

School Year:

2021-22

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state’s Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name

Address

County-District-School (CDS) Code Principal

District Name

SPSA Revision Date

Schoolsite Council (SSC) Approval Date Local Board

Approval Date

Shanon Payne
Chico Unified School
April 21, 2021
April 22, 2020
May 20, 2020

Citrus Elem
1350 Citrus Chico, Ca 9
04-61424-6

In the pages that follow, please describe the school’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

The mission of Citrus Avenue School is to provide a safe, positive learning environment and to assure that students meet their full potential in a nurturing environment.

School Profile

School Type: Public elementary school; grades TK-5

Enrollment: 315 (2019-2020)

Year school opened: 1936

Title I status: School-wide program

Citrus Avenue Elementary School, located in Chico, California, follows a traditional TK - 5 elementary schedule. Serving a neighborhood population, Citrus has a current enrollment of approximately 315 students.

Citrus is a Title 1 school with a focus on a balanced and integrated K-5 Math and Language Arts program. The student population of Citrus is comprised of an ethnically and socio-economically diverse group of students from the Chico neighborhood surrounding Enloe Hospital. Our close proximity to CSU, Chico also makes our neighborhood one filled with college-aged students and student housing. Approximately 89% of our students are eligible to participate in the free/reduced lunch program, and more than 50% of our students are Asian, Latino or African-American. Additionally, more than 25% of our students are classified as English Language Learners.

Citrus is in close proximity to California State University, Chico, and receives many benefits of this location. Citrus classrooms are able to easily visit the University for a variety of activities, including, but not limited to the following: performances, the hands-on science and math labs as well as other teaching and learning opportunities. We are also able to take advantage of many student volunteers from the Community Action Volunteers in Education (CAVE) and Reading Pals Program.

Citrus has a fully credentialed staff of 21 teachers (TK-5), including two students with disabilities classrooms and a full resource program. In addition to an excellent teaching staff, Citrus also has a strong support staff dedicated to ensuring a successful and safe school experience for all of our students. Citrus School has added a Service dog, Dean, to our support team. Dean is a highly trained facility dog that was granted to Citrus school. Dean's specific purpose is to support Citrus with connecting with Citrus students that have high absence or suspension rates.

We are also very fortunate to have a very dedicated group of parents who are active in our Parent-Teacher Association, as well as on our School Site Council. We also have an incredible support system through the over 100 volunteers of Bidwell Presbyterian Church. The members of this church adopted our school eight years ago and put in countless hours volunteering and providing additional support and resources to our students, staff, instructional programs and facility enhancements. We continue to foster this partnership through the Reading Pals and Science programs, where the volunteers from Bidwell Presbyterian, CSU Chico, and Community Partners, provide reading tutoring for approximately 50 students. The on-going efforts and commitment of these individuals make our school a special place for children.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Plan for Student Achievement is overseen by the Student Site Council (SSC). The SSC is comprised of teachers, staff and parents. All members of the SSC must be elected by the school community. The SSC meets four times a year to discuss student achievement through data that has been collected. Each of the SSC members received a copy of the SPSA for review and input.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	3.05%	2.23%	0.98%	9	7	3
African American	5.42%	6.69%	2.93%	16	21	9
Asian	9.49%	11.78%	11.73%	28	37	36
Filipino	%	%	0%			0
Hispanic/Latino	29.15%	29.3%	34.2%	86	92	105
Pacific Islander	0.68%	1.91%	2.28%	2	6	7
White	40.68%	38.22%	35.83%	120	120	110
Multiple/No Response	1.69%	0.96%	11.07%	5	3	3
	Total Enrollment			295	314	307

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	63	66	66
Grade 1	49	40	56
Grade 2	44	58	44
Grade3	43	48	58
Grade 4	45	49	41
Grade 5	51	53	42
Total Enrollment	295	314	307

Conclusions based on this data:

1.

Overall enrollment increased in 2020-21 by 1%.

Citrus continues to see a small decrease in Asian students. Almost 2% lower in 2020-2021.

2.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	34	39	45	11.5%	12.4%	14.7%
Fluent English Proficient (FEP)	15	10	7	5.1%	3.2%	2.3%
Reclassified Fluent English Proficient (RFEP)	17	5	1	31.5%	14.7%	2.6%

Conclusions based on this data:

1.

Between 2016-17 and 2018-19 Citrus has had a decline in English Learners from 18% to 12.4%. There is a correlation to the decrease in overall Hispanic/Latino population over that time period.

Reclassification rates dropped between 2017-18 and 2018-19. During this time there was a change in the criteria for reclassification from the CELDT to the ELPAC.

2.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	Scores 17-18	18-19	16-17	Tested 17-18	18-19
Grade 3	54	45	49	54	45	48	54	45	48	100	100	98
Grade 4	54	42	42	51	41	39	51	41	39	94.4	97.6	92.9
Grade 5	45	50	56	45	47	55	45	47	55	100	94	98.2

All Grades	153	137	147	150	133	142	150	133	142	98	97.1	96.6
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* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
					Exc eed ed				-19 -19 -19 -19 -19		Met			Met	
Grade 3	239 4.	234 8.	235 5.	11.1 1	2.22	2.08	31.4 8	11.1 1	12.5 0	18.5 2	26.6 7	31.2 5	38.8 9	60.0 0	54.1 7
Grade 4	1 243 0.	5 241 9.	3 241 3.	15.6 9	9.76	7.69	19.6 1	17.0 7	23.0 8	21.5 7	24.3 9	20.5 1	43.1 4	48.7 8	48.7 2
Grade 5	5 242 2.	0 243 2.	4 244 8.	2.22	2.13	5.45	11.1 1	19.1 5	16.3 6	31.1 1	21.2 8	30.9 1	55.5 6	57.4 5	47.2 7
All Grades	1 N/ A	3 N/ A	5 N/ A	10.0 0	4.51	4.93	21.3 3	15.7 9	16.9 0	23.3 3	24.0 6	28.1 7	45.3 3	55.6 4	50.0 0

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.67	6.67	6.25	38.89	48.89	41.67	44.44	44.44	52.08
Grade 4	15.69	12.20	7.69	49.02	46.34	43.59	35.29	41.46	48.72
Grade 5	6.67	4.26	12.73	44.44	46.81	49.09	48.89	48.94	38.18
All Grades	13.33	7.52	9.15	44.00	47.37	45.07	42.67	45.11	45.77

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.96	0.00	0.00	50.00	22.22	37.50	37.04	77.78	62.50

Grade 4	15.69	12.20	5.13	39.22	34.15	43.59	45.10	53.66	51.28
Grade 5	2.22	4.26	9.09	37.78	38.30	43.64	60.00	57.45	47.27
All Grades	10.67	5.26	4.93	42.67	31.58	41.55	46.67	63.16	53.52

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.11	2.22	2.08	66.67	64.44	64.58	22.22	33.33	33.33
Grade 4	9.80	14.63	12.82	66.67	63.41	53.85	23.53	21.95	33.33
Grade 5	2.22	2.13	3.64	46.67	63.83	60.00	51.11	34.04	36.36
All Grades	8.00	6.02	5.63	60.67	63.91	59.86	31.33	30.08	34.51

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.67	0.00	2.08	38.89	46.67	47.92	44.44	53.33	50.00
Grade 4	15.69	9.76	7.69	49.02	41.46	53.85	35.29	48.78	38.46
Grade 5	11.11	12.77	9.09	40.00	38.30	47.27	48.89	48.94	43.64
All Grades	14.67	7.52	6.34	42.67	42.11	49.30	42.67	50.38	44.37

Conclusions based on this data:

1.

In overall achievement between 2017-18 and 2018-19 there was a 4% increase in 4th grade students exceeding and met standards.
Between 2017-18 and 2018-19 there was a significant increase in students at/or near and above standard on writing purpose in 3rd - 5th grades.
During the 2019-2020 school year, SBAC data was not collected due to the COVID-19 pandemic. Standardized District Assessment, STAR was given to track student growth.

2.

3.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	Scores 17-18	18-19	16-17	Tested 17-18	18-19
Grade 3	54	45	49	54	45	48	54	45	48	100	100	98
Grade 4	54	42	42	50	41	39	50	41	39	92.6	97.6	92.9
Grade 5	45	50	56	45	47	55	45	47	55	100	94	98.2
All Grades	153	137	147	149	133	142	149	133	142	97.4	97.1	96.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal

accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
					Exc eed ed				-19 -19 -19 -19 -19		Met			Met	
Grade 3	240 2.	233 1.	236 3.	16.6 7	0.00	4.17	24.0 7	13.3 3	16.6 7	14.8 1	6.67	20.8 3	44.4 4	80.0 0	58.3 3
Grade 4	5 242 4.	6 242 6.	2 241 8.	0.00	9.76	7.69	20.0 0	17.0 7	20.5 1	44.0 0	19.5 1	28.2 1	36.0 0	53.6 6	43.5 9
Grade 5	0 241 5.	5 243 4.	1 243 7.	2.22	4.26	3.64	8.89	4.26	10.9 1	28.8 9	34.0 4	23.6 4	60.0 0	57.4 5	61.8 2
All Grades	7 N/ A	2 N/ A	8 N/ A	6.71	4.51	4.93	18.1 2	11.2 8	15.4 9	28.8 6	20.3 0	23.9 4	46.3 1	63.9 1	55.6 3

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.93	8.89	8.33	31.48	8.89	29.17	42.59	82.22	62.50
Grade 4	6.00	19.51	15.38	40.00	17.07	28.21	54.00	63.41	56.41
Grade 5	2.22	2.13	7.27	24.44	23.40	21.82	73.33	74.47	70.91
All Grades	12.08	9.77	9.86	32.21	16.54	26.06	55.70	73.68	64.08

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.93	2.22	8.33	35.19	33.33	33.33	38.89	64.44	58.33
Grade 4	2.00	17.07	7.69	54.00	26.83	43.59	44.00	56.10	48.72
Grade 5	2.22	6.38	5.45	33.33	27.66	36.36	64.44	65.96	58.18
All Grades	10.74	8.27	7.04	40.94	29.32	37.32	48.32	62.41	55.63

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.52	4.44	10.42	38.89	37.78	41.67	42.59	57.78	47.92
Grade 4	10.00	9.76	7.69	38.00	36.59	53.85	52.00	53.66	38.46
Grade 5	4.44	2.13	5.45	31.11	36.17	40.00	64.44	61.70	54.55
All Grades	11.41	5.26	7.75	36.24	36.84	44.37	52.35	57.89	47.89

Conclusions based on this data:

1.

Between 2016-17 and 2017-18 overall student achievement decreased from approximately 25% standards met or exceed to approximately 15% of all students standards met or exceeded.
3rd grade students in 16-17 overall math achievement standards exceeded and met was 40%. Of those same students in 18-19 approximately 15% were still exceeding or meeting overall math standards.
During the 2019-2020 school year, SBAC data was not collected due to the COVID-19 pandemic. Standardized District Assessment, STAR was given to track student growth.

2.

3.

Grade 2	*	*	*	*	*	*	*	9
Grade 3	1476.3	*	1471.1	*	1481.2	*	13	4
Grade 4		1492.6		1485.0		1499.7		12
Grade 5	*	*	*	*	*	*	*	*
All Grades							32	40

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		*		*	*	*	*	*	*	*
1		*	*	*	*	*	*	*	*	*
2		*	*	*	*	*		*	*	*
3		*	*	*	*	*	*	*	13	*
4		8.33		33.33		41.67		16.67		12
5	*	*	*	*		*		*	*	*
All Grades	*	7.50	40.63	30.00	37.50	42.50	*	20.00	32	40

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*		*	*	*
3	*	*	*	*	*	*	*	*	13	*
4		16.67		58.33		25.00		0.00		12
All Grades	*	15.00	37.50	40.00	*	32.50	*	12.50	32	40

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2		*	*	*	*	*		*	*	*
3		*	*	*	*	*	*	*	13	*
4		0.00		33.33		33.33		33.33		12
5		*	*	*		*	*	*	*	*
All Grades	*	5.00	*	15.00	34.38	55.00	37.50	25.00	32	40

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	13	*
4		16.67		75.00		8.33		12
All Grades	*	17.50	59.38	65.00	*	17.50	32	40

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
3	*	*	*	*	*	*	13	*
4		8.33		83.33		8.33		12
All Grades	34.38	10.00	40.63	72.50	*	17.50	32	40

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*	*	*	*	*
3		*	*	*	*	*	13	*
4		8.33		50.00		41.67		12
All Grades	*	7.50	56.25	57.50	40.63	35.00	32	40

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Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
3		*	*	*	*	*	13	*
4		0.00		66.67		33.33		12
All Grades	*	5.00	56.25	67.50	*	27.50	32	40

Conclusions based on this data:

1.

In 2018-2019 66% of writing scores were level 1 or 2 and 75% of oral scores were level 3 or 4, suggesting need for additional work on writing with ELD students.
2019-2020 scores delayed due to Covid - 19 school shut down.

2.

School and Student Performance Data

Student Population

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

2018-19 Student Population

Total Enrollment
314

This is the total number of students enrolled.

Socioeconomically Disadvantaged

87.9

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.

English Learners

12.4

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.

Foster Youth

3.8

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group

Student Group	Total	Percentage
---------------	-------	------------

English Learners 39 12.4 **Foster Youth** 12 3.8 **Homeless** 21 6.7 **Socioeconomically Disadvantaged** 276 87.9 **Students with Disabilities** 54 17.2

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
---------------	-------	------------

African American 21 6.7 **American Indian** 7 2.2 **Asian** 37 11.8 **Hispanic** 92 29.3 **Two or More Races** 28 8.9 **Pacific Islander** 6 1.9 **White** 120 38.2

Conclusions based on this data:

1.

Citrus has a high number of foster and homeless youth at school. Representing approximately 12% of our school population.

Citrus continues to maintain approximately 90% of students that live in socioeconomically disadvantaged households.

Citrus continues to have a strong Title 1 intervention program. This includes a school wide leveled reading program and small groups both inside and outside of the classrooms. Our English Language Learner population is declining slightly each year.



2.

3.


School and Student Performance Data

Overall Performance


2019 Fall Dashboard Overall Performance for All Students

Academic Performance
English Language Arts  Yellow
Mathematics  Yellow

Conclusions based on this data:

Academic Engagement
Chronic Absenteeism  Yellow

Conditions & Climate

Suspension Rate  Red
--

1.

Citrus improved from red to yellow on the dashboard in mathematics and English language arts from 2017-18 to 2018-19. This is a significant improvement.
Citrus suspension rate is in the red zone and will be continually monitored for improvement.
Citrus has had zero suspensions for the 2020-2021 school year. Likely due to the modified day, PBIS foundations, and strong SEL supports.

2.

3.

School and Student Performance Data

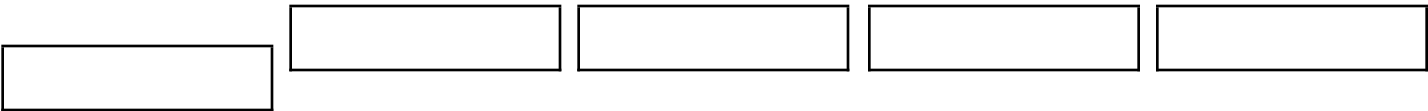
Academic Performance English Language Arts

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



provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report



0 1 3 0 0

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

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

All Students



Yellow

60.1 points below standard
Increased ++11.4 points

127



No Performance Color

73.2 points below standard
Declined -6 points

22

Foster Youth



No Performance Color

Less than 11 Students - Data
Not Displayed for Privacy

7

Homeless



No Performance Color

107.7 points below standard

15

Socioeconomically Disadvantaged



Yellow

60.1 points below standard

Increased
Significantly
++15.3 points
115

Students with Disabilities



Orange

132.3 points below standard

Increased ++7.7 points

35

English Learners

School Plan for Student Achievement (SPSA) Page 17 of 78 Citrus Elementary School

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American



No Performance Color

Less than 11 Students -
Data Not Displayed for
Privacy

9

American Indian



No Performance Color

Less than 11 Students -
Data Not Displayed for
Privacy

6

Asian



No Performance Color

62.5 points below
standard Increased

++5.2 points

13

Filipino



No Performance Color

0 Students

Hispanic



Yellow

62.4 points below
standard Increased
++13.9 points

33

Two or More Races



No Performance Color

96.1 points below
standard Declined -9.8
points

15

Pacific Islander



No Performance Color

Less than 11 Students -
Data Not Displayed for
Privacy

1

White



Yellow

40.8 points below standard

Increased
Significantly
++22.9 points
49

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

	Conclusions based on this data:	English Only
Current English Learner	Reclassified English Learners	
100.1 points below standard Increased ++3.1 points 12	Less than 11 Students - Data Not Displayed for Privacy 10	57.4 points below standard Increased Significantly ++15.4 points 105

1.

Citrus socio-economically disadvantaged subgroup is scoring 76% below standard in 2018. In 2019, this same subgroup improved by 15.3 points considered a significant improvement.
Citrus had 4/4 reportable groups scoring in the orange and red in English language arts in 2018. 2019 has 1 subgroup in orange and 3 subgroups in yellow.
In 2019, Hispanic students had a decline of 6 points.

2.

3.

School and Student Performance Data

Academic Performance Mathematics

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

Lowest
Performance

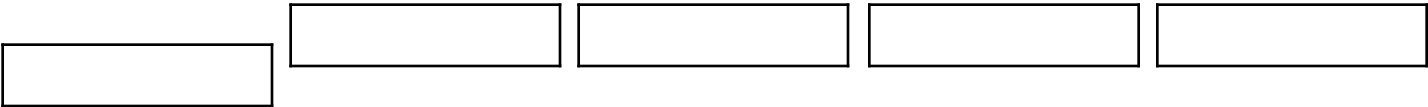


Red Orange Yellow Green Blue This section Performance

Highest
Performance

provides number of student groups in each color.







2019 Fall Dashboard Mathematics Equity Report










1 0 3 0 0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

<p>All Students</p>  <p>Yellow</p> <p>75 points below standard</p> <p>Increased ++12.4 points</p> <p>127</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>64.8 points below standard</p> <p>Increased Significantly</p> <p>++27.6 points</p> <p>22</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>96.3 points below standard</p> <p>15</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>73.1 points below standard</p> <p>Increased Significantly</p> <p>++16.9 points</p> <p>115</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>158 points below standard</p> <p>Declined -7.6 points</p> <p>35</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<p>African American</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p>American Indian</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p>Asian</p>  <p>No Performance Color 60.3 points below standard</p> <p>Increased Significantly ++22.8 points 13</p>	<p>Filipino</p> <p>White</p>  <p>Yellow 61.7 points below standard Increased ++13.6 points</p> <p>49</p>
<p>Hispanic</p>  <p>Yellow 69.8 points below standard</p> <p>Increased Significantly ++22.2 points 33</p>	<p>Two or More Races</p>  <p>No Performance Color 106.9 points below standard Increased ++7.6 points</p> <p>15</p>	<p>Pacific Islander</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	

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

<p align="center">Conclusions based on this data:</p>		
<p>Current English Learner</p> <p>67.5 points below standard</p> <p>Increased Significantly ++46.7 points 12</p>	<p>Reclassified English Learners</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>	<p>English Only</p> <p>77.2 points below standard</p> <p>Increased ++8.9 points</p> <p>105</p>

- Citrus students scored higher on the mathematics portion of the SBAC in both 2018 and 2019. However, 2019 had a significant increase in all students performance of 12.4 points and moved to the yellow section of the dashboard.

In mathematics 3 of the 4 were in the yellow section. A significant increase.

One sub group went from orange to red, students with disabilities. This group declined by 7.6 points in 2019.

2.

3.

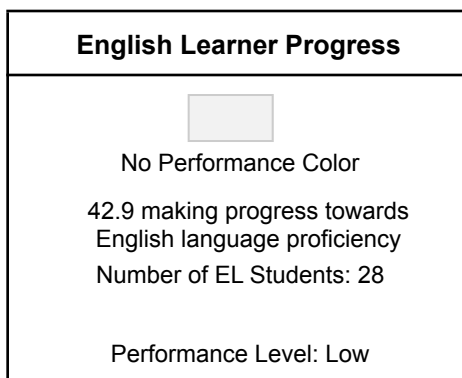
School Plan for Student Achievement (SPSA) Page 20 of 78 Citrus Elementary School

School and Student Performance Data

Academic Performance English Learner Progress

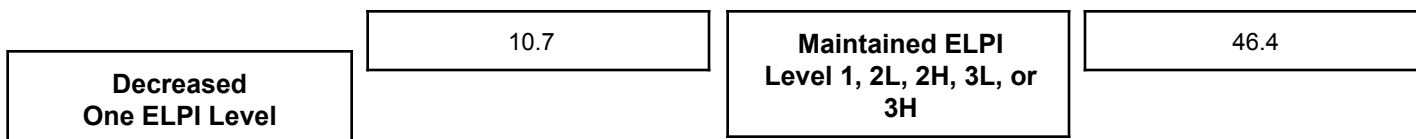
This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results



**Maintained
ELPI Level 4**

**Progressed At
Least One ELPI**

Level
42.8

Conclusions based on this data:

1.

Citrus is showing progress with only 3 students declining by 1 level.
12 students improved at least one level. There were zero students that maintained level 4.

2.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:
provides number of student groups in each color.

Lowest Performance Red Orange Yellow Green Blue This section Highest Performance

2019 Fall Dashboard College/Career Equity Report

[Empty box]

[Empty box]

[Empty box]

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

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard College/Career 3-Year Performance

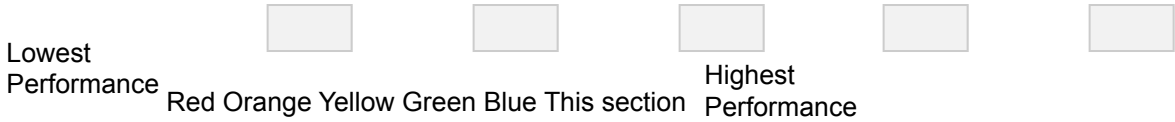
Class of 2017		data: 1.	Class of 2019	
Prepared	Approaching Prepared	Class of 2018	Prepared	
Approaching Prepared	Not Prepared	Prepared	Approaching Prepared	
		Approaching Prepared	Not Prepared	
		Not Prepared		

Conclusions based on this

School and Student Performance Data

**Academic Engagement
Chronic Absenteeism**

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



provides number of student groups in each color.







2019 Fall Dashboard Chronic Absenteeism Equity Report











1 0 3 2 1

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow 11.8 Declined Significantly -5.1 348	 Green 6.8 Declined -8.6 44	 No Performance Color 5.3 Declined -5.8 19
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 16.2 Declined -24.7 37	 Yellow 11.8 Declined Significantly -7 314	 Red 20.8 Increased +3.1 72

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<p>African American</p>  <p>No Performance Color</p> <p>15</p> <p>Declined -3.8</p> <p>20</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p>Asian</p>  <p>Blue</p> <p>0</p> <p>Declined -3</p> <p>37</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Hispanic</p>  <p>Yellow</p> <p>16.5</p> <p>Declined -9.3</p> <p>103</p>	<p>Two or More Races</p>  <p>Green</p> <p>5</p> <p>Declined -3.6</p> <p>40</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p>White</p>  <p>Yellow</p> <p>12</p> <p>Declined -3.2</p> <p>133</p>

Conclusions based on this data:

1.

<p>Citrus has seen a decrease in chronic absenteeism in students with disabilities in 2019.</p>
<p>All other student groups have shown a increase in chronic absenteeism in 2019. Most significantly our homeless population with 24.7 points.</p>
<p>2020-2021 saw an increase in chronic absenteeism at Citrus. Largely due to COVID-19 communication challenges and family disengagement in online learning.</p>

2.

3.

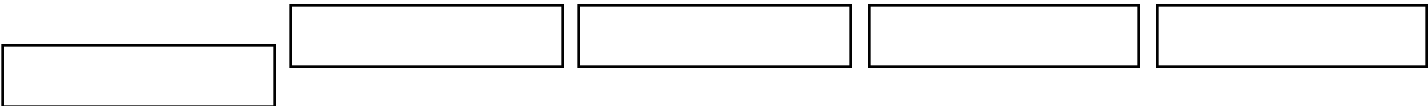
School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:
provides number of student groups in each color.

Lowest Performance Red Orange Yellow Green Blue This section Highest Performance

2019 Fall Dashboard Graduation Rate Equity Report



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

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

Homeless Socioeconomically Disadvantaged Students with Disabilities

English Learners Foster Youth

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American American Indian Asian Filipino
 Hispanic Two or More Races Pacific Islander White

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 1. 2019

Conclusions based on this data:

School Plan for Student Achievement (SPSA) Page 25 of 78 Citrus Elementary School

School and Student Performance Data

Conditions & Climate
 Suspension Rate

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

Lowest Performance [Red] [Orange] [Yellow] [Green] [Blue] Highest Performance

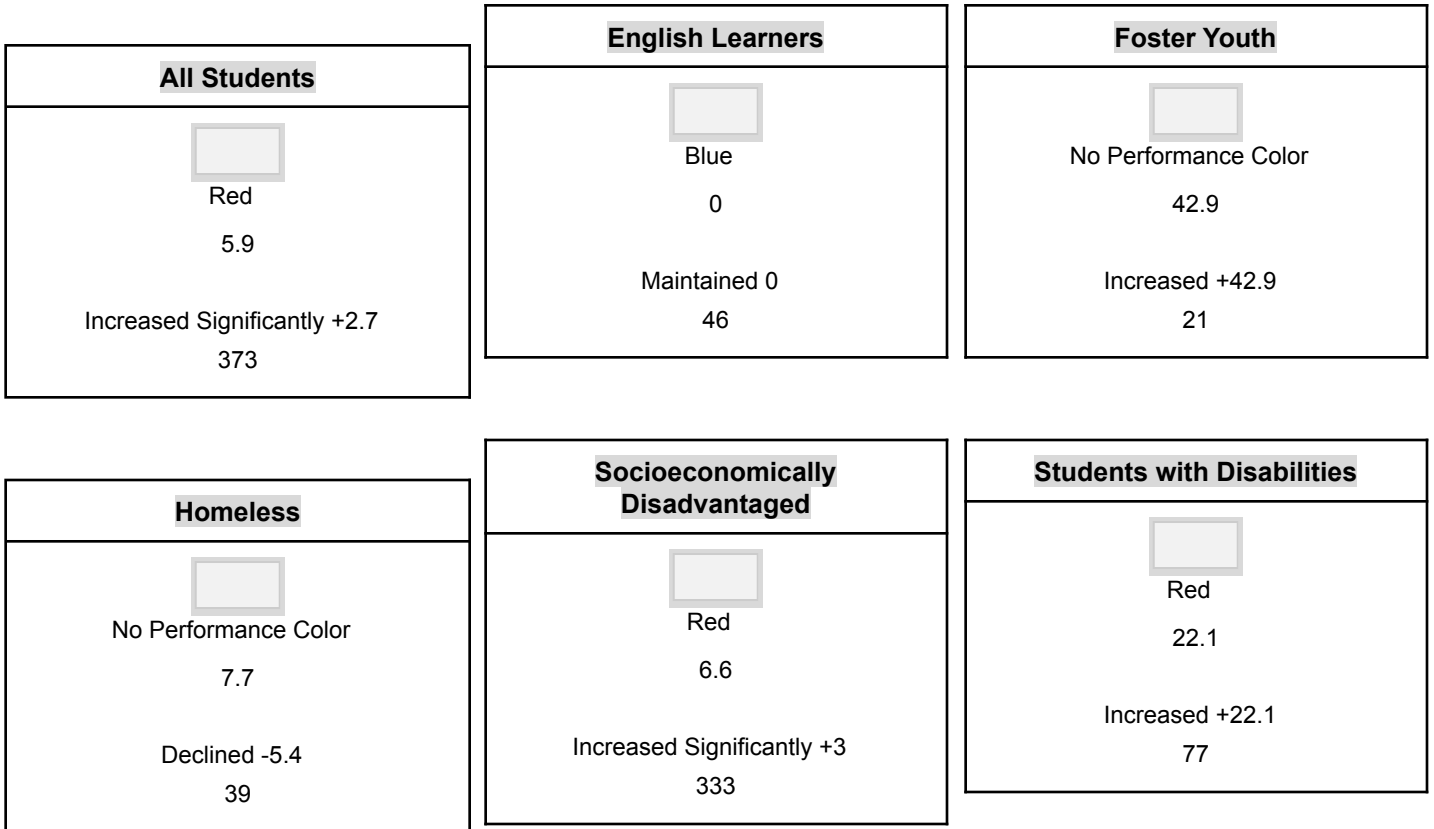
provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

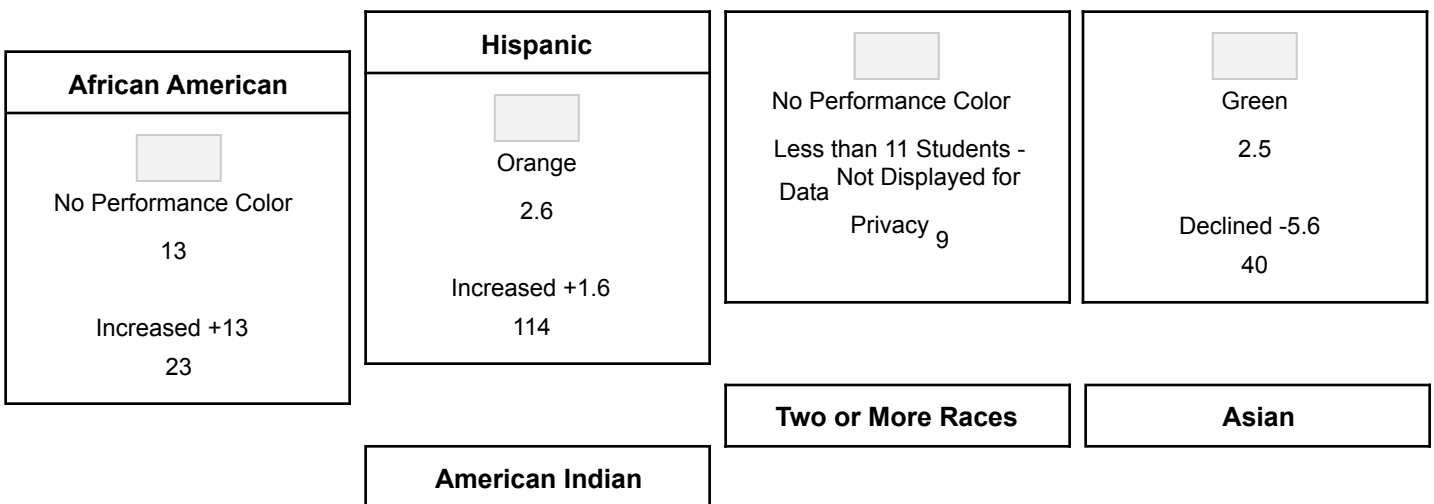
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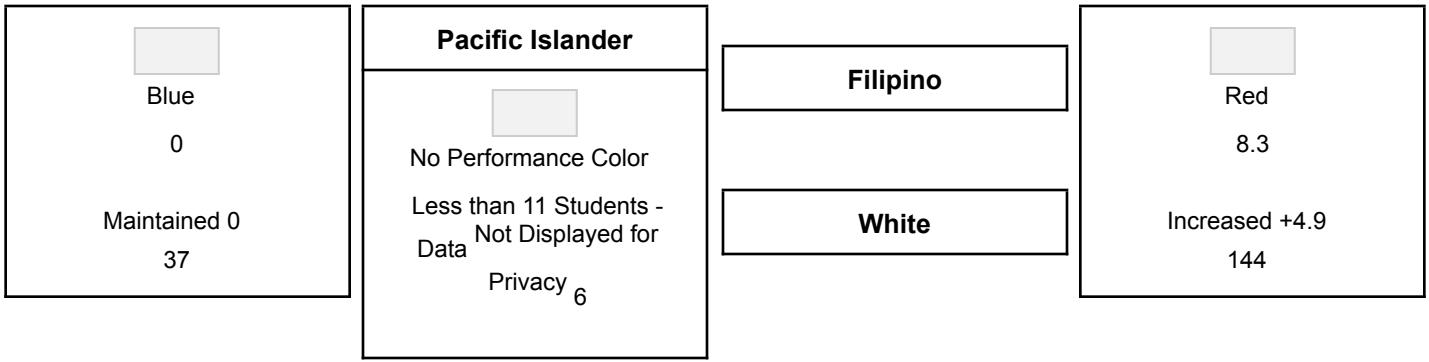
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity





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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.2	5.9

Conclusions based on this data:

1.

Citrus has zero suspension in 2020-2021. Likely due to the beginning of the year in distance learning, the modified AM/PM schedule and strong SEL supports on campus.
2019 had a increase in suspensions for both white and Hispanic sub groups.
Overall, Citrus went from yellow in 2018 to red in 2019 for suspensions.

2.

3.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Quality Teachers, Materials, and Facilities

Goal Statement

All students will have highly-qualified teachers, current, standards-aligned instructional materials, current technology, and facilities in good repair.

LCAP Goal

CUSD LCAP Goal 1: Quality Teacher, Materials, and Facilities

All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials, current technology, and facilities in good repair.

1.1: All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials and facilities in good repair.

1.2: 100% of CUSD students and teachers will have regular access to the technology they need for curriculum, instruction and assessment.

Site Goals:

Citrus will adhere to Williams Act requirements.

Citrus will maintain the ratio of students to device ratio 1:1.

By June 1, 2022, certificated staff will have participated in at least 4 professional learning workshops targeting High Impact Practices and PBIS. (One of the four training sessions will address equity and bias.)

New Teachers will be trained in Bias and Equity practices

New Teachers will be trained in PBIS.

Basis for this Goal

Research indicates that teacher effectiveness has one of the greatest effects on student achievement. Students need and deserve access to highly-qualified teachers who are willing to engage in continuous learning. Citrus, as part of the Chico Unified School District, is committed to attracting and retaining highly-qualified teachers. Additionally, we are committed to maintaining and beautifying our facilities in order for students, families, and staff members to have a sense of pride in our school. The safety of our facilities is consistently monitored by our Maintenance and Operations Department. Citrus students have access to appropriate instructional materials and the necessary technology to ensure that they are ready and prepared for their educational experience.

Expected Annual Measurable Outcomes

Metric/Indicator Baseline Expected Outcome

State Priority 1: Basic Williams Compliance
State Priority 1: Basic Facilities
State Priority 1: Basic Instructional Materials

All teachers are 100% appropriately assigned and credentialed.
Facilities Inspection Tool (F) indicates "good".
100% of Citrus classrooms sufficient instructional materials as verified by a CUSD School Board Resolution and the Williams Report.

Metric/Indicator Baseline Expected Outcome

State Priority 1: Basic Instructional Materials

ratio for their chromebooks. Citrus students and teachers will have regular access to the technology they need for curriculum, instruction, and assessment.

technology they need for curriculum, instruction, and assessment.

Citrus will maintain a 1:1 device to student ratio for their chromebooks. Citrus students and teachers will have regular access to the

Citrus has a 1:1 device to student

Planned Strategies/Activities

Strategy/Activity 1

Citrus will work in collaboration with CUSD Human Resources to ensure that all teachers possess required credentials and are teaching in appropriate assignments.

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Citrus will prioritize and submit curriculum and instructional materials purchases, including technology, to support classroom learning.

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount

Source

Budget Reference Description

1,000,000

LCFF - District Supplemental

4000-4999: Books And Supplies

Instructional Materials - Textboo

Amount	Renaissance Place, iReady (Total Distr
Source	
Budget Reference	
Description	200,000
Amount	
Source	LCFF - District Supplemental
Budget Reference	
Description	5800: Professional/Consulting Services
Amount	
Source	Educational Software (Total District Cos

Amount	1,000,000
Source	
Budget Reference	
Description	LCFF - District Supplemental
Amount	
Source	4000-4999: Books And Supplies
Budget Reference	
Description	Technology including supplemental Chr

Strategy/Activity 3

176,000
LCFF - District Supplemental
5800: Professional/Consulting

Citrus will facilitate communicate with the CUSD Maintenance and Operations Department to help identify and prioritize site facility repair needs.

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount

Source

Budget Reference

Description

LCFF - District Supplemental
2000-2999: Classified Personnel Salari
Maintenance and Operations

Strategy/Activity 4

4,000,000

Citrus will facilitate the home and school usage of student Chromebooks including device management, and will ensure student access to emerging technologies.

Students to be Served by this Strategy/Activity

All

Timeline

School Plan for Student Achievement (SPSA) Page 30 of 78 Citrus Elementary School

2021-2022

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount

Source

Budget Reference

Description

LCFF - District Supplemental
2000-2999: Classified Personnel Salari
IT Support Staff - total District Cost

Strategy/Activity 5

385,000

Citrus will provide Library/Media services.

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount

Source

Budget Reference

Description

2000-2999: Classified Personnel Salari
Librarians and Library Media Assistants

Amount

Source

Budget Reference

Description

5,000
Site LCAP

Strategy/Activity 6

1,100,000
LCFF - District Supplemental

2000-2999: Classified Personnel Salari
Additional library hours

Citrus will support BTSA professional development by providing a mentor teacher and providing release time for collaboration.

Students to be Served by this Strategy/Activity

All

Timeline

School Plan for Student Achievement (SPSA) Page 31 of 78 Citrus Elementary School

2021-2022

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Goal Statement

Citrus will continue to support teachers in implementing the California State Content Standards, as measured by moving at least one stage per year on the CCSS Stages of Implementation Plan.

Students will receive high-quality instruction aligned with the California State Content Standards and CAASPP.

LCAP Goal

CUSD LCAP Goal 2: Fully align Curriculum and Assessment with State Standards

2.1: CUSD will continue to support teachers in implementing the California State Content Standards via professional development and professional learning communities..

2.2: Students will receive high-quality instruction increasingly aligned with the California State Content Standards and CAASPP.

2.3: Formal state and federal assessments alongside district and classroom assessments are used to gauge and adjust instruction.

Site Goals:

- All certificated personnel will continue to implement CSCS.
- All certificated personnel will participate in a minimum of 15 hours of PD related to CSCS.
- All certificated personnel will meet a minimum of 10 times to analyze student achievement data.

Basis for this Goal

Citrus staff will continue to work on ensuring that all students receive instruction in all subject areas fully aligned to the California State Content Standards and Next Generation Science Standards (NGSS), and administer assessments that align with state standardized assessments (SBAC). Grades TK-5 have a comprehensive local assessment plan in place for both English Language Arts and Math. In order to improve teacher engagement in systematic formative assessment practices, ensure the most effective use of technology for assessment, and to improve the effectiveness of the assessments, it is necessary to constantly revise this plan. Citrus has a teacher representative on the District Leadership Committee who regularly attends meetings and reports back to staff.

Expected Annual Measurable Outcomes

Metric/Indicator Baseline Expected Outcome

Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool
Priority 2: Local Indicator/Implementation of State Standards/Local

Evaluation Tool

TK-5 have a fully-developed assessment plan and have implemented common District-Wide assessments
95% of Citrus teachers attend one or more trainings in Ma

and/or the Next G
Science Standard

Planned Strategies/Activities

School Plan for Student Achievement (SPSA) Page 33 of 78 Citrus Elementary School

Strategy/Activity 1

District Leadership Council (DLC) will analyze overall district CCSS survey responses and recommend district-wide staff development.

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

District
DLC

Proposed Expenditures for this Strategy/Activity

Amount

Source

Source

Budget Reference Description

Budget Reference Description

Amount

Source

Amount

375,000

Source

Budget Reference Description

LCFF - District Supplemental

Amount

Source

1000-1999: Certificated Personnel Salaries

Budget Reference Description

Amount

District Leadership Council Teac
(TOSA)

DLC Instructional TOSAs

116,000
Title I - District
1000-1999: Certificated Personr
Illuminate/Data Teacher on Spec

430,000
Title II - District
1000-1999: Certificated Personnel Salarie
Teacher Professional Development

101,000
Title II - District
1000-1999: Certificated Personr

99,000
Title II - District

Budget Reference

Description

Amount

Source

Budget Reference

Description

Strategy/Activity 2

1000-1999: Certificated Perso
Technology Professional Dev

140,000
Title III
1000-1999: Certificated Personnel Salar
English Language Development (ELD)

Citrus will continue to provide professional development to implement a CCSS aligned curriculum in all classrooms.

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount

3,000

Source

Budget Reference Description

Title I - Site

Amount

Source

1000-1999: Certificated Personnel Salaries

Budget Reference Description

Professional learning community meetings work collaboratively analyzing data and improve academic performance of students.

Amount

Source

Budget Reference Description

99,000

Amount

Source

Title II - District

430,000

Title II - District

5000-5999: Services And Other Operating

Professional Development

5000-5999: Services And Other Operating

Technology Professional Development

7,500

Title II - Site

Budget Reference

Description

Site PD Opportunities

Strategy/Activity 3

1000-1999: Certificated Person

Citrus will administer common assessments for K-5 students in ELA, ELD, and Math as recommended by DLC, and ensure that all students have equitable access to site, district, and state assessments.

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal
Classroom Teachers
Support Staff

Proposed Expenditures for this Strategy/Activity

Amount

Title I - Site

Source

Description

Sub release days to support 4 district b for leveled reading groups.

Strategy/Activity 4

5,000

Citrus staff will continue to work on ensuring that all students receive instruction in all subject areas fully aligned to the CCSS and NGSS and administer assessments that align with state standardized assessments (SBAC).

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount

Source

Budget Reference Description

3,000
Title I - Site

2000-2999: Classified Personnel Salaries
Assessment support

School Plan for Student Achievement (SPSA) Page 36 of 78 Citrus Elementary School

Strategy/Activity 5

Utilize a district-wide CCSS benchmarking assessment in ELA and Math and provide an online intervention system (iReady and STAR)

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount

Source

Budget Reference Description

176,000
LCFF - District Supplemental

5000-5999: Services And Other Operating
iReady and Renaissance Place

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Support High Levels of Student Achievement in a Broad Range of Courses

Goal Statement

Citrus will increase overall student achievement in English Language Arts and Mathematics. Citrus teachers will utilize the NGSS curriculum to support high levels of student achievement in science.

LCAP Goal

CUSD LCAP Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses

3.1: Implement and refine a plan to ensure that all subgroups are on track for successful entrance to college and careers
3.2: Increase student achievement at all grades, all subgroups and in all subject areas on state, district, and site assessments so as to be college and career ready.
3.3: Increase the number of students entering third grade, sixth grade and high school scoring at grade level in ELA and mathematics assessments.
3.4: Increase student achievement for English learners.
3.5: Increase the percentage of students graduating from high school fully prepared for college and careers.

Site Goal:
Citrus will increase by 5% the number of students in grades K-5 reaching end of year benchmarks in ELA, Math, and ELD as reported on the school’s Data Dashboard.
Citrus will increase by 10% the number of all students who score a 3 or 4 on the SBAC end of year assessment in ELA and Math.

Basis for this Goal

Citrus staff will continue to provide academic and behavioral strategies for students with various needs. Constant equitable evaluation of this framework from Citrus' MTSS site coordinator, School Equity Accountability Team, Wellness Team, and PBIS Team will ensure that the following key components will be monitored for student success: universal screening, tiers of intervention that can be amplified in response to levels of need, ongoing data collection and continual assessment, schoolwide approach to expectations and continual assessment, schoolwide approach to expectations and supports, and parent involvement.

Expected Annual Measurable Outcomes

Metric/Indicator Baseline Expected Outcome

BPST K-2
BAS 1st-2nd
STAR Reading for ELA 3-5
Math- K-1 District Benchmarks
Math- iReady 2-5th

Tri 2 2021
Tri 2 2021
Tri 2 2021
Tri 2 2021
Tri 2 2021

Planned Strategies/Activities

School Plan for Student Achievement (SPSA) Page 38 of 78 Citrus Elementary School

Strategy/Activity 1

Citrus will provide intervention support, curriculum and supplemental material to support instruction.

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal
Staff

Proposed Expenditures for this Strategy/Activity

Amount

Source

Budget Reference Description

Amount

Source

Budget Reference Description

Amount

Source

Budget Reference Description

Amount

Source

Budget Reference Description

Amount

Source

196,450
Title I - Site
1000-1999: Certificated Personnel
Intervention Support Teachers (2

120,000
Title I - District

1000-1999: Certificated Personnel Salaries
Reading Pals Teacher

3,000
Title I - Site
1000-1999: Certificated Personnel Salaries
PLC release time

1,325,000
LCFF - District Supplemental
1000-1999: Certificated Personnel Salaries
Intervention/Instruction - Total District Costs

3,150
Title I - Site

Description

Supplemental materials for math and EL (Go, Handwriting without Tears)

Strategy/Activity 2

Citrus will utilize Instructional Aides to support student learning.

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal
Teachers
Auxiliary Staff

Proposed Expenditures for this Strategy/Activity

Amount

Source

Budget Reference Description

2000-2999: Classified Personnel Salaries
TCMs
See Goal 4

Amount

Source

Budget Reference Description

16,500
Title I - Site

Amount

Source

Budget Reference Description

2000-2999: Classified Personnel Salaries
Title 1 - Instructional aides supporting guid

Amount

Source

Budget Reference Description

570,000
LCFF - District Supplemental

28,175

Site LCAP
2000-2999: Classified Personnel
Instructional aides to support La

343,908

LCFF - District Supplemental
2000-2999: Classified Personnel Salaries
Guidance Specialists LCAP District supplemental Funded (Total

School Plan for Student Achievement (SPSA) Page 40 of 78 Citrus Elementary School

Amount

Source

Budget Reference

Description

Amount

Source

Budget Reference

Description

Amount

Source

Budget Reference

Description

Amount

Source

Budget Reference

Description

Amount

Source

Budget Reference

Description

Strategy/Activity 3

538,161
LCFF - District Supplemental
1000-1999: Certificated Personnel Salaries
Counselors

11,700
Title I - District
2000-2999: Classified Personnel Salaries
IA

37,000
Title I - District
2000-2999: Classified Personnel Salaries

Intervention support specialis

103,000
LCFF - District Supplemental
2000-2999: Classified Personnel Salari
District TK Aides 3.5 hrs./day on each T

510,000
LCFF - District Supplemental
2000-2999: Classified Persor
Bilingual Aides

Provide after school intervention support

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal, Teaching Staff, Auxiliary Staff

Proposed Expenditures for this Strategy/Activity

Amount

Budget Reference

Source

Description

Budget Reference

Description

Strategy/Activity 4

Amount

3,000

Source

Title I - Site
1000-1999: Certificated Perso
Math intervention support

Title I - Site
1000-1999: Certificated Personnel Sala
Additional Reading Pals time

18,650

School wide support for ELA and math

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount

Source

Budget Reference

Description

Amount

Source

Budget Reference

Description

Strategy/Activity 5

1,000

Title I - Site
1000-1999: Certificated Personnel Sala
Student based intervention team meeting specific interventions.

1,100

Title II - Site
1000-1999: Certificated Person

Guided reading and math peer observa

Citrus will use state and district adopted English Language Development materials and assessments to meet the needs of English Language Learners.

Students to be Served by this Strategy/Activity

English Learners

Timeline

School Plan for Student Achievement (SPSA) Page 42 of 78 Citrus Elementary School

2021-2022

Person(s) Responsible

Principal
Teachers
Staff

Proposed Expenditures for this Strategy/Activity

Amount	Source	Budget Reference Description
140,000	1000-1999: Certificated Personnel Salaries	
		LCFF - District Supplemental

1000-1999: Certificated Personnel Salaries

ELD Coaches provide student curriculum

School Plan for Student Achievement (SPSA) Page 43 of 78 Citrus Elementary School

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Provide Opportunities for Meaningful Parent Involvement and Input

Goal Statement

Citrus will continuously seek ways to provide opportunities for meaningful parent involvement and input.

LCAP Goal

CUSD LCAP Goal 4: Provide Opportunities for Meaningful Parent Involvement and Input

4.1: For students at all schools, provide opportunities and support to increase the numbers of parents and teachers using district electronic student information system to monitor and report on student performance information. 4.2: At all levels, increase parent input and involvement in school activities via various social media platforms. 4.3: Increase consistency of timely response from school staff to parent inquiries regarding their student

Site Goal:

Citrus will increase the number of parents participating in PTA by 10%.

Citrus will utilize a parent survey to establish a baseline % of the parents who respond receiving a response from teachers/school staff regarding inquires about their student within a minimum of three school days. Citrus will increase the percentage of parents completing the School Climate Survey by 20% Citrus will have all PTSA, ELAC, and SSC meetings notices posted to the Website and Aeries calendar. SSC agendas and Minutes will also be posted to the Citrus Website.

Basis for this Goal

According to the National Coalition for Parent Involvement in Education, parent/guardian involvement is a crucial predictor to student success at school. No matter their income or background, students with involved parents and guardians are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school. (2006). According to the National PTA, the most accurate predictor of student achievement in school are not family or income status, but the extent to which the family creates a home environment that encourages learning, communicates high, yet reasonable expectations for the child's achievement and becomes involved in the child's education at school (2000). Armed with this academic research, we understand how important it is to provide meaningful opportunities for parent/guardian involvement.

Through the COVID-19 pandemic, parent involvement was not only crucial, but necessary, as our students navigated online learning. The communication between our schools and families continues to be imperative.

Expected Annual Measurable Outcomes

Metric/Indicator Baseline Expected Outcome

Priority 3: Local Indicator/Parent Involvement/Local Evaluation tool. Targeted Case Manager

Citrus has a Targeted Case Manager (TCM) to support families to ensure academic, social, and emotional success and maintain baseline parent contact as a minimum.

Continue Targeted Case Manger parent contact to support families to ensure academic, social, and emotional success. Maintain or increase the number of parent contacts.

Metric/Indicator Baseline Expected Outcome

Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool Parent Engagement with Citrus Social Media
Priority 3: Parent Involvement
Priority 6: Local Indicator/Local Tool for School Climate MTSS-FIA Evaluation Tool

Parent Involvement with C social media will be tracked establish a baseline level.
Sign-in sheets from parent involvement activities indicate that efforts are made to involve parents but turn-out is inconsistent.
Citrus received a baseline on the MTSS-FIA.

Planned Strategies/Activities

Strategy/Activity 1

Continue to employ Targeted Case Manager (TCM) at site to:
 *increase parent participation as demonstrated by logging instances of parent contact in Aeries *support parents during Parent-Teacher Conferences
 *conduct home visits as needed

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal
 TCM
 Staff

Proposed Expenditures for this Strategy/Activity

Amount

Source

LCFF - District Supplemental

Budget Reference

Description

2000-2999: Classified Personnel Salari

Strategy/Activity 2

570,000

Targeted Case Managers (Total District

Advertise activities in multiple languages

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal/staff

Proposed Expenditures for this Strategy/Activity

Amount

Site LCAP

Source

Budget Reference

2000-2999: Classified Personnel Salari

Description

Hmong translation support

Strategy/Activity 3

9,000

Parenting classes - Zones of Regulation at home and school

Students to be Served by this Strategy/Activity

ALL

Timeline

2020-21

Person(s) Responsible

Principal / Targeted Case Manager

Proposed Expenditures for this Strategy/Activity

Amount

Source

Budget Reference Description

2,000
Site LCAP

2000-2999: Classified Personnel Salaries
support for parenting class, child care, cop

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Improve School Climate

Goal Statement

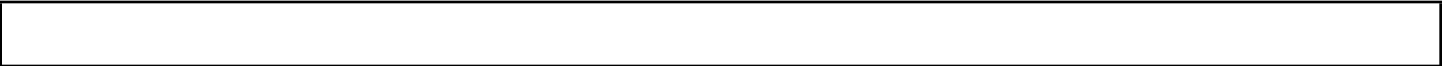
All students will have a safe and supportive school culture, climate, and learning environment that encourages physical, mental, and emotional health.

LCAP Goal

CUSD LCAP Goal 5: Improve School Climate

5.1: Increase attendance and graduation rates for all students among all subgroups, and decrease chronic absenteeism, dropout rates, suspension, and expulsion.

Site Goal:
 Citrus will reduce the number of chronically truant students annually.
 Citrus will achieve a suspension/expulsion rate of under 2%.
 Incorporate school mental health into the already established PBIS framework by Fall 2021.
 Reduce Suspension Rate by 3% using the suspension rate from the 18-19 school year.
 Create a Equity and Bias team made of students and educators that meet monthly and provide input to ILT and School Site council by Fall 2021.



Basis for this Goal

Through the MTSS framework, Positive Behavioral Interventions and Supports (PBIS), and a site equity alliance Citrus supports research based practices that promote positive student outcomes. Anticipated outcomes are improved social and emotional skills, better classroom management, higher exam scores, significantly lower suspension rates, less out of classroom time for discipline referrals and increased attendance rates. Each trimester our MTSS coordinator and our equity alliance will meet to analyze data to ensure our expected outcomes are being reached.

Expected Annual Measurable Outcomes

Metric/Indicator Baseline Expected Outcome

Priority 5: Pupil Engagement Attendance Rate
Priority 5: Pupil Engagement Chronic Absenteeism Rate
Priority 6: School Climate Suspension Rate
Priority 6: School Climate Parent Survey
Priority 6: School Climate Student Survey

Maintain student attendance rate of 95.6% or better.
2019 Dashboard was yellow had declined significantly by -5.1%
2018-19 suspension rate was and had increased by +2.7%
2019-2020 survey will be used
2019-2020 survey will be used

Metric/Indicator Baseline Expected Outcome

Priority 6: Local Indicator/Local tool for school climate PBIS

Citrus is tracking interventions and the number of students being serviced.

Citrus will start implementation of MTSS, continue with full PBIS initiatives.

Planned Strategies/Activities

Strategy/Activity 1

Citrus will continue to make teachers aware of PD opportunities regarding trauma informed practices and provide release for PBIS teams to work on school culture supports (Bobcat Broadcast, Bobcat Den, tier 1 interventions).

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal
Staff

Proposed Expenditures for this Strategy/Activity

Amount

Source

Budget Reference Description

Amount

Source

Budget Reference Description

Amount

Source

Budget Reference Description

Amount

Source

Budget Reference

430,000

Title II - District

1000-1999: Certificated Personnel Salaries

Teacher Professional Development

7,500

Title II - Site

1000-1999: Certificated Personnel Salaries

Site PD Opportunity

2,400
Title II - Site
1000-1999: Certificated Personnel
Positive Behavior Support team

300.00
Site LCAP
5800: Professional/Consulting Services

Description

Amount

Source

Description

Strategy/Activity 2

Data collecting program for b

1500.00
Safe Schools
PBIS tier 1 interventions and supports

CUSD will support student needs by employing the following staff:

- Nurses
- Targeted Case Manager
- Counselor Assistant
- School Counselor
- Health Assistants
- Provide MNI Services as needed

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal, District

Proposed Expenditures for this Strategy/Activity

Amount

200,000

Source

Budget Reference Description

LCFF - District Supplemental

Amount

Source

1000-1999: Certificated Personnel Salaries

Budget Reference Description

Amount

MNI (Total District Cost)

Source

Budget Reference Description

300.00

800,000
LCFF - District Supplemental
1000-1999: Certificated Personnel
Nurses, Health Aides/LVNs (Total)

Safe Schools

1000-1999: Certificated Personnel Salaries

Additional nurse hours to assure immunization

Strategy/Activity 3

Citrus will maintain the following student supports:

- Addition of site facility dog to support trauma informed practices and to support decrease in school suspension and chronic absentee
- School guidance specialist
- Behavior intervention specialist
- Additional yard supervision
- Bobcat Broadcast
- Radio Maintenance
- Campus Supervisor
- Continue running club 3 times weekly
- Power Paws

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal/staff

Proposed Expenditures for this Strategy/Activity

Amount

1,185,000

Source

Budget Reference Description

LCFF - District Supplemental

Amount

Source

2000-2999: Classified Personnel Salaries

Budget Reference Description

Campus Supervision (Total District Cost)

Amount

Source

1,000
Safe Schools
4000-4999: Books And Supplies

Radio purchase and maintenance
37,000
Title I - Site

School Plan for Student Achievement (SPSA) Page 50 of 78 Citrus Elementary School

Budget Reference

Description

Amount

Source

Budget Reference

Description

Amount

Source

Budget Reference

Description

Amount

Source

Budget Reference

Description

Strategy/Activity 4

2000-2999: Classified Person
Behavior Intervention Aide

800.00
Safe Schools
2000-2999: Classified Personnel Salari
Additional Yard supervision

11,000
Site LCAP
2000-2999: Classified Personnel Salari
Recess supervision

14,000
Site LCAP

2000-2999: Classified Person

Guidance specialist

Provide full time counselor

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount

Source

Budget Reference Description

52,000
Title I - Site

1000-1999: Certificated Personnel Salaries
Provide site with full time counselor

Strategy/Activity 5

Support Fine Arts, Music, and PE programs

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Principal
District

Proposed Expenditures for this Strategy/Activity

Amount

Source

Budget Reference Description

1,720,000
LCFF - District Supplemental

1000-1999: Certificated Personnel Salaries
Elementary Art, Music, PE

School Plan for Student Achievement (SPSA) Page 52 of 78 Citrus Elementary School

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

All students will have highly-qualified teachers, current, standards-aligned instructional materials, current technology, and facilities in good repair.

Annual Measurable Outcomes

	Metric/Indicator	Expected Outcomes	Actual Outcomes
State Priority 1: Basic Williams Compliance	State Priority 1: Basic Instructional Materials		Citrus classrooms will continue to have sufficient instructional materials as verified by the Williams Report.
State Priority 1: Basic Facilities	Maintain compliance with Williams Act requirement: 100% of CUSD teachers and staff are appropriately assigned and credentialed (as reported in Highly Qualified Teacher Report and Williams Report).		Citrus will maintain a 1:1 device to student ration for chromebooks. Citrus students and teachers will continue to have regular access to the technology they need for curriculum, instruction, and assessment.
State Priority 1: Basic Instructional Materials	Facilities Inspection Tool (FIT) indicates "good".		All students had appropriate materials and resources. Citrus had 100% of the teachers in appropriate assignments and highly qualified.

	Williams Act report.	Citrus continues to be 1-1 with Chromebooks.
FIT was "good".		
All classrooms had needed materials as indicated by the		

Strategies/Activities for Goal 1

<p>Planned Actions/Services</p> <p>Citrus will work in collaboration with CUSD Human Resources to ensure that all teachers possess required credentials and are teaching in appropriate assignments.</p>		technology to support classroom learning.	Classified Personnel
	Citrus will communicate with CUSD M&O		
	<p>Actual Actions/Services</p>	Citrus will communicate with CUSD M&O	<p>Estimated Actual Expenditures</p> <p>Instructional Materials - Textbooks</p> <p>4000-4999: Books And Supplies LCFF - District Supplemental 750,000</p>
Citrus will prioritize and submit curriculum and instructional materials purchases including technology to support classroom learning.			
		<p>Proposed Expenditures</p> <p>Instructional Materials - Textbooks</p> <p>4000-4999: Books And Supplies LCFF - District Supplemental 1,000,000</p>	
	Citrus will prioritize and submit curriculum and instructional materials purchases including		M & O 2000-2999: Classified Personnel
		M & O 2000-2999:	

<p>Planned Actions/Services</p> <p>department to help identify and prioritize site facility repair needs.</p>	<p>Citrus will facilitate the home and school usage of student Chromebooks including device management. Additionally, the site will ensure that Chromebook carts are maintained in good working order.</p>	Citrus will maintain the site library and make it available for student use.	Add 12 new iPads for kinder small group instruction
		Citrus will add an additional day of librarian time weekly.	
			<p>Analysis</p> <p>Actual Actions/Services</p> <p>department to help identify and prioritize site facility repair needs.</p>

	12 iPads were purchased	Supplemental 1,100,000	District Supplemental 850,000
Citrus will facilitate the home and school usage of student Chromebooks including device management. Additionally, the site will ensure that Chromebook carts are maintained in good working order.	Proposed Expenditures	Additional open library time Site LCAP 5,000	Librarians and Library Media Assistants (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,061,000
	Salaries LCFF - District Supplemental 4,000,000	iPads for kinder small group instruction Title I - Site 4000	
Citrus will maintain the site library and make it available for student use.	IT Dept 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 250,000	Estimated Actual Expenditures	Additional open library time Site LCAP 4536
	Librarians and Library Media Assistants (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District	Salaries LCFF - District Supplemental 4,500,000	iPads for kinder small group instruction Title I - Site 3843
		IT Dept 2000-2999: Classified Personnel Salaries LCFF -	

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Citrus met all Williams Act requirements.
 Citrus has 100% of the teaching staff in compliance for credentials.
 Citrus has achieved 100% completion in Goal 1.
 Citrus purchased 12 new iPads for kinder small group instruction in ELA and math.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

All teachers had appropriate instruction materials as indicated by the Williams Act.
 Library hours are extended beyond district provided hours to ensure access to all students.
 Technology programs such as; Handwriting without Tears, Tying without Tears, Lexia reading, Reflex Math, iReady have been purchased by the school/district to support student instruction. The district also purchased Mystery Science, Wonders online for Language Arts and Ready Math for online instruction due to Covid.
 Citrus continues to use STAR reading assessments in addition to Illuminate assessments.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There are no significant differences in proposed and actual expenditures in this goal on the site level.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

At the site level I do not expect any changes being made to this goal or outcomes.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 2

Citrus will continue to support teachers in implementing the California State Content Standards, as measured by moving at least one stage per year on the CCSS Stages of Implementation Plan. Students will receive high-quality instruction aligned with the California State Content Standards and CAASPP.

Annual Measurable Outcomes

	Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool		TK-5 will continue to administer and refine assessment plans.	K-5th grade completed all district assessments as recommended by DLC.
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool		100% of Citrus teachers will attend one or more trainings in Math and/or the Next Generation Science Standards.	Citrus Instructional Leadership Team attended a math symposium and will continue with additional math trainings. Science trainings for our new curriculum will begin for all teachers in June.

Strategies/Activities for Goal 2

Planned Actions/Services			
	District Leadership Council will analyze overall district CCSS survey responses and recommend district-wide staff development.	Continue to provide professional development to implement a CCSS aligned curriculum in all classrooms.	Citrus will administer common assessments for K-5 students in ELA, ELD, and Math as recommended by DLC, and ensure that all students have equitable access to site, district, and state assessments.

<p style="text-align: center;">Actual Actions/Services</p>		<p>District Leadership Council Teachers on Special Assignment (TOSA)</p>	<p style="text-align: center;">Estimated Actual Expenditures</p>
	<p>All students had common assessments administered in ELA, ELD, and Math at each trimester.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 375,000</p>	
	<p>Proposed Expenditures</p>	<p>Grade level collaboration days - no funding needed 0</p>	<p>Grade level meetings - No funding required 0</p>
<p>All teachers attended one or more district wide PD's that focused on CCSS curriculum.</p>			

<p style="text-align: center;">Planned Actions/Services</p>	<p style="text-align: center;">Actual Actions/Services</p>	<p>spring.</p>	<p style="text-align: center;">Estimated Actual Expenditures</p>
		<p>Proposed Expenditures</p>	
<p>Substitutes will be hired to support school wide assessment during each trimester.</p>	<p>Citrus utilized subs during each trimester assessment window.</p>		<p>Assessment subs Title I - Site 3,000</p>
<p>Site PD opportunities</p>	<p>Citrus teachers attended multiple PD opportunities over the year.</p>	<p>PD opportunities Title II - Site 7,500</p>	<p>PLC time Title II - Site 0</p>
<p>Site PLC release time</p>	<p>PLC's occurred during AM/PM model time between classes due to Covid - No funds needed.</p>	<p>PLC time Title II - Site 3,000</p>	<p>ILT additional meeting time Title II - Site 900</p>
<p>ILT team meeting</p>	<p>ILT met bi monthly for the final 4 months of</p>	<p>ILT additional meeting time Title II - Site 1,000</p>	

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Most professional development early in the year focused on supporting teachers use of the new curriculum to meet the online need due to Covid stay at home orders and the shift back to distance learning.

PD's for Ready math and Wonders (ELA) curriculum were the focus of our district wide August PD. The following 3 district wide PD's were attended by over 95% of Citrus staff and focused on writing, math instruction and curriculum training.

In the AM/PM schedule PLC's were accomplished between classes by teachers.

Due to Covid plans for site teams to attend of campus conferences were cancelled. However, many teachers and support staff attended PD's that were offered online for free or at reduced cost. Our site ILT team attended math focused PD's. TK attended the kinder conference and our site SEL team attended a Zones of Regulation conference. Citrus utilized additional sub time for student assessment at each trimester to support tracking of student achievement. Citrus' site DLC representative attended weekly DLC meetings acting as a communication source between our site and the district.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Citrus had over 95% attendance at all district PD's. As our ILT team works toward school wide math efficacy, we will attend more PD's specific to math and integrate those into our PLC process for 2021-22.

Use of subs to support assessment allowed for Citrus staff to track growth and appropriately group and support students more efficiently.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The budget initially included release days for PLC's to meet with Title 1 team but due to Covid these were cancelled. Most PLC days occurred between sections in the AM/PM model.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Citrus will continue to offer PD opportunities to teachers in reading and math.

Citrus will continue to utilize PLC's that focus on the standards for mathematical practice.

Citrus will hire a PLC sub to allow for monthly PLC's for grade level teams with Title 1 and administrator.

These will be reflected in Goal 2 Goals and Strategies.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 3

Citrus will increase overall student achievement in English Language Arts and Mathematics. Citrus teachers will utilize NGSS curriculum to support high levels of student achievement in science.

Annual Measurable Outcomes

Metric/Indicator Expected Outcomes Actual Outcomes

State Priority 4: Pupil Achievement (ELA) CAASPP	Increase the percentage of students who meet or exceed standards by 3%.	The SBAC was not administered in the 2019-2020 school year. We will use the 2018-2019 data as our baseline for next year and keep this metric in place.
State Priority 4: Pupil Achievement (Math) CAASPP	Increase the percentage of students who meet or exceed standards by 3%.	The SBAC was not administered in the 2019-2020 school year. We will use the 2018-2019 data as our baseline for next year and keep this metric in place.
Increased assessment scores from Illuminate	At least a one year growth as indicated by STAR, BAS and i-Ready assessments.	COVID 19 had a significant impact on student growth. Increases were measured once students returned to in person instruction and district assessments were administered. Citrus will hold this metric in place for the upcoming school year.

Strategies/Activities for Goal 3

<p align="center">Planned Actions/Services</p> <p>Provide intervention support, curriculum and supplemental material to support instruction.</p> <p>Citrus will include bilingual aides and Targeted Case Managers to support student participation.</p>	<p>Provide intervention support, curriculum and supplemental material to support instruction.</p>	<p>Personnel Salaries Title I - Site 129,250</p>	<p>Intervention Support Teachers Title I - Site 106,029</p>
	<p>Citrus will include bilingual aides and Targeted Case Managers to support student participation.</p>	<p>TCMs See Goal 4 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 570,000</p>	<p>TCMs See Goal 4 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 528,000</p>
	<p>Proposed Expenditures</p> <p>Intervention Support Teachers 1000-1999: Certificated</p>	<p>Bilingual Aides (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 510,000</p>	<p>Bilingual Aides (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 517,000</p>
<p align="center">Actual Actions/Services</p>		<p align="center">Estimated Actual Expenditures</p>	

Planned Actions/Services			
Provide after school intervention support	Site will use the SBIT process to monitor interventions and student growth	Students received additional intervention in reading beginning March through the end of May in reading.	Intervention Funds (Total District Cost) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,372,000
School wide support for ELA and math	Actual Actions/Services	Title 1 teacher in conjunction with administrator and resource teacher will monitor student growth in all areas and determine with teacher input if a SBIT is needed.	All Day Kindergarten Aides 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 330,000
Provide Medically Necessary Instruction if Needed		Proposed Expenditures	
		Math intervention support 1000-1999: Certificated Personnel Salaries Title I - Site 5,600	Tutoring Groups 1000 - 1999 One Time District Funding 40,000
Provide intervention funds			SBIT release time Title I - Site 1,000
	Provide Medically Necessary Instruction if Needed		Estimated Actual Expenditures
Provide All Day Kindergarten Aides		Student based intervention team meetings to track student growth and initiate specific interventions. 1000- 1999: Certificated Personnel Salaries Title I - Site 1,000	Math intervention support Title I - Site 0
	Provide intervention funds		
Students grades K-5 who are not at grade level in ELA as assessed through district assessments and teacher recommendation will receive intervention.		MNI 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 200,000	Student based intervention team meetings to track student growth and initiate specific interventions. Title I - Site 0
	Provide All Day Kindergarten Aides		

<p>MNI 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 37,300</p>	<p>Intervention Funds (Total District Cost) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,372,000</p>	<p>All Day Kindergarten Aides 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 330,000</p>	<p>Tutoring Groups 1000 - 1999 One Time District Funding</p> <p>SBIT release time Title I - Site 0</p>
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Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Due to Covid-19 our school year started in the distance learning model. Our site implemented full school leveled reading while online beginning in September until we began the AM/PM model. Upon entering the AM/PM model our site administered district assessments and used that data to start leveled reading for grades 1-3 with available aides, title 1 teacher and our resource teacher. These interventions continued through end of May. Citrus implemented before and after school tutoring for targeted groups in both ELA and Math. The site served approximately 65 groups with over 175 students to mitigate learning loss. Additionally, more than 20 short and targeted interventions are delivered in each section of the AM/PM for students in 1st - 3rd grades.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The implemented strategies to monitor student growth and assign interventions based on need helped support learning loss mitigation. However, due to COVID-19, Citrus students did not meet site set goals for achievement in reading and math based on district assessment scores. No grade levels fully met this years goals for growth in math or ELA.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Title 1 intervention teacher cost less by approximately 24,000 due to change of staffing.
SBIT sub pay was not needed as meetings occurred between AM/PM sessions and after school time. Less 1,000.
Math intervention support monies were not expended due to district tutoring money being used for learning loss. Less 5,600. District funds were allocated to accomplish this goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Next school year Citrus will add additional Title 1 teachers, have lower class sizes due to ESSER funding and add additional aide time to classrooms to support learning and interventions. Citrus will also have a .2 MTSS position to ensure equal access to Academic, behavioral, and emotional interventions and supports.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 4

Citrus will continuously seek ways to provide opportunities for meaningful parent involvement and input.

Annual Measurable Outcomes

	Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool Targeted Case Manager		Continue Targeted Case Manager parent contact to support families to ensure student academic, social, and emotional success. Maintain or increase the number of parent contacts.	Parent contacts continued to be above expected outcomes.
Priority 6: Local Indicator/Parent Involvement/Local Evaluation Tool		Parent engagement with Citrus via social media will increase from the baseline level.	Our web site was up to date with information and maintained by our office manager. Facebook had regular reminders of site up comings at our site.
Priority 3: Parent Involvement		Increase or maintain opportunities for parent involvement and stakeholder engagement.	Citrus held multiple online Bingo nights for the whole school. There was a drive in night at our local drive in theater and we held multiple PTA meetings with parent focused topics of discussion. Additionally, our site counselor launched an Instagram page for our site to support families while we were in distance learning.
Priority 6: Local indicator/Local Tool for School Climate MTSS-FIA Evaluation Tool		Continued analysis of yearly MTSS FIA results.	Completed our MTSS ELA and Math MTSS flowcharts.

Strategies/Activities for Goal 4

Planned Actions/Services

Remind staff of timely responses to parent inquiries in staff notes and at staff meetings		Continue to employ Targeted Case Managers (TCM) at site to: *increase parent participation as
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demonstrated by logging		Expenditures	Expenditures
Actual Actions/Services	Continue to employ Targeted Case Managers (TCM) at site to: *increase parent participation as demonstrated by logging	Targeted Case Managers (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 570,000	Targeted Case Managers (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 528,000
Was included in several staff meeting agendas and reminders were sent via email on multiple occasions.			
Planned Actions/Services	Proposed	Estimated Actual	
instances of parent contact in Aeries *support parents during Parent-Teacher Conferences *conduct home visits as needed *be a liaison to their site and the District English Learner Advisory Committee	Advertise activities in multiple languages	Due to COVID-19 we were unable to run this program.	Hmong translation support 2000-2999: Classified Personnel Salaries Site LCAP 625.00
	Analysis	Other district Hmong TCM's supported our efforts for translation.	Estimated Actual Expenditures
Parenting classes - Raising Highly Capable Kids	Actual Actions/Services		support for parenting class, child care Site LCAP 0
	instances of parent contact in Aeries *support parents during Parent-Teacher Conferences *conduct home visits as needed *be a liaison to their site and the District English Learner Advisory Committee	Proposed Expenditures	
		support for parenting class, child care 2000-2999: Classified Personnel Salaries Site LCAP 1,000	Hmong translation support Site LCAP 0

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Citrus has a half time Spanish speaking TCM on campus who has formed meaningful relationships with our families and students. Our TCM conducts home visits, supports families with local resources, drives families to appointments, conducts our ELAC committee, attends and translates all meetings for LCAP and DELAC and supports teachers and admin in important meetings requiring translation.

During online instruction only our site administrator facilitated multiple Bingo nights to engage students and families for connection to the school. In spring our site held a drive in theater night for Citrus families.

This year our PTA implemented a parent discussion topic related to supporting their students during the pandemic.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall, Citrus has had pretty strong parent participation and response this year considering the circumstances. The school has made multiple contacts with each family regarding upcoming schedule changes as the school year progressed through COVID-19.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.
 Other site Hmong TCM's were able to support our communications with our Hmong families for no cost.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.
 Citrus is planning to hire a Hmong TCM for our site to support translation. We will continue to update our web page frequently and plan to up our efforts on Facebook. These changes can be found in goal 4.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 5

All students will have a safe and supportive school culture, climate, and learning environment that encourages physical, mental, and emotional health.

Annual Measurable Outcomes

	Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 5: Pupil Engagement Attendance Rate			Citrus will have a sharp decrease in suspensions.
	Priority 6: School Climate Parent Survey		No physical fitness test was administered due to Covid-19.
Priority 5: Pupil Engagement Chronic Absenteeism Rate			
	Maintain student attendance rate of 95.6 or better.		Parents will participate in school climate survey.
Priority 6: School Climate Suspension Rate			
	Decrease chronic absenteeism rate for All Students by 0.5%.		Citrus student attendance overall was 89%.
Priority 8: Other Pupil Outcomes Physical Fitness Test			

		Survey was administered in April to all Citrus families.
Citrus had zero suspensions for the 2020-21 year.		

Strategies/Activities for Goal 5

Planned Actions/Services	Citrus will make teachers aware of PD opportunities regarding trauma informed practices. Citrus will also provide release for PBIS teams to work on school culture supports.	Teacher Professional Development 1000-1999: Certificated Personnel Salaries Title II - District 430,000	Estimated Actual Expenditures
Citrus will make teachers aware of PD opportunities regarding trauma informed practices. Citrus will also provide release for PBIS teams to work on school culture supports.			Teacher Professional Development 1000-1999: Certificated Personnel Salaries Title II - District 0.00
	Notify staff of benefits of ISS vs. Out-of-School Suspension	Opportunity Class and Reset Class 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 341,000	Opportunity Class and Reset Class 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 341,000
Notify staff of benefits of ISS vs. Out-of-School Suspension			
	CUSD will employ: • Employ Nurses and Health Assistants	Nurses, Health Aides/LVNs (Total District Cost) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 800,000	Nurses, Health Aides/LVNs (Total District Cost) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 778,000
CUSD will employ: • Employ Nurses and Health Assistants	Proposed Expenditures		
Actual Actions/Services			

Planned Actions/Services	Employ campus supervisors to ensure adequate supervision during unstructured times of the day (i.e. recess)	Provide full time counselor	Support Fine Arts, Music, and PE programs

Provide Elementary Counselors .5 at all sites			Elementary Counselors .5 (Total District Cost) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 580,000
		SWIS was purchased and transferred to an online version to support our	
Employ Guidance Aides at Sites	Support Fine Arts, Music, and PE programs	Proposed Expenditures	
		Campus Supervision (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,185,000	Elementary Guidance Aides (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 345,000
Behavior intervention specialist	Provide Elementary Counselors .5 at all sites		
Addition of site mascot - Binx the Bobcat	Employ Guidance Aides at Sites	Additional supervision Site LCAP 10,000	Full time behavior intervention specialist Site LCAP 38,000
Maintain walkie-talkie radios and ensure that all staff carry them at all times		Additional .5 to make full time site counselor 1000-1999: Certificated Personnel Salaries Title I - Site 52,000	Site mascot added Donations 0
	Citrus employs a full time behavior intervention specialist (IP) to support our PBIS teams and student behavior.		Replacements and batteries Safe Schools 1,000
Purchase SWIS for PBIS data tracking of discipline		Elementary Art, Music, PE 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,720,000	SWIS data tracking purchased Site LCAP 300
Actual Actions/Services	Mascot outfit was donated by family.		
Employ campus supervisors to ensure adequate supervision during unstructured times of the day (i.e. recess)	Walkie talkies were not purchased this year in anticipation of a possible change in service providers.		Estimated Actual Expenditures

Campus Supervision (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,152,000

Elementary Art, Music, PE 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,176,000

Elementary Guidance Aides (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 345,000

Replacements and batteries 0

SWIS data tracking purchased Site LCAP 300

Additional supervision Site LCAP 0

Elementary Counselors .5 (Total District Cost) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 580,000

Full time behavior intervention specialist Title I - Site 38,000

Provide site with full time counselor 52,000

Site mascot added Donations 0

Planned Actions/Services
Counseling assistant additional time
Addition of site facility dog to support trauma informed practices and to support decrease in school suspension and chronic absenteeism.

Positive "Citric" stickers and
classroom attendance prizes
iPad and green screen purchase

PBIS tier 2/3 team will attend Zones of Regulation conference.

Analysis Actual Actions/Services
online community as well as in person.
Our counseling assistant has additional time on our site to support student play groups.

Addition of site facility dog to support trauma informed practices and to support decrease in school suspension and chronic absenteeism.

Positive school stickers were purchased and mailed home with a hand written note from the principal when teachers observed students needing a pick up or doing exceptional work online.

Attendance was tracked during all online time and classes and students with the best attendance had prizes mailed home.

	Counseling assistant additional time Site LCAP 14,000	Purchase iPad and green screen LCFF - Site Supplemental 700	Stickers purchased from site discretionary funds 337
iPad and green screen purchased to produce site news show and PBIS videos. Student council writes, produces and stars in Bobcat Broadcast.	Facility dog on campus Donations 0	Conference cost Title II - Site 285	Prizes and postage donated by local group Donations 0
		Estimated Actual Expenditures	
Site PBIS tier 2/3 team attended a Zones of Regulation conference. Site plans to roll out full school Zones of Regulation next school year.	Stickers purchased from site discretionary funds 400	Counseling assistant additional time Site LCAP 14,000	Purchase iPad and green screen 677
	Prizes and postage donated by local group Donations 0	Facility dog on campus 0	Title II - Site 285
Proposed Expenditures			

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Citrus has continued to focus on site wide PBIS goals to support a safe and positive school culture during the pandemic. Our PBIS team has met frequently and has been instrumental in each instructional model change. Our tier 2/3 PBIS team has been working on the focus for next school year to become have the Zones of Regulation be a site wide initiative as part of our SEL continuum. As part of our PBIS tier 1 focus this year we have upped our focus on our

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student council, spirit days, creating a news broadcast (entirely done by student council), purchased a school mascot, focused on sending positive and encouraging notes/stickers home and online family nights to support community building while we could not be together. Additionally, Citrus continued to support additional .5 counselor time to allow for a full spectrum of SEL support over the course of the year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Each of the strategies activities listed have enhanced our school culture and contributed to our school being a positive place for students and staff.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Expenses remained inside of proposed expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Site will also start school wide Zones of Regulation use as part of our SEL culture and is planning to create parent nights to teach parents how to use the Zones at home. In addition, the district has committed to funding full time counselors at each elementary site. This will free up title1 dollars next year to add more title 1 teachers. These changes will be found in goals 3 and 5.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

	Description Amount
Total Funds Provided to the School Through the	234,080
Consolidated Application Total Funds Budgeted for	
Strategies to Meet the Goals in the SPSA	103,202,840

Allocations by Funding Source

Funding Source Amount Balance

Expenditures by Funding Source

Funding Source Amount

LCFF - Base
LCAP - District
LCAP - Site
Title I - District

Title I - Site
Title II - District
Title II - Site

Title III - District

103,202,840
14,504,597
63,988
2,981,080

288,275
411,111
18,745
79,735

School Plan for Student Achievement (SPSA) Page 68 of 78 Citrus Elementary School

Expenditures by Budget Reference

Budget Reference Amount

5,543,516.06

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Expenditures by Budget Reference and Funding Source

Budget Reference Funding Source Amount

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in

secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Shanon Payne School Principal

Kelsey Gullick, Stephanie Bohannon, Rebecca Landers, Classroom Teachers

Michael Aiello Other School Staff

Tiffany Hildebrand, Rudy Smith Parent or Community Members

Name of Members Role

Shanon Payne	Principal
Michael Aiello	Other School Staff
Dione Jordan	Parent or Community Member
Tiffany Hildebrand	Parent or Community Member
Rudy Smith	Parent or Community Member
Michael Aiello	Other School Staff
Kelsey Gullick	Classroom Teacher
Stephanie Bohannon	
Rebecca Landers	Classroom Teacher
LaVon Hernandez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 5, 2021.

Attested:

Principal, Shanon Payne on May 5, 2021
SSC Chairperson, Rudy Smith on May 5, 2021

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal. Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. • Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows: • Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

