

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: 11/30/2017

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 .

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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 TK-5
Enrollment:	350 (2017-2018)
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 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 84% 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.

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 100 volunteers of Bidwell Presbyterian Church. The members of this church adopted our school almost seven 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.

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 district assessment, Inventory of Services and Supports (ISS), Professional Learning Community (PLC).

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 CAASPP, 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 bi-monthly, as grade level teams for PLC, and some staff meeting times for horizontal and vertical articulation. 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 training in both math and language arts, and technology, 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 data 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 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, and the use of Universal Access materials, as well as pull out intervention groups.

Additionally, Citrus teachers are supported by the RSP and SPED 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 continue to develop skills and knowledge to deepen our understanding of Common Core State Standards, and instructional strategies of best practice.

Teaching and Learning

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

CUSD has created district assessments to help with alignment of curriculum, instruction and materials to state standards. Citrus staff are expected to adhere to the CUSD assessment calendar for ELA, math and ELD.

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 ELD. ELD instruction occurs 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 the adopted curriculum which 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. We have also included IREADY k-5 grade for strategic interventions and planning.

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.

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 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

Year two for effective teacher PLC collaboration on student progress and best instructional practices

Related Goals

Goal #1 - By the end of the 2016-17 school year, 80% of Citrus students will achieve grade level benchmarks on the district text level assessments.

Goal #2 - By the end of the 2016-17 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 language targets.

Related Goal

Goal #1 - By the end of the 2016-17 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 2016-17 school year.

Related Goal

Goal #1 - By the end of the 2016-17 school year, 80% of Citrus students will achieve grade level benchmarks on the district text level assessments.

Goal #2 - By the end of the 2016-17 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 Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	41	50	54	41	47	54	40	45	54	100.0	94	100
Grade 4	39	41	54	38	41	51	38	41	51	97.4	100	94.4
Grade 5	45	39	45	43	37	45	42	37	45	95.6	94.9	100
Grade 6	44	43		41	42		40	41		93.2	97.7	
All Grades	169	173	153	163	167	150	160	164	150	96.4	96.5	98

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2394.7	2389.1	2394.1	17	7	11.11	17	20	31.48	22	40	18.52	41	33	38.89
Grade 4	2419.8	2431.6	2430.5	11	5	15.69	16	29	19.61	16	32	21.57	58	34	43.14
Grade 5	2445.9	2435.5	2422.1	2	5	2.22	23	16	11.11	26	16	31.11	49	62	55.56
Grade 6	2464.8	2449.6		2	2		29	12		17	34		49	51	
All Grades	N/A	N/A	N/A	8	5	10.00	21	20	21.33	20	31	23.33	49	45	45.33

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	18	4	16.67	43	58	38.89	40	38	44.44
Grade 4	16	10	15.69	39	46	49.02	45	44	35.29
Grade 5	5	5	6.67	50	46	44.44	45	49	48.89
Grade 6	8	5		48	44		45	51	
All Grades	11	6	13.33	45	49	44.00	44	45	42.67

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8	9	12.96	53	56	50.00	40	36	37.04
Grade 4	8	10	15.69	39	46	39.22	53	44	45.10
Grade 5	10	11	2.22	48	35	37.78	43	54	60.00
Grade 6	8	2		35	41		58	56	
All Grades	8	8	10.67	44	45	42.67	48	47	46.67

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	20	4	11.11	55	76	66.67	25	20	22.22
Grade 4	11	7	9.80	61	71	66.67	29	22	23.53
Grade 5	5	3	2.22	57	59	46.67	38	38	51.11
Grade 6	5	5		68	66		28	29	
All Grades	10	5	8.00	60	68	60.67	30	27	31.33

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	15	11	16.67	45	49	38.89	40	40	44.44
Grade 4	13	10	15.69	53	63	49.02	34	27	35.29
Grade 5	7	14	11.11	57	54	40.00	36	32	48.89
Grade 6	8	5		65	63		28	32	
All Grades	11	10	14.67	55	57	42.67	34	33	42.67

Conclusions based on this data:

- 1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	41	50	54	40	48	54	40	48	54	97.6	96	100
Grade 4	39	42	54	38	42	50	38	42	50	97.4	100	92.6
Grade 5	45	39	45	42	37	45	41	37	45	93.3	94.9	100
Grade 6	44	43		41	43		40	42		93.2	100	
All Grades	169	174	153	161	170	149	159	169	149	95.3	97.7	97.4

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2404.7	2405.9	2402.5	10	6	16.67	30	27	24.07	25	33	14.81	35	33	44.44
Grade 4	2437.3	2439.8	2424.0	13	5	0.00	13	26	20.00	34	38	44.00	39	31	36.00
Grade 5	2457.1	2443.1	2415.7	7	11	2.22	12	3	8.89	33	22	28.89	45	65	60.00
Grade 6	2461.7	2429.1		0	5		29	7		20	21		49	67	
All Grades	N/A	N/A	N/A	7	7	6.71	21	17	18.12	28	29	28.86	42	48	46.31

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	20	19	25.93	45	46	31.48	35	35	42.59
Grade 4	18	12	6.00	26	38	40.00	55	50	54.00
Grade 5	7	14	2.22	32	19	24.44	61	68	73.33
Grade 6	10	2		33	14		58	83	
All Grades	14	12	12.08	34	30	32.21	52	58	55.70

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	20	17	25.93	35	42	35.19	45	42	38.89
Grade 4	13	10	2.00	47	57	54.00	39	33	44.00
Grade 5	12	8	2.22	37	27	33.33	51	65	64.44
Grade 6	10	7		40	21		50	71	
All Grades	14	11	10.74	40	37	40.94	47	52	48.32

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	18	13	18.52	50	58	38.89	33	29	42.59
Grade 4	16	10	10.00	39	45	38.00	45	45	52.00
Grade 5	2	8	4.44	49	30	31.11	49	62	64.44
Grade 6	3	7		53	29		45	64	
All Grades	9	9	11.41	48	41	36.24	43	49	52.35

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K								***	***			***	***		***
1				***		38	***	25	50		50		***	25	13
2		20		8	20	11	67	40	22	25		33		20	33
3	8		25	17	33	25	25	58		33	8	50	17		
4		8	9	11	31	45	67	38	36	22	23	9			
5		22	17	33	44	58	25	22	8	42	11	8			8
6				29	11		29	33		43	33			22	
Total	2	7	9	19	24	36	40	41	26	30	20	17	9	8	13

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				8				25	33	23	44	44	69	31	22
1	25			25		38	25	30	50		40		25	30	13
2		20		8	20	10	67	40	30	25		30		20	30
3	8		20	17	31	20	25	54		33	8	40	17	8	20
4		7	9	10	29	45	70	36	36	20	29	9			
5		18	15	33	45	54	25	27	8	42	9	8			15
6				25	9		25	27		38	36		13	27	
Total	3	5	7	17	19	30	34	34	27	28	26	20	18	16	16

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		
Elizabeth Petterson				X	
Teresa Ramos				X	
Barbara Fletcher				X	
Nicole Ballew		X			
Nathaniel Wion		X			
Melanie Winslow		X			
Numbers of members of each category:	1	3	1	3	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.

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2017 Single Plan For Student Achievement	Never		View	View	25

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[School Site Council Membership](#)

Current Section
Recommendations and Assurances

Next Section

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:

- 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 Single 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 (Check those that apply):

- State Compensatory Education Advisory Committee
- English Learner Advisory Committee
- Special Education Advisory Committee
- Gifted and Talented Education Program Advisory Committee
- District/School Liaison Team for schools in Program Improvement
- Compensatory Education Advisory Committee
- Departmental Advisory Committee (secondary)
- Other committees established by the school or district (list):
PBIS Leadership

Signature
Michelle Gagne

Signature

Signature

Signature

Signature

Signature

Signature

Signature
Jim Palmer

Signature

- 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 November 15, 2017.

Attested:

Rachel Tadeo
Typed Name of School Principal

Rachel Tadeo
Signature of School Principal

11/15/17
Date

Elizabeth Petterson
Typed Name of SSC Chairperson

Elizabeth Petterson
Signature of SSC Chairperson

11/15/17
Date

Previous Section
[School Site Council Membership](#)

Current Section
Recommendations and Assurances

Next Section

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.

- 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.

Site Goals

- Citrus will adhere to Williams Act requirements to ensure that all students have access to curriculum, instructional materials, and technology to support student achievement of the CSCS.
- Citrus will maintain the ratio of students to device ratio from 1:1.

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 ● Support Induction Professional Development 	<p>- HR Data- Number of teachers with appropriate credential and teaching in correct subject area</p> <p>See Induction goal 2</p>	All	HR	LCFF-Base	
<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: <ul style="list-style-type: none"> Renaissance IReady Illuminate 	<ul style="list-style-type: none"> ● Ensure site has proper instructional materials Williams Act require as per the William Act requirements 	Williams Act Report	All	<p>Instructional Materials</p> <p>Renaissance Place</p> <p>IReady</p> <p>Illuminate (Total District Cost)</p>	<p>LCAP District Supplemental</p> <p>Lottery Funds</p> <p>LCAP-District Supplemental (Total district cost)</p> <p>LCAP-District Supplemental (Total district cost)</p> <p>LCAP-District Supplemental (Total District Cost)</p>	<p>\$400,000</p> <p>\$350,000</p> <p>\$84,000</p> <p>\$60,500</p> <p>\$64,000</p>
Regularly inspect and maintain facilities.	<ul style="list-style-type: none"> ● Ensure site has proper instructional materials and facilities are in good condition, as per the Williams Act requirements 	Williams Act Report	All	M&O	LCFF-Base	\$4,000,000

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<ul style="list-style-type: none"> ● Technology hardware (e.g. Chromebooks) and applications (e.g. Google Apps for Education) IReady 	<ul style="list-style-type: none"> ● 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 paid (hourly rate) afterschool opportunities for professional development based on site needs as determined by ILT, DLC TOSA, and/or staff ● Site specific PD needs 	<p>Planned Common Staff Meetings discussions about IReady and reading data</p> <p>PD Sign In sheets</p> <p>*Additional TBD</p>		<p>SBIT meetings</p> <p>After School PD Opportunities</p> <p>Site PD Opportunities</p>	<p>Title I Site</p> <p>Title II District</p> <p>Title II site</p>	<p>\$1,000</p> <p>\$180,000</p> <p>\$8,000</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-5 students in ELA, ELD, and Math as recommended by DLC ● Ensure all students are given site, district and state assessments. 	<p>- Testing window dates: -i-Ready 3 times/year -TK-5 Local Assessments 4 times/year -Gr. 2-5 Local CCSS Assessments 2 times/year</p>	<p>All</p>	<p>TOSAs (Total District Cost) See Goal 3</p>	<p>LCAP Supplemental District (Total district Cost)</p>	<p>See Goal 3</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>All</p>	<p>District PD Opportunities</p> <p>Site PD</p> <p>PLC's</p> <p>Peer Instructional Rounds</p>	<p>Title II</p> <p>Title III - District</p> <p>Educator Effectiveness Funds</p>	<p>\$200,000</p> <p>\$39,000</p> <p>\$179,000</p>

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 10% 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 5% the number of all students who score a 3 or 4 on the SBAC end of year assessment in ELA and Math.

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Secondary Counselors will implement and monitor college/career plans for all students, especially those in the identified subgroups.	<ul style="list-style-type: none"> ● Not Applicable 					
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.	<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 LPAC ● IReady - MATH ● IReady - ELA 	I-Ready assessments TK-5 Common assessments Grades 2-5 CSCS aligned assessments CAASP data CELDT Data EL Reclassification Rate Language Star PD Bi-weekly Language Star Assessment Data Title 1	All Title 1	Intervention Support Teachers RTI Via Special Ed. Staff Reading Pals Reading Pals Teacher ELD Language Star Coaches Interventions	Title 1 Site LCAP - District Supplement (Total District Cost) LCAP District Supplemental Title I- District Title III - District (Total District Cost)	\$94,600 \$579,355 \$106,208 \$118,451 \$26,614

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	<ul style="list-style-type: none"> All english Learners will take CUSD interim ELD Assessments and CELDT /LPAC with 62% of EL students increasing 1+ levels or more on LPAC <ul style="list-style-type: none"> Supplemental readers Supplemental materials 			Interventions Interventions	Title 1 Title 1	\$12,000 \$2,811
<p>Provide the following services to improve instruction:</p> <ul style="list-style-type: none"> Targeted Case Managers (TCMs) Elementary Instructional Specialists (2.4 FTE) Guidance Aides <p>Instructional Aides</p> <p>Bilingual Aides</p> <ul style="list-style-type: none"> TK Instructional Aides 	<ul style="list-style-type: none"> See Goal 4 <p>Citrus will employ a .2 TOSA</p> <p>Citrus will employ a 25 hr/week Guidance Aide</p> <ul style="list-style-type: none"> 2017-18- 20 hr/week Guidance Aide <p>Site Guidance Specialist</p> <ul style="list-style-type: none"> 1.0 School Counselor <ul style="list-style-type: none"> Instructional Aides Instructional Aide <ul style="list-style-type: none"> Instructional Aide <ul style="list-style-type: none"> Bilingual Aide- plan for bilingual aid <p>Citrus will have 1 TK Aides at 3.5 hrs/day</p>		All	TCMs Elementary TOSAs Guidance Specialists Counselor IA IA Bilingual Aides District TK Aides 3.5 hrs./day on each TK site	LCAP - District supplemental (Total District Cost) LCAP - District Supplemental (Total District Cost) LCAP LCAP District supplemental Funded (Total District Cost) LCAP District Supplemental (Total district Cost) Title 1 LCAP LCAP - District Supplemental (Total District cost) LCAP District supplemental	See Goal See Goal 2 10,300 \$343,908 \$538,161 \$14,100 \$6,232 \$452,158 \$91,944

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Citrus Summer Science Camp				Summer Science Teacher	Title 1	\$3500
Implement various models of all-day or extended day Kindergarten at all elementary sites.	<ul style="list-style-type: none"> Site Kindergarten teachers will attend planning meetings at the district office. Citrus will implement full day Kindergarten with 3 Aides. Citrus will support additional Healthy Play 30min 1x week for both K classes 		All	No Funding Needed All Day K Aides K Waiver	District Title 1 (Cost for all sites) Title 1	\$128,533 2hrs. Per week per site \$1,600
Provide after school homework support at Elementary and Secondary as per site's needs.	<ul style="list-style-type: none"> Site will provide tutoring groups before and after school in ELA and Math to students identified as needing more support. 	Tutoring Data High Concern Lists	All	Certificated Staff Costs	Title 1 Alternative Supports District funds - IReady(\$28,512

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 set-up, maintain and communicate regularly with at least one social media platform account.
 - 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.

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Provide teacher and staff training/information in: <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 ● Survey Parents 	<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 Administrator Education for the Future survey in January	PD Sign-in Sheets Parent feedback regarding timely responses Spring Parent Survey Responses	All	After School PD Opportunities Education for the Future Survey (Total District Cost)	Title II-District LCAP - District supplemental Base	\$10,000 \$10,000
Provide parent training in English and other languages addressing parent access to: <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 	Event Sign-in Sheets	All	No Funding Needed		
Provide TCM and/or other staff support for: <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 	Sign in Sheets at site ELAC meetings	All	TCM Cost	LCAP - District Supplemental (Total district Cost) LCAP LCAP	\$428,496 \$6,700 \$6,200

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.

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Provide professional development for all staff in: <ul style="list-style-type: none"> ● trauma-informed strategies ● 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 	Session Sign-in Sheets Number of Office Referrals, Referrals to Opportunity Class, Reset, ISS, and OSS	All	District Wide PBIS Training	District Title II Support	\$40,000
Provide parent, education/training classes to improve student attendance.	<ul style="list-style-type: none"> ● Provide a minimum of 4 family events ● Early identification of students with attendance 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 	Event Sign-in Sheets Aeries Reports	All			
Continue support for Alternative Education Programs: <ul style="list-style-type: none"> ● Opportunity Programs (CAL and Chapman) 	<ul style="list-style-type: none"> ● Maintain Opportunity Class 	Number of Referrals to Opportunity Class	All	Opportunity Class	LCAP District Supplemental (Total District cost)	\$160,000
Provide health, social-emotional counseling support services: Nurses/Health Assistants	Employ EMHI, PIP, Guidance Aides- See Goal Employ Nurses/ Health Assistants	Site Attendance Rate	All		LCAP District Supplemental	\$658,168

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<ul style="list-style-type: none"> ● Guidance Aides <p>Medically Necessary/Off Campus Instruction.</p>	<p>Guidance specialists at each elementary site</p> <p>Provide MNI Services as needed</p>			<p>Nurses / Health Assistants</p> <p>LCAP District Supplemental (Total District cost)</p> <p>MNI (Total District Cost)</p>	<p>(Partial District cost)</p> <p>LCAP District Supplemental (Total District cost)</p>	<p>Site Goal 3</p> <p>\$326,370</p>
<ul style="list-style-type: none"> ● Increase campus supervision as per site needs. 	<ul style="list-style-type: none"> ● Employ School Aides (noon supervisor, yard duty) as needed ● Employ 15 min. Additional yard supervision before school. <ul style="list-style-type: none"> ● Purchase radios for supervision ● Employ Behavior Intervention Aide ● Radios ● Safety signs ● Health Office supplies ● School marquee ● Invest in school marquee 	<p>Number of Office Referrals</p>	<p>All</p>	<p>Campus Supervision (Total District Cost)</p> <p>School Aide Supervision</p> <p>Behavior Intervention aide</p> <p>Marquee</p>	<p>LCAP Supplemental District</p> <p>Safe Schools</p> <p>Safe Schools</p> <p>LCAP</p> <p>Safe Schools</p> <p>Safe Schools</p> <p>Safe Schools</p> <p>Safe Schools</p> <p>Title 1</p>	<p>\$616,831</p> <p>\$600</p> <p>\$1,200</p> <p>\$29,387</p> <p>\$1,200</p> <p>\$500</p> <p>\$275</p> <p>\$3,000</p> <p>\$5,000</p>
<p>Support student engagement in Art, Music, and PE activities at the elementary schools.</p>	<ul style="list-style-type: none"> ● Students receive Fine Arts and PE in 1st-5th grades 	<p>Site Attendance Rate</p>	<p>All</p>	<p>Certificated teacher providing</p>	<p>LCAP Supplemental District</p>	<p>\$1,336,922</p>

				prep time release		
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.	● Not Applicable					

Categorical Expenditures Approved by School Site Council		
Funding Source	Funding Allocation	Cost
Title I -\$129,606 Title 1 Carryover-\$15,766	Title 1 teachers x3	\$94,600
	IA x2	\$14,100
	Addl. library hrs.	\$4,000
	Handwriting w/o Tears	\$1,161
	K waiver .30min 1x wk	\$1,600
	3 classroom projectors	\$1,600
	RAZ kids reading materials	\$1,000
	PLC Release	\$3,000
	SBIT Release	\$1,000
	Summer Science Camp	\$3,500
	Supplemental leveled readers	\$12,000
	Supplemental materials	\$2,811
	Additional Technology	\$5,000
Total= \$145,372		Total= \$145,372

LCAP Budget Developed with School/ Community Input		
Funding Source	Funding Allocation	Cost
17 - 18 Total- \$61,233 LCAP Carryover- 0	Behavior Intervention Aide	\$29,387
	Aide	\$6,232
	Hmong Liaison	\$6,700
	Parent Liaison	\$6,200

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	PiP Aide Anticipated salary increases	\$10,300 \$2,414
Total= \$61,233		Total= \$61,233