

The Single Plan for Student Achievement

School: Citrus Elementary School
CDS Code: 04-61424-6002976
District: Chico Unified School District
Principal: Rachel Tadeo
Revision Date: 09/18/2015

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on April 20, 2016.

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School Vision and Mission

Citrus Elementary School's Vision and Mission Statements

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

School Profile

School Type:	Public elementary school; grades K-6
Enrollment:	350 (2011-12)
Year school opened:	1936
Title I status:	School-wide program
Program Improvement Status:	Year 5+
AYP:	Met 17 of 21 AYP criteria
API:	718 (12-13) 702 (11-12) 669 (10-11)
Statewide API Rank	2/10 (2010)
Similar Schools Rank	2/10 (2010)

Citrus Avenue Elementary School, located in Chico, California, follows a traditional K - 6 elementary schedule. Serving a neighborhood population, Citrus has a current enrollment of approximately 350 students.

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 90% 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 lab 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 America Reads Programs.

In addition to an excellent teaching staff, we also have a strong support staff dedicated to ensuring a successful and safe school experience for all of our students.

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 200 volunteers of Bidwell Presbyterian Church. The members of this church adopted our school almost five 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 Press, 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.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The school continues to collect and review data to analyze our programs, processes and procedures. Data is being collected and analyzed in the following areas: Student Achievement, Demographics, Process and Perceptions.

A variety of tools are being utilized by a variety of stakeholders to develop a clear and accurate picture of our strengths and areas for growth. The tools and data we are gathering include, but are not limited to the following:

CAASPP, CELDT, state Physical Fitness Test (PFT) data, Academic Program Survey (APS), English Learner Subgroup Self-Assessment (ELSSA), Inventory of Services and Supports (ISS), Professional Learning Community (PLC) Continuums and the California Healthy Kids Survey.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal and informal classroom observations occur per CUSD/CUTA contract. The school principal visits classrooms on a regular basis. Support teachers for ELD continue to provide support and coaching this year. They provide observations and in-class assistance to teachers to support the implementation of the district ELD program. Coaches provide techniques for our English Language Learners through methods of Language STAR program. Citrus teachers also have the opportunity to do peer observations of colleagues when requested, with a focus on the use of formative assessment techniques as a common set of instructional practices for growth.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Citrus uses a variety of instruments to measure students academic growth and adjust instruction. These assessments include annual CST and CELDT results, CUSD benchmark assessments and site level assessments such as CBM's, BPST's, STAR Early Literacy and AR assessments, writing rubrics, unit assessments and Language Star assessments.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Citrus teachers meet each week, either as an entire staff or as grade level teams. These opportunities for collaboration are provided for staff to discuss and analyze data in order to monitor student progress on the various regularly administered assessments. Information garnered from these team meetings is used to place students who need additional support into extended learning opportunities or interventions as appropriate.

The staff continues to increase their skill and knowledge about effective collaboration and their understanding of the Common Core State Standards (CCSS).

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All teachers are highly qualified as per NCLB guidelines.

Additional professional development is offered each year in order for teachers to increase their knowledge and skill with regards to instructional strategies, formative assessment, data analysis, strategies for teaching English Language Learners, positive behavior support structures, and other topics as determined by the needs found through the analysis of data and our school program.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Classroom teachers and support staff have completed professional development in appropriate and necessary areas of instruction and student support as provided by the district and BCOE. Training has supported areas of need as determined through analysis of school programs and data. Primary areas of focus continue to be growth in working with our English Language Learner population, understanding and transitioning to Common Core State Standards, support in the area of math, continuing implementation of the Language Arts curriculum, working with families of poverty, and positive behavior support systems.

Citrus teachers participate in district-wide grade level meetings and trainings in both math and language arts each year.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

A goal for staff development is to align our school practices around the PLC model and address Common Core State Standards. The staff reviews state standards, assesses student growth regularly and works in collaborative groups. These collaborative groups develop common formative assessments, review student scores on assessments and adjust instructional practices accordingly. All collaborative grade level meetings will be provided with templates to help them focus their discussions on the four key questions that provide the foundation of Professional Learning Communities.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

We have one full-time and two .5 Title 1 support teachers available to assist teachers in a variety of ways, including but not limited to professional development in instructional strategies, unit and lesson planning, use of Universal Access materials, model lessons, as well as pacing and sequencing.

Additionally, Citrus teachers are supported by the RSP and SDC teachers for assistance in working with students who are struggling to meet academic standards and goals.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Citrus teachers meet twice a month for grade level meetings. We are currently working to develop skills and knowledge to deepen our understanding of Common Core State Standards.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

CUSD has created pacing guides and district assessments to help with alignment of curriculum, instruction and materials to state standards. Citrus staff are expected to adhere to the CUSD developed pacing guides and administer all district assessments.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Citrus teachers are currently teaching the recommended instructional minutes for core instruction in both reading/language arts and mathematics. Areas of struggle in this area continue to be in the areas of intervention and ELD instruction. We have strategic intervention in the area of literacy but no intensive intervention in either math or ELA. ELD instruction is happening at all grade levels for 45 minutes a day, four days per week. These are critical areas of academic need.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Citrus staff utilizes the CUSD developed pacing guides for mathematics and language arts. The adopted curriculum also determines the schedule for pacing lessons.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All classes have appropriate instructional materials as per Williams Act expectations and guidelines.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All classes utilize State Board approved, standards-aligned instructional materials for the core academic areas. We currently use the following adopted programs:

- o English Language Arts: McMillan/McGraw Hill Treasures (K-6)
- o Mathematics: Everyday Math
- o Science: McMillan/McGraw Hill California Science (K-5); Prentice Hall Focus on Earth Science (6)
- o Social Science: Harcourt Reflections

Staff has also been trained on Language Star methods for use for English Language Development at all grade levels. A variety of materials are being used for reading and math strategic intervention. The adopted set of materials for intensive intervention is Triumphs.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Grade Level Teams work together, and in collaboration with our Title 1 teachers, to address the needs of all students with the support of the Title I Program. We are currently focusing on deepening our understanding of the Common Core State Standards. We continue to support teachers in developing differentiated instruction and small group interventions.

14. Research-based educational practices to raise student achievement

Citrus provides extended learning time for students, utilizes curriculum with a research base of support, conducts business as a PLC, holds high expectations for student achievement and utilizes regular assessing of student progress to adjust instruction.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Citrus is a school-wide Title 1 school, and has a grant to support our Afterschool Program. The funding from these categorical programs and grants provide resources to help our struggling students with both academic and social/emotional support. In addition, we strive to develop strong partnerships with community resources and private enterprise to support our school, in particular our struggling students. Enloe Hospital, Bidwell Presbyterian Church, Butte County Office of Education, Community Action Volunteers in Education and California State University, Chico and Reading Pals are key partners. Volunteers and members from each of these groups provide resources, volunteer time in classrooms, and help to support a variety of needs on the Citrus campus. Citrus also has two interns from Chico State University, one school psychologist intern and one school counseling intern.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Citrus strives to involve all stakeholders in the planning, implementation and evaluation of its programs and practices. The Instructional Leadership Team meets once month to plan and guide the work of the school. The Student Services PLC Team meets weekly to discuss support to struggling students, and the School Site Council meets on a regular basis and takes information back to staff meetings, PTA and other parent meetings. Additionally, the principal meets with representatives of the volunteer organizers of the Bidwell Presbyterian Church to organize support to students and staff.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

As a school-wide Title I school, Citrus receives funding to support under performing students in meeting the academic content standards. In addition, Citrus receives funding from grants from ASES to support our After School Program.

18. Fiscal support (EPC)

Services and resources are provided through categorical funding designed to assist under performing and struggling learners to meet standards. Citrus is designated a school-wide Title 1 school and receives funding to support the learning opportunities for our student subgroups. Additionally, we receive funding from Title 1, Title II, and LCFF to support our school programs.

Description of Barriers and Related School Goals

Barrier #1

First year for effective teacher PLC collaboration on student progress and best instructional practices

Related Goals

Goal #1 - By the end of the 2015-16 school year, 80% of Citrus students will achieve grade level benchmarks on the district text level assessments.

Goal #2 - By the end of the 2015-16 school year, 80% of all students will demonstrate proficiency on the CUSD math fluency benchmark assessments.

Barrier #2

English learners continue to struggle and not meet AYP targets.

Related Goal

Goal #1 - By the end of the 2015-16 school year, 80% of Citrus students will achieve grade level benchmarks on the district text level assessments.

Barrier #3

Title 1 funds allocated to the site will be significantly decreased again in the 2015-16 school year.

Related Goal

Goal #1 - By the end of the 2015-16 school year, 80% of Citrus students will achieve grade level benchmarks on the district text level assessments.

Goal #2 - By the end of the 2015-16 school year, 80% of all students will demonstrate proficiency on the CUSD math fluency benchmark assessments.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	41	41	100.0	40	2394.7	17	17	22	41
Grade 4	39	38	97.4	38	2419.8	11	16	16	58
Grade 5	45	43	95.6	42	2445.9	2	23	26	49
Grade 6	44	41	93.2	40	2464.8	2	29	17	49
All Grades	169	163	96.4	160		8	21	20	49

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	18	43	40	8	53	40	20	55	25	15	45	40
Grade 4	16	39	45	8	39	53	11	61	29	13	53	34
Grade 5	5	50	45	10	48	43	5	57	38	7	57	36
Grade 6	8	48	45	8	35	58	5	68	28	8	65	28
All Grades	11	45	44	8	44	48	10	60	30	11	55	34

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	41	40	97.6	40	2404.7	10	30	25	35
Grade 4	39	38	97.4	38	2437.3	13	13	34	39
Grade 5	45	42	93.3	41	2457.1	7	12	33	45
Grade 6	44	41	93.2	40	2461.7	0	29	20	49
All Grades	169	161	95.3	159		7	21	28	42

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	20	45	35	20	35	45	18	50	33
Grade 4	18	26	55	13	47	39	16	39	45
Grade 5	7	32	61	12	37	51	2	49	49
Grade 6	10	33	58	10	40	50	3	53	45
All Grades	14	34	52	14	40	47	9	48	43

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K									*****	***	*****
1			*****	***	*****	***			*****	***	*****
2			*		*				**		
2			1	8	8	67	3	25			12
3	1	8	2	17	3	25	4	33	2	17	12
4			1	11	6	67	2	22			9
5			4	33	3	25	5	42			12
6			2	29	2	29	3	43			7
Total	1	2	11	19	23	40	17	30	5	9	57

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			1	8			3	23	9	69	13
1	1	25	1	25	1	25			1	25	4
2			1	8	8	67	3	25			12
3	1	8	2	17	3	25	4	33	2	17	12
4			1	10	7	70	2	20			10
5			4	33	3	25	5	42			12
6			2	25	2	25	3	38	1	13	8
Total	2	3	12	17	24	34	20	28	13	18	71

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	73	64	57
Percent with Prior Year Data	100.0%	95.3%	100%
Number in Cohort	73	61	57
Number Met	47	29	19
Percent Met	64.4%	47.5%	33.3%
NCLB Target	57.5	59.0	60.5
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	62	20	62	10	50	19
Number Met	18	--	17	--	3	6
Percent Met	29.0%	--	27.4%	--	6.0%	31.6%
NCLB Target	20.1	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	*	Yes	--	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	No		--
Mathematics			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	Yes		--

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	1,059	968	941
Percent with Prior Year Data	99.8	99.2	99.9
Number in Cohort	1,057	960	940
Number Met	633	545	590
Percent Met	59.9	56.8	62.8
NCLB Target	57.5	59.0	60.5
Met Target	Yes	No	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	720	532	713	449	671	443
Number Met	137	267	153	228	162	248
Percent Met	19.0	50.2	21.5	50.8	24.1	56.0
NCLB Target	20.1	47.0	22.8	49.0	24.2	50.9
Met Target	No	Yes	No	Yes	No	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	98
Met Percent Proficient or Above	No	No	N/A
Mathematics			
Met Participation Rate	Yes	Yes	98
Met Percent Proficient or Above	No	No	N/A
Met Target for AMAO 3	No	No	

Conclusions based on this data:

1.

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Rachel A Tadeo	X				
Sheila Anderson			X		
Tayjes Patel				X	
Teresa Ramos				X	
Sarah Birtwell				X	
Melissa Council				X	
Nathaniel Wion		X			
Melanie Winslow		X			
Cindy Carlsen		X			
M. Jan Knecht		X			
Numbers of members of each category:	1	2	1	4	0

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

X Other committees established by the school or district (list):

Instructional Leadership Team

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on November 18, 2015.

Attested:

Rachel Tadeo

Typed Name of School Principal

Signature of School Principal

Date

Tayjes Patel

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

<p>LCAP Goal 1: Quality Teachers, Materials, and Facilities All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials, current technology, and facilities in good repair.</p> <ul style="list-style-type: none"> 1.1: All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials and facilities in good repair. 1.2: By 2018, 100% of CUSD students and teachers will have regular access to the technology they need for curriculum, instruction and assessment. 						
<p>Site Goals:</p> <ul style="list-style-type: none"> Citrus will adhere to Williams Act requirements. Citrus will reduce the ratio of students to device ratio from 3:1 to 2:1. 						
CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Review credentials and assignments.	<ul style="list-style-type: none"> Work with district HR to ensure teachers possess required credentials and are teaching in appropriate assignments 	- HR Data- Number of teachers with appropriate credential and teaching in correct subject area - Williams Act Report	All	HR	LCFF-Base	

Citrus Elementary LCAP/SPSA Goals

Year: 2015-16

<p>Purchase the following to ensure students, including students in the identified subgroups, have instructional materials:</p> <ul style="list-style-type: none"> Textbooks and supplemental materials Educational software: Illuminate and Renaissance 	<ul style="list-style-type: none"> Ensure site has proper instructional materials and facilities are in good condition, as per the Williams Act requirements 	<p>Williams Act Report</p>	<p>All</p>	<p>Instructional Materials</p> <p>Renaissance Place (Total District Cost)</p> <p>Illuminate (Total District Cost)</p>	<p>LCFF Base</p> <p>LCFF-District Supplemental</p> <p>LCFF-Base</p>	<p>\$84,000</p> <p>\$64,000</p>
<p>Regularly inspect and maintain facilities.</p>	<ul style="list-style-type: none"> Ensure site has proper instructional materials and facilities are in good condition, as per the Williams Act requirements 	<p>Williams Act Report</p>	<p>All</p>	<p>M&O</p>	<p>LCFF-Base</p>	
<p>Purchase devices for students and teachers per district technology needs (e.g. Chromebooks)</p>	<ul style="list-style-type: none"> Site will ensure that Chromebook carts and iPad minis are maintained in good working order. Citrus will add 5 additional Chromebook carts which will allow all students in grades 2-6 to have their own Chromebook. 20 iPad minis will be purchased for K-1 4 additional iPad minis will be purchased for K-1 Citrus will purchase new technology for classrooms. Supplement Technology purchase 	<p>Ratio of students to devices in grades 2-6</p> <p>K-1 access to devices, i.e. iPad minis, classroom computers, and computer lab</p> <p>devices, i.e. iPad K-1 access to minis, classroom computers, and computer lab</p> <p>Devices, EBoards/projectors</p>	<p>All</p> <p>All</p>	<p>IT Dept</p> <p>5 Chrome Carts</p> <p>20 iPad Minis-</p> <p>1 Chrome Cart</p> <p>Pad Minis - 20</p> <p>Interactive TVs</p> <p>Interactive TVs</p> <p>Misc items</p>	<p>LCFF-Base</p> <p>Title 1- Site Carryover</p> <p>Grant Funded</p> <p>Common Core Funds</p> <p>LCAP</p> <p>LCAP Carry over</p> <p>LCAP Site</p> <p>Title I</p> <p>Title I</p>	<p>\$75,000</p> <p>\$6,455</p> <p>\$12,781</p> <p>\$2,000</p> <p>\$14,357</p> <p>\$6,000</p> <p>\$22,000</p> <p>\$5,829</p>

Citrus Elementary LCAP/SPSA Goals

Year: 2015-16

<p>To ensure access to on-line resources, employ:</p> <ul style="list-style-type: none"> • Librarians and Library Media Assistants • Instructional Technology Aides 	<ul style="list-style-type: none"> • Libraries will be maintained and available for student use. 	<p>Citrus Library staffed with Library Media Assistant 15 hours per week</p> <p>.5 Instructional Aide - Rtl</p>	<p>All</p>	<p>Librarians & Library Media Assistants (Total District Cost)</p> <p>Instructional Aides (Total District Cost)</p>	<p>LCFF- District Supplemental</p> <p>LCFF-District LCAP</p>	<p>\$794,091</p> <p>\$435,000</p>
<p>Continue providing information to families on resources supporting technology:</p> <ul style="list-style-type: none"> • Computers for Classrooms • Comcast Internet Access 	<p>- Site will supply families with information regarding Computers for Classrooms and Comcast Internet Access via newsletters, district and site website.</p>	<p>Share in newsletter 2 times per year</p>	<p>All</p>	<p>No Funding Needed</p>		

<p>Goal 2: Fully Align Curriculum and Assessments with California State Content Standards</p> <ul style="list-style-type: none"> 2.1: CUSD will continue to support teachers in implementing the California State Content Standards, as measured by moving at least one stage per year on the CSCS Stages of Implementation Plan. 2.2: Students will receive high-quality instruction increasingly aligned with the California State Content Standards and CAASPP. 						
<p>Site Goals: -All certificated personnel will move to stage 2 or higher on the CSCS implementation plan. -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.</p>						
<p>CUSD Actions</p>	<p>Site Actions and Timeline</p>	<p>Metrics</p>	<p>Applicable Subgroups</p>	<p>Proposed Expenditures</p>		
				<p>Description</p>	<p>Funding Source</p>	<p>Amount</p>
<p>Teachers evaluate current status and next steps in California State Content Standards (CSCS) implementation.</p>	<ul style="list-style-type: none"> The staff will take a baseline and end of year survey to assess CSCS implementation. The administrator will gather and analyze staff feedback with ILT/Leadership team and modify site PD opportunities. Timeline: Fall and Spring surveys 	<p>CSCS Survey</p> <p>DLC .2 Teacher</p>	<p>All</p>	<p>No Funding Needed</p> <p>DLC Funding</p>		

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	<ul style="list-style-type: none"> District Leadership Committee (DLC) will analyze overall district CSCS survey responses and recommend district-wide staff development 				Title II District	\$357,000
<p>Provide professional development in:</p> <ul style="list-style-type: none"> California State Content Standards Before school and school-year PD in English Language Development Technology hardware (e.g. Chromebooks) and applications (e.g. Google Apps for Education). 	<ul style="list-style-type: none"> Our staff will attend district-wide professional development. Teachers will meet to analyze data and design rigorous CSCS instruction. PLC's analyzing benchmark results together GLT/SBIT progress monitoring high concern students Planning CSCS lessons together District-wide Skype/Video meetings supporting data discussion Provide after school professional development sessions focusing on technology integration in classrooms Provide opportunities for professional development based on site needs as determined by ILT, DLC TOSA, and/or staff 	<p>District-wide Grade Level Meetings- 10/6, 11/17, 2/9, 4/5</p> <p>Planned Common Staff Meetings via PLC Release time</p> <p>Skype/Videos- 9/8, 9/29, 10/13, 11/3, 11/17, 2/23, 5/24 *Additional TBD</p> <p>PD Sign In Sheets</p>	All	<p>Presenter Costs</p> <p>Presenter Costs</p> <p>PLC Release Time</p> <p>SBIT meetings</p> <p>After School PD Opportunities</p> <p>Site PD Opportunities</p> <p>Additional ILT member</p>	<p>Title II District</p> <p>Title II District</p> <p>Title II Site</p> <p>Title 1</p> <p>Title II District</p> <p>Title II Site</p> <p>Title I Site</p>	<p>\$6,466</p> <p>\$10,000</p> <p>\$9,944</p> <p>\$1266</p>
<p>Develop and refine a TK-12 sequence of common assessments aligned to CSCS (staff and district meeting time).</p>	<ul style="list-style-type: none"> CUSD will use common assessments for K-6 students in ELA, ELD, and Math as recommended by DLC Ensure all students are given site, district and state assessments. 	<p>- Report Card Feedback Sessions- 9/10, 11/19, 3/24, 6/9</p> <p>- DLC Meetings- 8/7, 9/4, 9/18, 10/2, 12/4, 1/8, 2/5, 3/4, 4/1, 5/6</p>	All	<p>TOSAs (Total District Cost) See Goal 3</p>	<p>LCFF Supplemental District</p>	
<p>Release time for peer rounds observations and debrief.</p>	<ul style="list-style-type: none"> Interested teachers will participate in long-term professional development opportunities 	<p>ABEO Participation Rate</p> <p>Math Time</p>	All	<p>ABEO</p> <p>3 year Grant</p>	<p>District Title II</p> <p>Grant Funded</p>	

<p>Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses</p> <ul style="list-style-type: none"> 3.1: Develop and implement a plan to ensure that all students in all subgroups are on track for successful entrance into college and careers. 3.2: Increase student achievement at all grades and in all subject areas on state, district, and site assessments. 3.3: Increase the number of students entering high school at grade level in ELA and mathematics. 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. 						
<p>Site Goal:</p> <ul style="list-style-type: none"> Citrus will lower the number of students on the High Concern list by 20% by May 2016. Citrus will increase the percent of students in grades K-6 reaching end of year benchmarks in ELA, Math, and ELD as reported on the Data Dashboard. Citrus will increase by 5% the number of all students who score a 3 or 4 on the SBAC end of year assessment in ELA and Math. 						
<p>CUSD Actions</p>	<p>Site Actions and Timeline</p>	<p>Metrics</p>	<p>Applicable Subgroups</p>	<p>Proposed Expenditures</p>		
				<p>Description</p>	<p>Funding Source</p>	<p>Amount</p>
<p>Secondary Counselors will implement and monitor college/career plans for all students, especially those</p>	<ul style="list-style-type: none"> Not Applicable 					

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in the identified subgroups.						
<p>Implement RTI academic interventions (including Reading Pals, Response to Intervention, math lab, Read 180, Power Reading) using site allocations to provide TK-12 students with the academic support to achieve at grade level as funding allows.</p>	<ul style="list-style-type: none"> ● Staff will ensure all students are on track for achieving proficiency on CUSD and state assessments. ● Students will take baseline assessments as well as Tri 1, 2, and 3 assessments. ● Site will use student assessment data to monitor academic progress and disaggregate site, district, and state testing data. ● High Concern lists of students will be looked at frequently and discussed among teachers ● Employ supplementary support teachers (certificated) ● Reading Pals program will continue and data analyzed throughout the year ● Site will use SBIT process to monitor placement of students in interventions ● All English Learners will be given ELD using Language Star curriculum and assessment ● ELD teachers will participate in on-going after school training ● All English Learners will take CUSD interim ELD Assessments and CELDT ● Hire supplementary classified staff for reading groups ● 	<p>- K-6 Assessment Data (i.e. BPST, BAS, STAR) - 2nd-6th Grade CSCS Assessment Data - 3-6 SBAC Data</p> <p>CELDT Data EL Reclassification Rate Language Star PD Bi-weekly Language Star Assessment Data Title 1</p>	<p>All</p>	<p>Support Teachers</p> <p>Reading Pals Teacher</p> <p>Language Star Coaches</p> <p>iReady Intervention</p> <p>Supplemental materials</p> <p>Interventions</p> <p>Extend Librarian hours</p>	<p>Title 1 Site</p> <p>LCFF District Supplemental</p> <p>Title II- District</p> <p>Title I Site Carryover</p> <p>Title 1</p> <p>Title 1</p> <p>Title 1</p>	<p>\$67,190.61</p> <p>\$83,000</p> <p>\$14,662</p> <p>\$5,500</p> <p>\$8,000</p> <p>\$3,000</p>

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	<ul style="list-style-type: none"> Purchase I-Ready program for math/ELA Purchase Guided Reading book sets for Primary Reading Purchase computer programs for Learning Lab Provide additional library time for AR/and additional ELA supports 					
<p>Provide the following services to improve instruction:</p> <ul style="list-style-type: none"> Targeted Case Managers (TCMs) Elementary Instructional Specialists (2.6 FTE) Guidance Aides <p>Instructional Aides</p> <p>Bilingual Aides</p>	<ul style="list-style-type: none"> See Goal 4 Citrus will employ a .2 TOSA Citrus will employ a 25 hr/week Guidance Aide 2015-16- 20 hr/week Guidance Aide School Counselor 		All	<p>TCMs (Total District Cost)</p> <p>Elem TOSAs</p> <p>Guidance Aide</p> <p>Add'l Guid. Aide</p> <p>Counselor</p> <p>Aides</p> <p>Bilingual Aides</p>	<p>LCFF-District Supplemental</p> <p>Grant Funded</p> <p>Title 1- District</p> <p>Grant Funded</p> <p>Title 1</p>	<p>357,353</p> <p>10,000</p> <p>\$45,000</p> <p>\$53,337</p> <p>\$11,000</p>

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<ul style="list-style-type: none"> TK Instructional Aides K Aides 	<ul style="list-style-type: none"> Employ 3 Instructional Aides Bilingual Aide- plan for bilingual aid <p>Citrus will have 1 TK Aides at 3.5 hrs/day</p> <p>Citrus will increase a current classified aide position from 1 hr. to 3 h</p> <p>Additional K aide 2hrs. per day</p> <p>School Aide Extra Assignment</p>			<p>(Total District Cost)</p> <p>TK Aides</p> <p>K Aides</p> <p>K Aide</p>	<p>LCFF Supplemental District</p> <p>LCFF -District Supplemental</p> <p>Title 1 Site</p> <p>LCAP Site Supplemental</p> <p>LCAP Site Supplemental</p>	<p>\$452,158</p> <p>\$67,000</p> <p>\$6,000</p> <p>\$7353</p> <p>\$2500</p>
<p>Research options for providing an all-day or extended day Kindergarten at all elementary sites.</p>	<ul style="list-style-type: none"> Site Kindergarten teachers will attend planning meetings at the district office. 	<p>Attendance at district planning meetings- 9/23, 10/22, 11/2, 11/30</p>	<p>All</p>	<p>No Funding Needed</p>		
<p>Provide after school homework support at Elementary and Secondary as per site's needs.</p>	<ul style="list-style-type: none"> Site will provide tutoring groups before and after 	<p>Tutoring Data</p>	<p>All</p>	<p>Certificated Staff Costs</p>	<p>Title 1 (Total District Cost)</p>	<p>\$100,000</p>

Citrus Elementary LCAP/SPSA Goals

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	school in ELA and Math to students identified as needing more support.	High Concern Lists				
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<p>Goal 4: Provide Opportunities for Meaningful Parent Involvement and Input</p> <ul style="list-style-type: none"> 4.1: For students at all schools, provide training 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. 4.3: Increase consistency of timely response from school staff to parent inquiries regarding their student 						
<p>Site Goal: Citrus will move from 0% to 50% of parents registered on Remind text messaging.</p>						
<p>CUSD Actions</p>	<p>Site Actions and Timeline</p>	<p>Metrics</p>	<p>Applicable Subgroups</p>	<p>Proposed Expenditures</p>		
				<p>Description</p>	<p>Funding Source</p>	<p>Amount</p>
<p>Provide teacher and staff</p>			<p>All</p>			

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<p>training/information in:</p> <ul style="list-style-type: none"> ● using Parent Portal in Illuminate for 4th-6th grade teachers ● expectations for timely response (3 day maximum) to parent inquiries 	<ul style="list-style-type: none"> ● Make teachers aware of Parent Portal trainings and timely responses to parent inquiries through weekly bulletins and staff meetings 	<p>PD Sign-in Sheets</p> <p>Parent feedback regarding timely responses</p> <p>Spring Parent Survey Responses</p>		<p>After School PD Opportunities</p> <p>Education for the Future Survey (Total District Cost)</p>	<p>Title II-District</p> <p>LCFF Base</p>	<p>\$10,000</p>
<p>Provide parent training in English and other languages addressing parent access to:</p> <ul style="list-style-type: none"> ● Parent Portal feature in Aeries and Illuminate ● Academic programs to support student learning, such as: Google Apps for Education, software to support California State Content Standards learning at home, Rosetta Stone, etc. 	<ul style="list-style-type: none"> ● Citrus will offer a minimum of 2 parent/family informational opportunities 	<p>Event Sign-in Sheets</p>	<p>All</p>	<p>No Funding Needed</p>		
<p>Provide TCM and/or other staff support for:</p> <ul style="list-style-type: none"> ● increasing parent participation ● District English Learner Advisory Committee (DELAC) 	<ul style="list-style-type: none"> ● District will provide a .5 TCM ● Hmong Liason (5 hrs per week) ● .25 Parent Liaison 	<p>Sign in Sheets at site ELAC meetings</p>	<p>All</p>	<p>LCFF -District Supplemental</p> <p>Add parent support</p>	<p>See Goal 3</p> <p>LCAP</p> <p>LCAP</p> <p>Supplemental Site</p>	<p>\$3694</p> <p>\$4118</p>
<p>Establish baseline for parent involvement in:</p> <ul style="list-style-type: none"> ● Parent Information/BTSN ● SSC ● Site ELAC/DELAC 	<ul style="list-style-type: none"> ● Offer a minimum of 4 family activities <p>Parent Liaison</p>	<p>Percent of parent attending BTSN, Parent-Teacher Conferences, SSC, and ELAC meetings</p>	<p>All</p>	<p>No Funding Needed</p>	<p>LCFF</p>	<p>\$801</p>

<p>Goal 5: Improve School Climate</p> <ul style="list-style-type: none"> 5.1: Increase attendance and graduation rates for all students among all subgroups, and decrease chronic absenteeism, dropout rates, suspension, and expulsion. 						
<p>Site Goal: Citrus will reduce the number of chronically truant students by 2% annually.</p>						
<p>CUSD Actions</p>	<p>Site Actions and Timeline</p>	<p>Metrics</p>	<p>Applicable Subgroups</p>	<p>Proposed Expenditures</p>		
				<p>Description</p>	<p>Funding Source</p>	<p>Amount</p>
<p>Provide professional development for all staff in:</p> <ul style="list-style-type: none"> becoming a trauma-informed district behavior strategies such as Positive Behavior and Intervention Supports and the Nurtured Heart Approach 	<ul style="list-style-type: none"> Make teachers aware of PD opportunities through weekly bulletins and staff meetings Citrus will participate in CUSD PBIS Grant <p>Citrus will provide additional PD for staff to improve Positive Behavior</p>	<p>Session Sign-in Sheets</p> <p>Number of Office Referrals, Referrals to Opportunity Class, Reset, ISS, and OSS</p>	<p>All</p>	<p>PBIS Training District and</p> <p>PD</p>	<p>Grant Funded</p> <p>Safe Schools</p>	<p>\$6,000</p> <p>\$2,000</p>
<p>Provide parent, education/training classes to improve student attendance.</p>	<ul style="list-style-type: none"> Provide a minimum of 4 family events Early identification of students with attendance 	<p>Event Sign-in Sheets</p>	<p>All</p>			

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	<ul style="list-style-type: none"> issues Communicate chronically absent/tardy names to teachers Parent/Principal meetings to see if student absences and tardies improve Use attendance rewards at school assemblies 	Aeries Reports				
<p>Continue support for Alternative Education Programs:</p> <ul style="list-style-type: none"> Opportunity Programs (CAL and Chapman) Out of School suspension alternatives (e.g. Reset/ISS) Alternative Ed. Supplemental staffing 	<ul style="list-style-type: none"> Maintain Opportunity Class Institute the Reset Classroom as an alternative to suspensions 	<p>Number of Referrals to Opportunity Class</p> <p>Number of Referrals to Reset</p> <p>ISS, OSS Rates</p>	All	<p>Opportunity Class</p> <p>Reset</p>	<p>LCFF District Supplemental</p> <p>LCFF District Supplemental</p>	<p>\$160,000</p> <p>\$107,000</p>
<p>Provide health, social-emotional counseling support services:</p> <ul style="list-style-type: none"> EMHI/PIP Guidance Aides Nurses Health Assistants School IA Medically Necessary/Off Campus Instruction. 	<ul style="list-style-type: none"> Employ EMHI, PIP, Guidance Aides- See Goal Behavior Intervention aide Employ Nurses/ Health Assistants Employ .4 of a full time counselor Provide MNI Services as needed 	Site Attendance Rate	All	<p>.18 PIP</p> <p>(Total District Cost)</p> <p>MNI (Total District Cost)</p>	<p>LCFF Site Supplemental LCAP</p> <p>LCFF District 7 Supplemental</p> <p>Grant</p> <p>LCFF District Supplemental</p>	<p>\$9,295</p> <p>\$27,687</p> <p>\$107,000</p> <p>\$336,250</p>
<p>Increase campus supervision as per site needs.</p>	<ul style="list-style-type: none"> Employ School Aides (noon supervisor, yard duty) as needed Citrus will employ an additional School Aide to support positive recess supervision 	<p>Number of Office Referrals</p> <p>Number of Office Referrals, Referrals to Opportunity Class, Reset, ISS,</p>	All	<p>Campus Supervision (Total District Cost)</p> <p>School Aide</p>	<p>LCFF Supplemental District</p> <p>Safe Schools Site</p>	<p>\$616,831</p> <p>\$3,500</p>

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	<p>Provide/replace two-way radios for staff and additional supports</p> <p>Purchase additional behavior support items</p> <p>Citrus will purchase Safety Signs</p>	and OSS			<p>Safe Schools Site</p> <p>Safe Schools Site</p> <p>Safe Schools Site</p>	<p>\$1,853</p> <p>\$2500</p> <p>\$1,000</p>
Support student engagement in Art, Music, and PE activities at the elementary schools.	<ul style="list-style-type: none"> Students receive Fine Arts and PE in 1st-6th grades 	Site Attendance Rate	All	Certificated teacher providing prep time release	LCFF Supplemental District	
Research availability of federal and state funds/grants for school resource officers.			All			
Support student engagement at the high schools by encouraging participation in sports teams.	<ul style="list-style-type: none"> Not Applicable 					

Categorical Expenditures Approved by School Site Council		
Funding Source	Funding Allocation	Cost
Title I -\$111,709 Title 1 Carryover-\$103,669 <p style="text-align: right;">Total= \$230,032</p>	Supplemental Tech Misc Tech SBIT Add'l ILT member Support Teachers Supplemental Materials Interventions Extended Library hours Aides K Aides Counselor i-Ready Chromebook Carts - 5	\$15,000 \$7,014 \$10,000 \$1,266 \$67,190 \$5,500 \$8,000 \$3,000 \$11,000 \$6,000 \$17,500 \$14,662 \$63,900 <p style="text-align: right;">Total= \$230,032</p>
Title II-\$6,062 Title II Carryover-\$10,348 <p style="text-align: right;">Total= \$16,410</p>	PLC Release Site PD Opportunities	\$6,466 \$9,944 <p style="text-align: right;">Total= \$16,410</p>
Safe Schools- \$3,000 Safe Schools Carryover- \$5,853 <p style="text-align: right;">Total= \$8,853</p>	School Aide Two-way radios Behavior Support Safety Signs	\$3,500 \$1,853 \$2500 \$1,000 <p style="text-align: right;">Total= \$6,853</p>

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LCAP Budget Developed with School/ Community Input		
Funding Source	Funding Allocation	Cost
15-16 Total- \$69,799 LCAP Carryover- \$14,357	4 ipad minis TVs Behavior Intervention Aide Add'l K Aides School Aide Additional Parent Support TCM Parent Liaison PiP Aide	\$2,000 \$22,000 \$27,687 \$7,353 \$2,500 \$3,694 \$4118 \$801 \$9,295
Total= \$84,156		Total= \$79,448