Graduation Rate (EL)	54.0%	>=54.5%
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%
2019-2020 AP/IB Exam Pass Rate for Advanced Coursework (ALL)	20%	>= 24%
2019-2020 AP/IB Exam Pass Rate for Advanced Coursework (EL)	na	na
2019-2020 DataQuest A-G Completion Rate (ALL)	0.0%	na
2019-2020 DataQuest A-G Completion Rate (EL)	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.

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
3A. Implement Multi-Tiered supports for students to complete course work and reduce D's and F's * Technology (ear buds, software)	Grad Rate D and F Rate	All	Teachers Counselors	4000	

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
<ul style="list-style-type: none"> * Instructional Supplies/Materials * Printing * Posters * Agendas * Additional Classified and Certificated hours 					
3B. Provide professional development for staff members to understand and implement a Multi-Tiered System of Supports to improve all students' graduation rate. <ul style="list-style-type: none"> * PD Supplies/Materials * Conferences/Webinars/Virtual PD * Certificated Hours * Teacher Prep Periods * Classified Hours 	Grad Rate EL Grade Rate Socioeconomically Disadvantaged Grade Rate	All	Teachers Counselors	2000	
Total Estimated Cost for This Goal:				6,000	

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<p>1A. Provide extended learning opportunities to support students with completing course work to reduce D's and F's.</p> <p>*Certified/Classified Hours * Instructional Supplies * Printing</p>	All	\$20,000	Consultant Principal Assistant Principal
<p>1C. Provide tutoring opportunities for students to improve their writing and reading skills across all content areas.</p> <p>* Certificated Hours * Classified Hours * Instructional Materials * Printing Services</p>	All	\$50,000	Teachers
<p>1B. Provide training/workshops to parents to improve the academic achievement of their students.</p> <p>*Workshops, conferences, training fees *Certified/Classified Hours *Child Care *Translation Services *Supplement supplies *Webcams *Laptops</p>	All	\$4,500	School Outreach Liaison
<p>1a1. Provide Professional Development for teachers on implementing English Learner strategies, such as academic language and response frames, to improve their writing skills.</p> <p>* Certificated Hourly * Paying for Teacher's Prep Periods</p>	All	\$20,000	Teachers Bilingual Aide EL TOA

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<ul style="list-style-type: none"> * Classified Hourly * Substitute Teachers * Conferences/Webinars/Virtual PD and related materials * Instructional Supplies/Materials 			
<p>1b1. Provide English Learners with extended learning opportunities in small group and/or individualized instruction to improve their speaking and writing skills.</p> <ul style="list-style-type: none"> * Classified Hours * Certificated Hours * Instructional Supplies/Materials 	All	\$40,000	Bilingual Aide Assistant Principal Resident Sub Teachers
<p>3A. Implement Multi-Tiered supports for students to complete course work and reduce D's and F's</p> <ul style="list-style-type: none"> * Technology (ear buds, software) * Instructional Supplies/Materials * Printing * Posters * Agendas * Additional Classified and Certificated hours 	All	\$20,000	Teachers Counselors
<p>3B. Provide professional development for staff members to understand and implement a Multi-Tiered System of Supports to improve all students' graduation rates.</p> <ul style="list-style-type: none"> * PD Supplies/Materials * Conferences/Webinars/Virtual PD * Certificated Hours * Teacher Prep Periods * Classified Hours 	All	\$20,000	Teachers Counselors

Programs Included in this Plan

Federal Programs		Allocation
X	Title I, Part A: Allocation Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	\$14,998
X	Title I, Part A: Carryover	\$11,743
X	Title I, Part A: Parent and Family Engagement Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children’s schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$669
X	Supplemental Concentration (SUPC) Allocation Purpose: To increase and/or improve services for English Learners, Foster Youth, and pupils meeting income requirements to receive a free or reduced-price meal (FRPM)	\$11,466
	SUPC Carryover	
Total amount of state and federal funds allocated to this school		38,207
Total amount of state funds spent (SUPC)		11,466
Total amount of federal funds spent (Title I)		26,741
Total amount of state and federal funds spent		38,207
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
Matthew Callebs	Classroom Teacher	2 year	May 2021	1
Gil Vega	Classroom Teacher	2 year	May 2021	1
Tiffany Brumbaugh	Classroom Teacher	2 year	May 2021	1
Lindy Bidolli	Classroom Teacher	2 year	May 2021	1
Mariana Murillo	Other Staff Member: Bilingual Aide	2 year	May 2021	1
Elena Mercado	Parent/Community Member	2 year	May 2021	1
Susana Garita	Parent/Community Member	1 year	May 2022	1
Beatriz Flores	Parent/Community Member	1 year	May 2022	1
Susana Reyes	Student Member	1 year	May 2022	1
Antonia Mercado	Student Member	1 year	May 2022	1
Bryan De La Cruz	Student Member	2 year	May 2021	1

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

Name of School: CITRUS HIGH SCHOOL

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

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

English Learner Advisory Committee 
Electronic Signature

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. The SSC is submitting parent comments of dissatisfaction with the plan if applicable.
6. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
7. This SPSA was adopted by the SSC at a public meeting on: 05/19/21

Attested:

Mike BUNTON

Typed name of School Principal



Signature of School Principal

5-21-21

Date

Mike BUNTON

Typed name of SSC Chairperson



Electronic Signature of SSC Chairperson

5-21-21

Date