

Ventura Unified School District

School Plan for

Student

Achievement



Citrus Glen Elementary School

56 72652 6116040

Contact Information:
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This report contains information that may or may not have occurred either in person or via online platform in the 2019-20, 2020-21, and 2021-22 school years due to the ongoing COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

Fiscal Year 2021-2022

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The School Plan for Student Achievement

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This plan is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

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The district's Governing Board approved this revision of the school plan on _____.

School Site Council Membership

California Education Code Section 64001(g) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The 2021-22 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Karin Just	X				
Naomi Olivera			X		
Mary Anderson		X			
Kelly Bartle		X			
Anne Selby		X			
Ashlee Carter				X	
Heather Franey				X	
Melaney Lubey				X	
Emily Reich				X	
Oscar Quintero				X	
Number of members in each category	1	3	1	5	

English Learner Advisory Committee (ELAC) Membership

Education Code Section 52176 (a) states that each school with more than 20 English Learners shall establish a school level advisory committee. Parents or guardians, or both, of EL pupils who are not employed by the district shall constitute a majority of the committee.

Name of Members	Principal	Certificated Staff	Classified/ Other Staff	Parent or Community Member	Student
Karin Just	X				
Ann Moraga		X			
Naxeli Hernandez				X	
Velia Solis				X	
Elida Valdovinos				X	
Amalia Serrano				X	
Number of members in each category	1	1		4	

Recommendations and Assurances

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

- 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 School 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:

English Learner Advisory Council (ELAC)

Signature of Authorized
Representative

Nox

- 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: 11-10-21.

Attested:

Karin Just
Karin Just, Principal

11-10-21
Date

Naomi Oliveira
SSC Chairperson

(Karin Just - Chairperson)

11-10-21
Date

District information

District Profile

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Just under 17,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, 3 comprehensive high schools, 1 continuation high school, and 1 alternative high school.

During the 2020-21 school year, Ventura Unified School District served 15,871 students in grades TK-12 including 11.1% students with disabilities, 15.9% English learners, 54.4% socioeconomically disadvantaged, 0.4% migrant education, 2.7% homeless, and almost 0.5% identified as foster youth.

District Promise

When it comes to delivering an education that prepares students for a future in the world today, a one-size-fits-all approach no longer suffices. Students must be able to think critically, approach problem-solving with agility and creativity, be open to exploration, and adapt to new ideas and pathways they will invariably encounter throughout their lives.

At Ventura Unified School District, we cultivate a wealth of diverse academic programs so every student in our community has the chance to explore and engage with a learning environment that not only challenges them academically, but also promotes their growth as people, scholars, and citizens of the world, in an open and positive environment.

Our passion is to help the children in our schools find their passion—academically and personally—believing that each and every student has a brilliant future ahead of them.

District Pillars

We are committed to providing:

- a safe, healthy, and positive learning environment in every school
- rigorous and relevant academics that challenge each student
- engaging settings that stimulate curiosity and empower students to have a voice in their learning
- real world experiences and connections in and out of the classroom to cultivate creativity, critical thinking, and an appreciation for the world in which we live
- consistent, enthusiastic and unwavering encouragement of each and every child—so they can discover who they want to become and be academically, personally, and socially

Our young people are the future of our community and our world. It is incumbent on all of us to become deeply involved in their success, so each student has the freedom, support and resources they need to find their future.

For the future of every student.

District Logo

Our logo, the open wave, was inspired by VUSD's connection to the California coast and the possibilities that lie ahead for our students. The ocean, and all that it represents, is a fitting metaphor for the optimism and energy embodied by our people, schools, and district. The logo unifies our schools and programs with a bold, abstract signature that connotes an open, cresting wave. The clean lines that comprise the open wave signify the opportunities students are offered by our district through its variety of programs and schools. The color blue leads our bold and varied color palette since it stands for confidence, wisdom, and intelligence.

District Vision

In the Ventura Unified School District all students will receive an exemplary and balanced education fostering a lifelong passion for learning and engagement. We demand excellence of ourselves because our supportive community has entrusted us with their children.

District Mission

The Ventura Unified School District will educate all students in safe, healthy, and high performing schools. We will inspire all students to excel academically, honor the unique qualities and diverse backgrounds of all students, build supportive relationships, guide all students to reach their full potential, motivate all students to successfully pursue their chosen life path, and engage all students to become responsible and contributing members of society.

District Governing Principles

Every student can learn. We will make decisions in the best interest of students. We will value and celebrate diversity, and treat all people with dignity and respect. We will operate in a fiscally responsible manner. We will work as a team. We will maintain a working environment that promotes professional growth and excellence. We will celebrate and recognize success, creativity and achievement through a variety of indicators. We will embrace families and the community as partners in education.

School Information

During the 2020-21 school year, Citrus Glen Elementary School served 494 students in grades TK-5. Student enrollment included 8.1% students with disabilities, 18.6% English learners, 54.7% socioeconomically disadvantaged, 0.2% foster youth, 2.6% homeless, and 0.8% migrant.

Citrus Glen Elementary School is located in the east end of Ventura and serves students residing in the immediate neighborhood and the downtown area of Saticoy. The economic community base is diverse ranging from socially economically disadvantaged to middle class.

Certificated Staff:

One principal, 22 teachers, one part-time Intervention teacher, one part-time speech and language therapist, one part-time counselor, one full-time resource specialist, one part-time school psychologist, and a nurse available as needed.

Classified Staff:

One office manager, one part-time health technician, one part-time bilingual paraeducator as needed, one full-time paraeducator (for full-inclusion students), one part-time clerk, three custodians, and three cafeteria employees

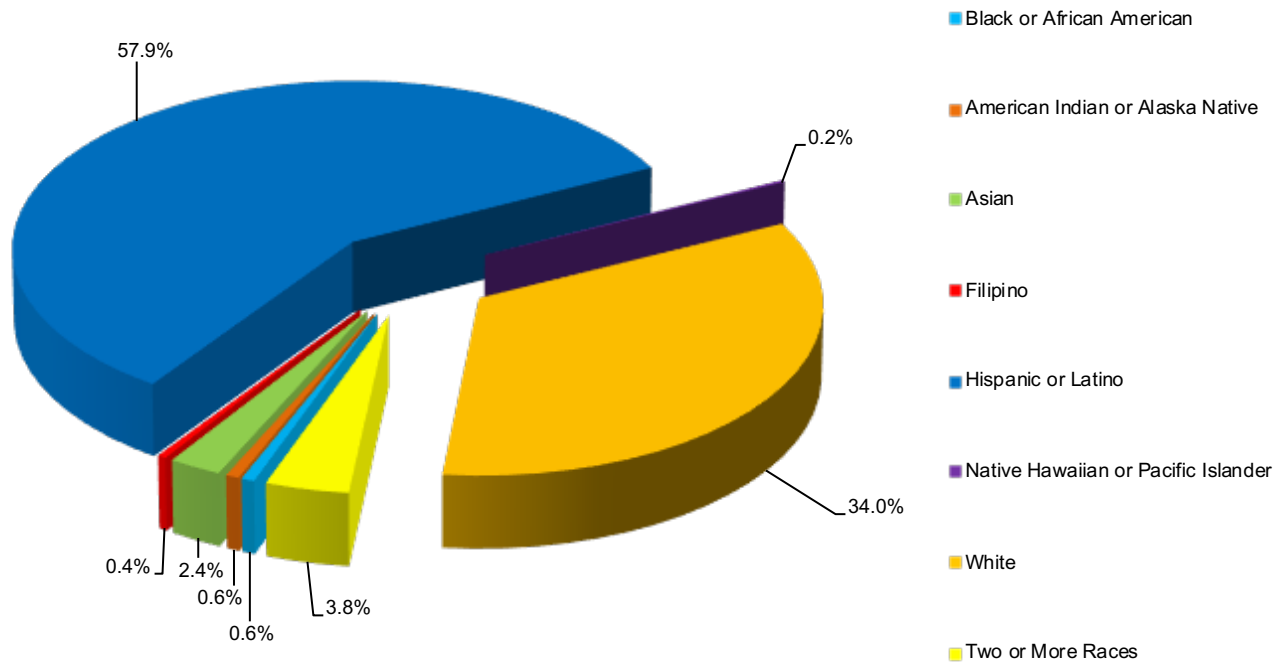
Instructional Strategies

- Banking time to allow for grade level collaboration
- Extended day kindergarten (7:55 am – 1:00 pm – Mon-Thurs, 7:55 – 11:30 - Friday)
- Transitional Kindergarten – developmental kindergarten program for young kindergarten age students
- District Art teacher (all students receive 2 lessons per year) and Music teacher (8 lessons per year district provided instruction)
- 38 computers for student use are located in the wings, classrooms and library
- 80 laptop computers available for third, fourth and fifth grade student use; 30 netbooks for grades 1-2
- All teachers are equipped with an interactive whiteboard
- An intervention teacher provides academic support to all grade levels

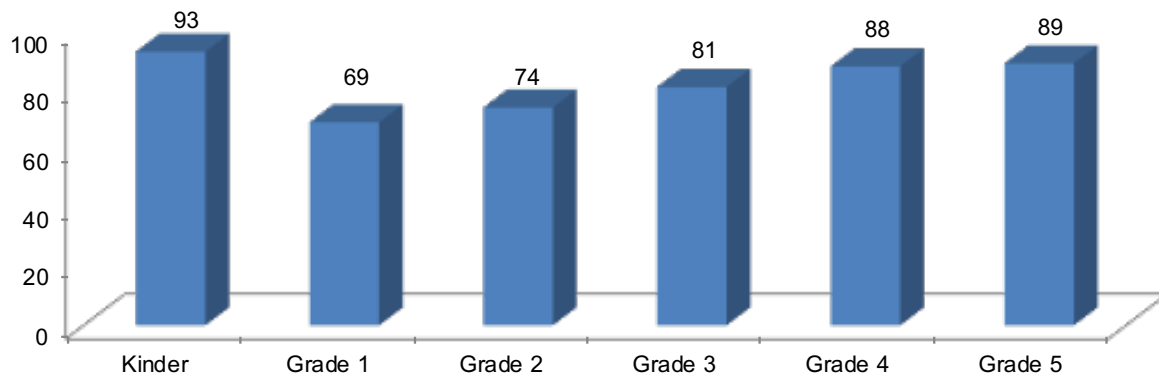
School Motto

Be Kind
Be Safe
Be Responsible

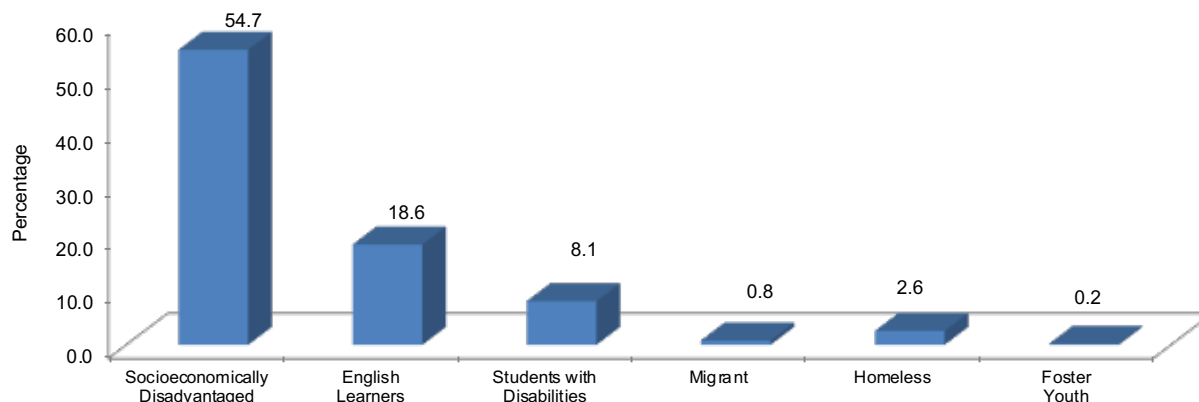
Student Enrollment by Ethnicity – 2020-21



Student Enrollment by Grade – 2020-21



Student Enrollment by Student Group – 2020-21



Comprehensive Needs Assessment

Citrus Glen Elementary School completed a comprehensive needs assessment survey of all students enrolled, including migratory students, which included the analysis of student performance in relation to the state academic content standards. During staff meetings, grade level collaboration, and staff meetings, administration and leadership team members considered the results of the following to identify areas of strength and weakness:

- ✓ Analysis of Student Performance Data:
 - ELPAC Reports
 - CAASPP Data
 - Assessments
- ✓ California School Climate Survey

Conclusions from the needs assessment survey were used to identify SPSA goals and program support goals.

Transition from Preschool to Kindergarten

Ventura Unified School District Office of Educational Services, Child Development Programs Division, manages and coordinates early childhood programs to support the social, emotional, physical, and educational needs of the child in a safe and healthy environment. Teaching staff are fully credentialed through the California Commission on Teacher Credentialing. Support staff are well trained and knowledgeable of community resources, mental health, social services, health, and nutrition.

The Ventura Unified School District's Curriculum and Instruction Division oversees the following programs:

- **Jumpstart State Preschool Program:** Through a contract with the California Department of Education, Ventura Unified School District operates 14 half-day Jumpstart State Preschool programs. The Jumpstart Program is under the auspices of Ventura Unified School District Office of Educational Services, Child Development Programs.

Our State Preschool programs are designed to prepare children for successful entry to kindergarten. Our curriculum offers children opportunities to learn by being actively involved with developmentally appropriate materials in the areas of language, cognitive, social, emotional, creative, and physical development. We value each child as a unique individual and foster a healthy sense of self. We use integrative curriculum that is founded on theories of High Scope and the NAEYC Curriculum Guidelines for Young Children. We pride ourselves in being part of VUSD Language Arts Standards. Jumpstart utilizes a developmental continuum and benchmarks to document and evaluate student learning. It is the goal of Jumpstart to help minimize the gap between pre-K and the K-5 school system and to increase Kindergarten readiness.

When you visit the Jumpstart classrooms you will observe a print rich environment supporting the developmental process of early literacy. Notably, the importance of a culturally and linguistically sensitive learning environment is demonstrated. Children are engaged daily in language/ literacy lessons, as well as ten developmentally based center activities. Children receive a “no cost” nutritionally balanced meal each day. Each Jumpstart Preschool classroom is composed of a Site Leader (Director) and two qualified Classroom Teachers. The program is structured to provide back-to-back instruction, more commonly known as team teaching.

Children receive a “no cost” nutritionally balanced meal each day. Each Jumpstart Preschool classroom is composed of a Site Leader (Director) and two qualified classroom teachers. The program is structured to provide back-to-back instruction, more commonly known as team teaching. Morning and afternoon sessions are offered.

The Jumpstart State Preschool Programs offer morning and afternoon sessions at:

- E.P. Foster Elementary
 - Montalvo Elementary
 - Portola Elementary
 - Sheridan Way Elementary
 - A.T.L.A.S.
 - Will Rogers Elementary
- **Transitional Kindergarten (TK) Program:** The Ventura Unified School District’s Curriculum and Instruction Division oversees the Transitional Kindergarten Program. The TK program is offered at the following school sites within the Ventura Unified School District:
 - Blanche Reynolds Elementary School
 - Citrus Glen Elementary School
 - Elmhurst Elementary School
 - Junipero Serra Elementary School
 - Lemon Grove School
 - Lincoln Elementary School
 - Loma Vista Elementary School
 - Sheridan Way Elementary

Bully Prevention, Violence Prevention, and Substance Abuse Curricula

All persons are to be treated with dignity and respect; therefore, the district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. The Ventura Unified School District has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur.

Citrus Glen Elementary School's behavior standards are aligned to district standards, including the application of standards for bullying behavior fairly and consistently. Citrus Glen Elementary School follows district guidelines, policies and procedures according to the Education Code as well as school rules pertaining to related matters such as bullying suspension and expulsion, student expression, and the rights and responsibilities of students.

School administration and teaching staff are qualified to identify, manage, and respond to unacceptable behaviors to support a safe and respectful learning environment. Citrus Glen Elementary School's staff have adopted site-based goals to build a healthy environment to reduce classroom disruptions, increase student safety, and motivate student learning. During advisory period, students are engaged in activities targeting bully prevention strategies through classroom discussions and special presentations.

Citrus Glen Elementary School has adopted the following district-approved programs aimed at keeping students safe at all times and promoting healthy habits and choices.

- **The Great Body Shop** - includes curricula about harassment/bullying for K-5.
- **Digital Citizenship** – An Internet safety program designed to provide teachers with lessons and resources that will comply with the Children's Internet Protection Act (CIPA). All schools are required to provide Internet Safety instruction for all grade levels each year.
- **Bully Blockers** – designed to prevent and reduce all forms of bullying, from gossiping and exclusion to physical aggression and cyberbullying.
- **Second Step** – A research-based program to promote the social-emotional development, safety, and well-being of children. The program will be implemented during the 2021-22 school year at Citrus Glen Elementary School.

Community Resource Guide

The Ventura Unified School District publishes a Community Resource Guide for its student, parents, and community. The guide is available at the district office and on the district website www.venturausd.org. The guide provides local and community resource contact information for:

- After School Childcare & Activities
- Clothing, Food, Shelter
- Confidential Teen Services
- Counseling
- Family Support
- Health Information
- Healthcare Services
- Hot Line Numbers
- Local Alcohol, Tobacco & Drug Intervention List
- Low or No-Cost Health Insurance for Children
- Mental Health
- School-Law Partnership
- Transportation
- Tutoring

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Citrus Glen Elementary School	56726526116040	11-10-21	

Purpose and Description

Briefly describe the purpose of this plan (State whether Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement or Additional Targeted Support and Improvement)

This Schoolwide Program for Citrus Glen Elementary is a strategic plan to consolidate all school-level planning efforts for increasing student achievement and addressing learning loss mitigation due to instructional disruption caused by COVID-19.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The purpose of this plan is to gather information from all stakeholders and multiple data sources to identify areas of need. Specific, measurable goals will be set to improve our academic programs for all students and to strategically decrease the achievement gaps between student groups. Specific goals, strategies and activities will be tied to increasing student achievement, increasing student connections to school and increasing parent involvement in line with the Ventura Unified School District LCAP.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
School Site Council	9-22-21; 10-13-21; 11-10-21
Parent Teacher Association	8-4-21; 9-1-21; 9-29-21; 10-6-21; 11-3-21
MTSS Leadership Site Team	8-19-21; 10-5-21
School Site Staff	8-23-21; 9-14-21; 10-12-21; 11-9-21
English Learner Advisory Committee	11-5-21; 11-12-21

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. **(COMPLETE ONLY IF CSI OR ATSI SCHOOL)**

Not applicable.

Goals, Strategies, Expenditures, and Annual Review**Goal 1:**

Increase Student Achievement – Increase student achievement for all students while decreasing performance gaps.

Identified Need:

All students will see an increase in RIT scores in both Reading and Math over the year.
Grade levels will maintain or increase their comparison rates to District and State averages.

Annual Measurable Outcomes:

Measures of Academic Progress (MAP Growth Testing) is scored with a RIT score (Rasch Unit Interval). This RIT number measures and compares academic growth in both Math and Reading over time. The RIT scale extends across grades to indicate a student's Zone of Proximal Development and is given at least once each trimester. (nwea.org)

Grade	T1 Math State Ave	T1 Math District Ave	T1 Math Citrus Ave	T2 Math State Ave	T2 Math District Ave	T2 Math Citrus Ave	T3 Math State Ave	T3 Math District Ave	T3 Math Citrus Ave
Kinder	138.8	142.7	144.2						
First	159.3	158.2	156.8						
Second	174.4	172.4	174.3						
Third	187.9	185.1	182.9						
Fourth	199.1	196.1	196.1						
Fifth	208.8	205.2	205.2						
Grade	T1 ELA State Ave	T1 ELA District Ave	T1 ELA Citrus Ave	T2 ELA State Ave	T2 ELA District Ave	T2 ELA Citrus Ave	T3 ELA State Ave	T3 ELA District Ave	T3 ELA Citrus Ave
Kinder	136	139.3	138.4						
First	155.2	154.3	154.9						
Second	171.7	177.1	180.9						
Third	186.1	186.7	187.9						
Fourth	196.2	197.8	199.4						
Fifth	204.1	204.6	204.8						

Strategy/Activity 1

Staff will use targeted programs and strategies to effect ELA instruction that meets the needs of All Students as evidenced by an increase in RIT Score for All Students and student groups and the maintenance or improvement of comparison of district and state RIT score medians.

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

- Coordinated Reading Support Program (Sunday Intervention) identifying student needs from multiple sources of data and teacher recommendation. Intervention consisting of half hour lessons in small groups 4 days a week by credentialed teachers
- Math intervention using individualized Moby Max and small group instruction.
- Learning A-Z Raz Kids and Scholastic supplementary programs
- Bilingual para-educator support providing pull-out/push-in, targeted English development lessons for varying levels (newcomer to long-term English Learner), in-class support and parent communication.
- General Education para-educator working with individuals and small groups of students to encourage access to curriculum and general support.
- Substitute time for lower grade teachers to facilitate online testing for younger students
- Instructional strategy development and professional learning guidance from Teacher Leadership Multi-Tiered Systems of Support Team through meetings and share-outs.
- Monthly staff meetings with Professional Learning components around Universal Design for Learning, Multi-Tiered Systems of Support and research-based strategies for English Learner instruction.
- Library clerk to assist with accelerated reader and STAR reading programs, leveling of books, identifying "good fit" books for grade level groups, and tracking student Accelerated Reader use.
- Monthly Grade Level Professional Learning Community meetings to examine data and student progress along with corresponding strategies - coordinated communication to provide support for findings and concerns.
- School Counselor providing class and small group lessons to support Social/Emotional Learning strategies for self-regulation, organizational skills and time management to assist with academic achievement.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
2 Credentialed Intervention Teachers at \$20,870 each - for a total of \$41,740	Supplemental Funds: \$41,740
1 Bilingual Para-Educator at \$19,255	Supplemental: \$19,255
1 Gen Ed Para-Educator at \$7,157.49	Supplemental: \$7,157.49
1 Library Clerk at \$6,666.23	Site-Based Funds: \$6,666.23
20 days of Substitute Teachers at \$3,043	Site-Based Funds: \$3,043
Learning A-Z \$708	Lottery Funds: \$708
Scholastic Classroom at \$2,310	Lottery Funds: \$1510; Site Based Funds: \$800
Accelerated Reader: 3,946.65	Lottery Funds: \$3,946.65

Annual Review:**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

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

For the 20-21 school year we had hoped to focus on a 2% increase in proficiency for each grade level using the Universal Screener in place at the time. Due to various program changes caused by COVID-19 Precautions (Distance Learning, Hybrid, In-person, Quarantining...) it became difficult to gather reliable data regularly. The following outcome was observed"

Kinder	T1 Percent Universal 57%	T3 Percent Universal 57%	- NO CHANGE
First	T1 Percent Universal 39%	T3 Percent Universal 60%	- 21% INCREASE
Second	T1 Percent Universal 74%	T3 Percent Universal 76%	- 2% INCREASE
Third	T1 Percent Prof./Adv. 62%	T3 Percent Prof./Adv. 68%	- 6% INCREASE
Fourth	T1 Percent Prof/Adv. 50%	T3 Percent Prof/Adv. 50%	- NO CHANGE
Fifth	T1 Percent Prof/Adv. 62%	T3 Percent Prof/Adv. 68%	- 6% INCREASE

While we do not see a 2% increase over *each* grade level, there were no decreases and some instances of remarkable growth.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The implementation was affected by the change in programs (distance learning, hybrid, in-person...) There were no changes to planned expenditures.

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

This goal will no longer be measured in the same way as we have changed our District and site metrics. We will continue to focus on improving academic outcomes for all students and specific groups of students - but we will mark the improvement using entirely different metrics moving forward.

Goal 2:

Student Connections to School - Provide a safe and secure environment for all staff and students.

Identified Need:

Decrease the rate of Chronic Absenteeism. A chronically absent student is absent 10% of the school year at any given date.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Rate of Chronic Absenteeism as measured by A2A Year-Over-Year Data	18-19 6.6%	Chronic Absenteeism will decrease to pre-COVID levels of 6.6% or less.
	19-20 7.8%	
	20 - 21 14.5%	

Strategy/Activity 1

Decrease chronic absenteeism.

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students.

Strategy/Activity

- Monitor attendance weekly through attendance reports, emails and daily phone calls.
- Principal and or counselor to send parent letters and hold conferences with at risk students and parents who are on attendance contracts to refer/ provide outside resources.
- Referred counselor meetings and well-checks with at-risk families
- Extra Clerical hours to engage families with immediate feedback for absences
- Collaborate on grade level weekly Social Emotional Lessons based on the Second Step curriculum
- School connection activities through counseling groups, Cub of the Week, Principal Spotlight
- Promote campus wide education around Bullying Prevention and Growth Mindset.
- Other activities as they become allowable due to COVID 19 precautions. (outside assemblies, virtual field trips, guest speakers, etc in conjunction with PTA.).

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Extra Clerical Support at \$6,666.23	Site Based Funds at \$6,666.23
Duplicator Lease at \$3555.54	Site Based Funds at \$3,555.54
Extracurricular activities: assemblies, field trips (as allowable)	PTA Funds
Cub of the Week, Principal Spotlight Awards at \$100	Site Funds at \$100

Annual Review:**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

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

Due to program changes (Distance Learning, Hybrid, In-person, Quarantining) and varied markers such as attendance and/or engagement reports, we were unable to reliably compare attendance data from 2020-2021 with previous years. We continued to employ the specified strategies to encourage attendance, but their direct impact on attendance was difficult to gauge.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no changes in the intended implementation or budget expenditures.

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

Due to COVID precautions, even students with regular attendance may experience days off while they are waiting to determine quarantine status, etc. While we will continue the goal of improving student connections to school, we will focus on measuring the decrease of chronic absenteeism as opposed to the increase of overall attendance.

Goal 3:

Family Involvement - Maintain and/or increase parent and community involvement.

Identified Need:

Citrus Glen will strive to maintain and/or work to increase parent communication and involvement as we collect data to build a baseline.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation at school events and/or with online communications. (Website visitation, communication read rate, etc.)	<p>There is no baseline other than observation. During the 2021-22 school year we will continue to collect data by:</p> <p>conducting schoolwide online surveys</p> <p>PTA membership and fundraiser participation</p> <p>ELAC membership and attendance</p>	We will document a growing and participatory family and community group at Citrus Glen.

Strategy/Activity 1

Increase parent communication.

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

- Maintain regular communication to inform families of involvement opportunities and program details primarily through Parent Square. In addition, utilize teacher communications, phone calls, Facebook page, PTA notifications, marquis.
- Create welcoming, dynamic website with relevant family information - rollout in Spring of 22.
- Create diverse offerings for families to get involved including PTA, SSC, ELAC, PAC, gardening opportunities, library, classroom volunteers, homework, etc.
- Host a variety of events for parents, families and community (virtually or on campus) to become engaged with our school community including Back-to-School Night, Axxess Fundraiser, Family Movie Night, Curbside Police, Glow Party, Spelling Bee, Dr. Seuss Day, Book Fair, Art Walk, Science Night, Carnival, Family Picnic and Promotion Events (as possible due to COVID precautions)
- Advertise and encourage Citrus Glen family participation in VUSD District opportunities for parent education, district information meetings and opportunities to become involved at the District Level by leveraging Parent Square.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Extracurricular activities for students: assemblies, field trips (PTA Funding)	PTA Donation
Various family activities as allowable per COVID regulations: (Family Movie Night, Book Fair, Art Walk, Science Night, Carnival, Family Picnic and Promotion Events).	PTA Donation
School Website	District Funded

Annual Review:**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

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

Some avenues for parent involvement have remained intact during COVID including School Site Council, PTA, PAC, ELAC etc. The role of classroom helpers and participation in school wide family events has been drastically reduced due to COVID regulations and precautions. We did improve communication by leveraging the Parent Square platform as can be measured by 72% of all student-associated emails receiving direct communication. 497 emails are registered with a current roster of 480 students. Parents have anecdotally expressed increased satisfaction with communication.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Some monies that had been intended to provide family activities and could not be rolled over were redirected to a campus mural. Some monies were rolled over in anticipation of providing future family activities. For PTA sponsored activities, less money than anticipated was raised and budgets were adjusted throughout the year.

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

We will continue the goal of family and community involvement and, while COVID precautions and restrictions remain in place, will focus on improving communication through Parent Square and the school website.

Budget**Other Federal, State and Local Funds**

The School Site Council intends for Citrus Glen Elementary School to participate in the following programs:

Federal Programs	Allocation (\$)
Title I 2020-21 Carryover	\$0.00
Title I 2021-22 Allocation	\$0.00
Title I 2021-22 Parent Involvement	\$0.00

Subtotal of additional federal funds included for this school: **\$0.00**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Site-Based Funds 2020-21 Carryover	\$2,287.00
Site-Based Funds 2021-22 Allocation	\$14,820.00
Supplemental Funds 2020-21 Carryover	\$4,751.00
Supplemental Funds 2021-22 Allocation	\$64,752.00

Subtotal of state or local funds included for this school: **\$0.00**

Total of federal, state, and/or local funds for this school: **\$86,610.00**

2021-22 Centralized Support for Planned Improvements in Student Performance

VUSD - Program Support Goals

The Assessment, Accountability, and Program Evaluation (AAPE) Department provides direction, coordination, and assistance to schools in carrying out a District Title I program for disadvantaged students. These include areas of program development, School Plan Review, management, legal compliance, evaluation, fiscal accounting, staff development, and community advisory processes, as well as responsibility for District and state required reports and documents. The Director and teacher specialists provide technical assistance for schools.

Multilingual/Multicultural Education

The VUSD Multilingual and Multicultural Education Department supports programs that prepare English Learners at all grade levels for college and career success. Department staff supports English Learner identification, parent notification, annual assessment routines, reclassification procedures and compliance monitoring.

Program models offered for English Learners in VUSD include Structured English Immersion, English Language Mainstream and Dual Language Programs. The department supports program design, planning and articulation, professional development, curriculum selection, program evaluation, parent involvement, management of fiscal resources, and community awareness.

Migrant Education student services are provided to eligible students and families as part of the Multilingual and Multicultural Department.

The Multilingual and Multicultural Department supports world language instruction and multilingualism in VUSD schools through course development, curriculum selection, and professional development.

VUSD promotes and celebrates multilingualism with the VUSD Multilingual Recognition Seal and the California State Seal of Biliteracy. The Department assists schools in providing this recognition for graduating seniors each year.

District translation support is offered through the Multilingual and Multicultural Department and by staff at many schools.

VUSD collaborates with the Mexican Secretary of Public Education to provide educational opportunities at our Plaza Comunitaria located at Sheridan Way School.

Curriculum & Instruction

The Curriculum & Instruction Department provides leadership and support for VUSD staff by coordinating the development, alignment, and implementation of standards, assessments, curriculum, instruction, staff development, and support services to ensure each student meets or exceeds grade level content standards. The education of the whole child, academically, as well as socially and emotionally, is our goal.

Gifted and Talented Education

The Gifted and Talented Education Office provides direction, coordination, and assistance in carrying out the GATE Program. This includes accounting, management, legal compliance, evaluation, placement and identification, the community advisory processes, as well as providing District and state required reports. Assistance to schools is provided by the GATE Coordinator and secretary.

Migrant Education

The Migrant Education Program provides for the coordination and implementation of various services in partnership with the Ventura County Office of Education, and the local colleges and universities. Services include identification and recruitment, monthly parent advisory committee meetings, early child development supports, supplemental instruction, summer school, emergency medical services, Spelling, Speech & Debate Tournaments, college tours, academic counseling, credit recovery courses, Family Literacy Programs, Migrant Family Conference, informational events, computer program trainings, accounting, management, legal compliance, evaluation, as well as providing district and state required reports. Services are provided to academically support

and ensure that migratory students receive the appropriate opportunities to help reduce with the educational disruption and other problems as a result of repeated moves. Service to the schools are provided by the Migrant Education Coordinator and the Migrant Liaison/Recruiter.

Indian Education

The Indian Education Program is a federally-funded program serving only American Indian or Alaskan Native students in all grade levels who have an Indian Student Eligibility Certification Form 506 completed by their parents and on file in our Indian Education Office. The main focus of the program is to encourage all students of American Indian descent to finish high school and attend college. The Indian Education program was implemented to reduce the high drop-out rate among Native Americans throughout the United States

Elementary grade students (K-6) are engaged in a rigorous, standards-based hands-on Indian Education curriculum and reading development. Students participate in fun activities which explore their Native American history, heritage, and culture. Intervention and tutoring are available based on individual progress in meeting state proficiency standards and basic skills acquisition.

All qualifying 6-12 students have access to counselors who are experienced in working with students of American Indian and Native Alaskan descent in the areas of personal and academic counseling as well as tutoring in all areas of the middle school and high school curricula. Students in grades 6-9 are engaged in cultural presentations, heritage lessons, successful time management and study skills lessons, goal setting for middle school success and high school expectations, thinking about college and post high school educational and career planning, and basic skills support for language, reading and mathematics. Students in grades 9-12 are provided career counseling which includes information about special grants, scholarships, and financial assistance, and are engaged in activities to facilitate a better understanding in such areas as individual tribal history and history of other tribes.

Instruction and support are administered at each qualifying student's school site through a series of monthly sessions which may include 1) small group instruction based upon reading and language development, through interactive discussion, 2) hands-on learning activities, 3) booklets, and 4) computerized lessons. The school's Indian education teacher or 6-12 counselor work with the district's Indian Education Coordinator to develop a specialized curriculum and appropriate support services. Tutoring services are determined by the school administrator and Indian Education Coordinator.

References

CAASPP – Grade 3 English Language Arts/Literacy 2020-21

	English Language Arts/Literacy 2020-21						
	Number of Students Enrolled	Number of Students	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 3						
All Students Tested	83	72	72	12.50%	22.22%	23.61%	41.67%
Male	45	39	39	10.26%	0.51%	17.95%	51.28%
Female	38	33	33	15.15%	24.24%	30.30%	30.30%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	18	15	15	20.00%	33.33%	20.00%	26.67%
Hawaiian or Pacific Islander							
White (not Hispanic)	16	13	13	38.46%	23.08%	30.77%	7.69%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	45	40	40	0.00%	17.50%	22.50%	60.00%
English Learners	30	29	29	6.90%	0.34%	17.24%	65.52%
Students with Disabilities	5	*	*	*	*	*	*
Migrant Education							
Homeless							

CAASPP – Grade 3 Mathematics 2020-21

	Mathematics						
	2020-21						
	Number of Students Enrolled	Number of Students	Number of Students With	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 3						
All Students Tested	83	72	72	9.72%	19.44%	26.39%	44.44%
Male	45	39	39	10.26%	17.95%	25.64%	46.15%
Female	38	33	33	9.09%	21.21%	27.27%	42.42%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	18	15	15	6.67%	33.33%	40.00%	20.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	16	13	13	38.46%	23.08%	38.46%	0.00%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	45	40	40	0.00%	10.00%	17.50%	72.50%
English Learners	30	29	29	3.45%	10.34%	17.24%	68.97%
Students with Disabilities	5	*	*	*	*	*	*
Migrant Education							
Homeless							

CAASPP – Grade 4 English Language Arts/Literacy 2020-21

	English Language Arts/Literacy						
	2020-21						
	Number of Students Enrolled	Number of Students	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 4						
All Students Tested	82	77	77	20.78%	24.68%	15.58%	38.96%
Male	36	34	34	20.59%	26.47%	11.76%	41.18%
Female	46	43	43	20.93%	23.26%	18.60%	37.21%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	10	9	9	*	*	*	*
Hawaiian or Pacific Islander							
White (not Hispanic)	19	19	19	26.32%	36.84%	10.53%	26.32%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	47	43	43	13.95%	18.60%	20.93%	46.51%
English Learners	15	14	14	7.14%	7.14%	7.14%	78.57%
Students with Disabilities	7	6	6	*	*	*	*
Migrant Education							
Homeless							

CAASPP – Grade 4 Mathematics 2020-21

	Mathematics						
	2020-21						
	Number of Students Enrolled	Number of Students	Number of Students With	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 4						
All Students Tested	82	78	78	11.54	32.05	24.36	32.05
Male	36	34	34	20.59%	32.35%	14.71%	32.35%
Female	46	44	44	4.55%	31.82%	31.82%	31.82%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	NA	N/A
Hispanic or Latino	10	9	9	*	*	*	*
Hawaiian or Pacific Islander							
White (not Hispanic)	19	19	19	15.79%	42.11%	42.11%	0.00%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	47	44	44	0.00%	31.82%	20.45%	47.73%
English Learners	15	14	14	0.00%	14.29%	14.29%	71.43%
Students with Disabilities	7	6	6	*	*	*	*
Migrant Education							
Homeless							

CAASPP – Grade 5 English Language Arts/Literacy 2020-21

	English Language Arts/Literacy						
	2020-21						
	Number of Students Enrolled	Number of Students	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 5						
All Students Tested	85	74	74	18.92%	21.62%	22.97%	36.47%
Male	40	36	36	16.67%	16.67%	22.22%	44.44%
Female	45	38	38	21.05%	26.32%	23.68%	28.95%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	15	13	13	38.46%	7.69%	23.08%	30.77%
Hawaiian or Pacific Islander							
White (not Hispanic)	20	15	15	33.33%	33.33%	26.67%	6.67%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	45	42	42	4.76%	19.05%	23.81%	52.38%
English Learners	19	18	18	5.56%	16.67%	16.67%	61.11%
Students with Disabilities	7	6	6	*	*	*	*
Migrant Education							
Homeless							

CAASPP – Grade 5 Mathematics 2020-21

	Mathematics						
	2020-21						
	Number of Students Enrolled	Number of Students	Number of Students With	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 5						
All Students Tested	85	74	74	10.81%	17.57%	32.43%	39.19%
Male	40	36	36	11.11%	11.11%	33.33%	44.44%
Female	45	38	38	10.53%	23.68%	31.58%	34.21%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	15	13	13	15.38%	15.38%	38.46%	30.77%
Hawaiian or Pacific Islander							
White (not Hispanic)	20	15	15	20.00%	33.33%	33.33%	13.33%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	45	42	42	2.38%	14.29%	28.57%	54.76%
English Learners	19	18	18	0.00%	11.11%	22.22%	66.67%
Students with Disabilities	7	6	6	*	*	*	*
Migrant Education							
Homeless							

2021-22 Supplemental Funds Program Budget

VUSD BUDGET: 2021/2022			
PROGRAM: Supplemental Funds			
Site: Citrus Glen		20/21 Carryover	4,751
Resource = 0100		21/22 Allocation	64,752
		Total	69,503
Object #	Classification		
Personnel Costs and Benefits		Must reflect amounts on Staffing Charts	
Must reflect amounts on Staffing Charts		Current	Revise
1101	Teacher, Contractual		
1103	Teacher, Hourly	42,998	
1106	Teacher, Sub		
1107	Stipend, Certificated		
Complete Time Sheet Authorization Form			
1201	Counselor, Contractual		
1301	Director		
2101	Paraed, Positional	26,413	
2103	Paraed, Hourly		
2201	Parent Teacher Liaison		
2203	Interpreter, Hourly		
Complete Time Sheet Authorization Form			
2401	Clerk, Positional		
2403	Clerk, Hourly		
Complete Time Sheet Authorization Form			
2903	Other Classified, Hourly		
SUBTOTAL		69,411	0
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies	92	
4300	Other Supplies		
4400	Equip Not Captlzd(\$500-5000)		
5201	Mileage stipend		
5202	Travel/Conferences		
5300	Membership		
5600	Contracts, Rents, Repairs		
5601	Contracts, annual		
5710	Publications, District Office		
5717	Work Orders		
5719	Transportation		
5800	Consultants/Other Svcs		
5900	Communications		
6400	Equipment (over \$5,000)		
7310	Indirect		
SUBTOTAL		92	0
Total:		69,503	0
Principals Signature for Adjustment: <i>[Signature]</i> 11-12-21 Date: _____ School Site Council Approval: (Chairman) <i>[Signature]</i> 11-12-2021 Date: _____ English Learner Advisory Committee Review: <i>[Signature]</i> 11-13-21 Date: _____ Director, Special Projects Approval: <i>[Signature]</i> Date: 12/2/21			

[Signature]
11/16/21

2021-22 Site Funds Program Budget

VUSD BUDGET: 2021/2022		
PROGRAM: Site Based Funds		
Site: Citrus Glen	20/21 Carryover	2,287
	21/22 Allocation	14,820
		0
		0
Resource = 0000	Total	17,107
Object #	Classification	
Personnel Costs and Benefits		
Must reflect amounts on Staffing Charts		
	Current	Revise
1101 Teacher, Contractual		
1103 Teacher, Hourly		
1106 Teacher, Sub	3,043	
1107 Stipend, Certificated		
Complete Time Sheet Authorization Form		
1201 Counselor, Contractual		
1301 Director		
2101 Paraed, Positional		
2103 Paraed, Hourly		
2203 Library Clerk, Hourly		
Complete Time Sheet Authorization Form		
2401 Clerk, Positional	6,670	
2403 Clerk, Hourly		
Complete Time Sheet Authorization Form		
2903 Other Classified, Hourly		
SUBTOTAL	9,713	0
Discretionary Funds		
4200 Other Books		
4300 Instructional Supplies	3,130	
4300 Other Supplies		
4400 Equip Not Captizd(\$500-5000)		
5201 Mileage stipend		
5202 Travel/Conferences		
5300 Membership		
5600 Contracts, Rents, Repairs		
5601 Contracts, annual	3,556	
5710 Publications, District Office		
5717 Work Orders		
5719 Transportation		
5800 Consultants/Other Svcs		
5806 Internet Publications/Software	708	
5900 Communications		
6400 Equipment (over \$5,000)		
7310 Indirect		
SUBTOTAL	7,394	0
Total:	17,107	0
Principals Signature for Adjustment: <i>[Signature]</i> 11-12-21 Date: _____ School Site Council Approval: (Chairman) <i>[Signature]</i> Kelly Bartle Date: 11-12-2021 Director, Special Projects Approval: <i>[Signature]</i> Date: 11/6/21		

[Handwritten signature]
11/16/21

VUSD - Parent Involvement Policy

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with parents/guardians and family members to jointly develop and agree upon policy and strategies to meaningfully involve parents/guardians and family members in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318)

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members

Support for programs that reach parents/guardians and family members at home, in the community, and at school

Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members

Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement

Any other activities and strategies that the district determines are appropriate and consistent with this policy. If the district also receives funds under federal Title IV, Part E, to coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's LCAP in accordance with 20 USC 6312. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504).

VUSD Board Policy 6020, USC Title 20

Professional Development Plan

Citrus Glen Elementary believes strongly in providing all employees opportunities to develop professional skills and abilities as well as acquire training on current trends aimed at improving student achievement. The goals developed for this year's school plan have identified the areas and groups of teachers that will require additional support and training to ensure students meet state proficiency targets. The School Accountability Report Card, also included in this plan, provides: 1) an overview of the basic structure of staff development practices at the site and district level, and 2) site-based areas of concentration.

During the 2021-22 school year, teachers at Citrus Glen Elementary School will participate in the following trainings:

- Cultural Proficiency
- Leveraging and Interpreting MAP Assessment System
- Universal Design for Learning (UDL)

2020-21 School Accountability Report Card

Published January 2022



CITRUS GLEN ELEMENTARY SCHOOL

9655 DARLING ROAD, VENTURA, CA 93004

(805) 672-0220

KARIN JUST, PRINCIPAL
GRADES TK-5

PRINCIPAL'S MESSAGE

On behalf of the Citrus Glen Elementary community, I'd like to thank you for taking an interest in our school. The purpose of this School Accountability Report Card is to provide information about our instructional programs, academic achievement, materials and resources, facilities and staff. Information regarding Ventura Unified School District is also included.

At Citrus Glen Elementary we educate the 'whole child' offering rigorous academics alongside multiple opportunities to develop the social-emotional skills necessary to succeed in today's world. Students engage in dance classes, school gardens, visual and performing arts, science and engineering projects, book clubs, field trips and a variety of experiences designed to offer a well-rounded education that inspires curiosity and lifelong learning.

We have a highly-experienced, collaborative staff committed to working with every child to ensure his or her success. Teachers differentiate within the classroom, work together with various specialists and involve families in helping students reach their full potential. We believe in a growth mindset, working with students to internalize the relationship between hard work and progress. Our campus-wide motto of "Be Kind-Be Safe-Be Responsible" works to build student ownership of learning and behavior.

We are grateful for the involvement of our wonderful Citrus Glen families who work hard alongside us! We welcome feedback and suggestions as we work together to offer the best education possible for our students.

Honors

A California
Distinguished School



District Vision Statement

In the Ventura Unified School District all students will receive an exemplary and balanced education fostering a lifelong passion for learning and engagement. We demand excellence of ourselves because our supportive community has entrusted us with their children.

District Mission Statement

The Ventura Unified School District will educate all students in safe, healthy, and high performing schools. We will inspire all students to excel academically, honor the unique qualities and diverse backgrounds of all students, build supportive relationships, guide all students to reach their full potential, motivate all students to successfully pursue their chosen life path, and engage all students to become responsible and contributing members of society.

DISTRICT & SCHOOL DESCRIPTION

Ventura Unified School District

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. More than 16,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, and 5 high schools.

Board of Education

MATTHEW ALMARAZ

SABRENA RODRIGUEZ

AMY (YAMAMOTO) CALLAHAN

DR. JERRY DANNENBERG

VELMA LOMAX

District Administration

DR. ROGER RICE

SUPERINTENDENT

DR. ANTONIO CASTRO

ASSISTANT SUPERINTENDENT

EDUCATIONAL SERVICES

MR. BRETT TAYLOR

ASSISTANT SUPERINTENDENT

HUMAN RESOURCES

DR. REBECCA CHANDLER

ASSISTANT SUPERINTENDENT

BUSINESS SERVICES

This report contains information that may or may not have occurred either in person or via online platform in the 2019-20, 2020-21, and 2021-22 school years due to the ongoing COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

VENTURA UNIFIED SCHOOL DISTRICT

255 WEST STANLEY AVENUE, SUITE 100

VENTURA, CALIFORNIA 93001

(805) 641-5000

www.venturausd.org



Citrus Glen Elementary School

At the beginning of the 2020-21 school year, 494 students were enrolled, including 8.1% in special education, 18.6% qualifying for English Language Learner support, 2.6% homeless, 0.2% foster youth, 0.8% migrant, and 54.7% qualifying for free or reduced price lunch. The educational programs at the school are tailored to meet the needs of each student. Citrus Glen Elementary is dedicated to providing a safe, comprehensive educational experience.

Student Enrollment by Student Group and Grade Level 2020-21			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	50.4%	Kindergarten	93
Male	49.6%	Grade 1	69
Non-Binary	0.0%	Grade 2	74
American Indian or Alaskan Native	0.6%	Grade 3	81
Asian	2.4%	Grade 4	88
Black or African American	0.6%	Grade 5	89
Filipino	0.4%		
Hispanic or Latino	57.9%		
Native Hawaiian or Pacific Islander	0.2%		
Two or More Races	3.8%		
White	34.0%		
English Learners	18.6%		
Foster Youth	0.2%		
Homeless	2.6%		
Migrant	0.8%		
Socioeconomically Disadvantaged	54.7%		
Students with Disabilities	8.1%		
			Total Enrollment 494

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP).

The SARC provides the following information relevant to the State priority: Basic (Priority 1)

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- School facilities are maintained in good repair

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4)

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible

students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical sequences or programs of student.

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8)

- Pupil outcomes in the subject area of physical education

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3)

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5)

- High school dropout rates; and
- High school graduation rates

The SARC provides the following information relevant to the State priority: School Climate (Priority 6)

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through ParentSquare, the school website, flyers, monthly PTA Facebook page, weekly classroom newsletters, and through Parent Connect. School-to-home communication is provided in English and Spanish. Contact the PTA representative at (805) 672-0220 or visit our website for more information on how to become involved in your child's learning environment. If there is an area not listed where you would like to contribute, please contact us.

Opportunities to Volunteer

- Classroom Helper
- Office Helper
- Library Helper

Committees

- School Site Council
- English Learner Advisory Council
- Parent Teacher Association
- Superintendent's Parent Advisory Council

School Activities

- 100 Day
- Art Walk
- Back to School Night
- Book Fair
- Dr. Seuss Read the Day Away
- Earth Week
- Family Movie Night
- Family Picnic
- Glow Party
- Jog-a-Thon

- Parent Conferences
- School Dance
- Spelling Bee
- Student Performances
- School Carnival
- Science Night
- Walk/Bike to School

STUDENT ACHIEVEMENT

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

Physical Fitness

In the spring of each year, Citrus Glen Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative District and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

California Physical Fitness Test Results 2020-21			
Grade Level	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data is reported.

SCHOOL FACILITIES & MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Citrus Glen Elementary School's original facilities were built in 1999; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

Every morning before school begins, the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians (one full-time and one part-time) are assigned to Citrus Glen Elementary School. The day custodian is responsible for:

- Restrooms
- Kindergarten Classrooms
- Cafeteria Setup/Cleanup
- General Cleaning and Custodial Functions

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classrooms
- Office Areas
- Restrooms
- Routine Maintenance

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	Citrus Glen		VUSD		CA	
	19-20	20-21	19-20	20-21	19-20	20-21
Science (Grades 5, 8, & 10)	N/A	27.03	N/A	30.74	N/A	28.72

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grade Eleven

Percentage of Students Meeting or Exceeding the State Standards

	Citrus Glen		VUSD		CA	
	19-20	20-21	19-20	20-21	19-20	20-21
English-Language Arts/Literacy	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)

2020-21

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	85	74	87.06	12.94	27.03
Female	45	38	84.44	15.56	28.95
Male	40	36	90	10	25
American Indian or Alaskan Native					
Asian	--	--	--	--	--
Black or African American					
Filipino					
Hispanic or Latino	52	48	92.31	7.69	16.67
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
White	26	20	76.92	23.08	45
English Learners	19	18	94.74	5.26	0
Foster Youth					
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	36	33	91.67	8.33	12.12
Students Receiving Migrant Education Services					
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School)

2020-21

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	250	223	89.2	10.8	40.81	250	224	89.6	10.4	34.38
Female	129	114	88.37	11.63	0.74	129	115	89.15	10.85	34.78
Male	121	109	90.08	9.92	36.7	121	109	90.08	9.92	33.94
American Indian or Alaskan Native										
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	153	139	90.85	9.15	28.06	153	140	91.5	8.5	23.57
Native Hawaiian or Pacific Islander										
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	77	66	85.71	14.29	60.61	77	66	85.71	14.29	53.03
English Learners	64	61	95.31	4.69	18.03	64	61	95.31	4.69	13.11
Foster Youth										
Homeless										
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	111	100	90.09	9.91	25	111	101	90.99	9.01	20.79
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	21	17	80.95	19.05	23.53	21	17	80.95	19.05	23.53

Note: N/T values indicate this school did not test students using the CAASPP for ELA.

Double dashes (--) appear in the table when the number of students in ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Campus Description

Year Built	1999
Acreage	10.5
Bldg. Square Footage	54507
	Quantity
# of Permanent Classrooms	25
# of Portable Classrooms	0
# of Restrooms (student use)	5 sets & 3 unisex in Kinder.
Cafeteria Multipurpose Room with inside/outside state areas	1
Conference Room	1
Library	1
Mini Computer Carts	4
Staff Lounge	1
Teacher Work Room	1

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, five supervision aides are strategically assigned to designated entrance areas and the playground. During recess, two teachers supervise playground activity. Six noon supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, teachers monitor student behavior to ensure a safe and orderly departure.

Citrus Glen Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Citrus Glen Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed and updated in October 2021, and shared with school staff in November 2021.

Campus culture promotes a secure learning environment. All persons are to be treated with dignity and respect. The district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. Bullying and harassment are not tolerated. The school district has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur. Students and their parents receive information annually regarding district policies concerning anti-bullying and harassment.

Facilities Inspections

The district's maintenance department inspects Citrus Glen Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Citrus Glen Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on October 13, 2021. During fiscal year 2020-21, all restrooms were fully functional and available for student use at the time of the inspection.

CLASSROOM
ENVIRONMENT

Discipline & Climate for Learning

Citrus Glen Elementary School's discipline policies are based upon a schoolwide discipline plan and RtI (Response to Intervention) behavior model, which are used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions.

The principal holds an assembly regarding responsible behavior and school expectations. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. The principal visits the kindergarten classrooms to reinforce behavior

expectations. Students in grades 1-5 attend an assembly led by the principal who discusses the importance of good citizenship and following school rules. Citrus Glen Elementary School uses "Second Step," a comprehensive social-emotional curriculum designed to teach the skills necessary for social and academic success. Citrus Glen Elementary School employs behavior support programs focused on improving classroom behavior, establishing clear behavior expectations, reducing misbehavior, motivating students to put forth their best effort, increasing academic engagement, and teaching students to behave respectfully and to value diversity.

Suspensions & Expulsions by Student Group (2020-21)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.0%	0.0%
Female	0.0%	0.0%
Male	0.0%	0.0%
Non-Binary	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Asian	0.0%	0.0%
Black or African American	0.0%	0.0%
Filipino	0.0%	0.0%
Hispanic or Latino	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%
White	0.0%	0.0%
English Learners	0.0%	0.0%
Foster Youth	0.0%	0.0%
Homeless	0.0%	0.0%
Socioeconomically Disadvantaged	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%
Students with Disabilities	0.0%	0.0%

Suspensions and Expulsions

	Citrus Glen			VUSD			CA		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Suspensions	0.20%	0.74%	0.00%	2.70%	2.53%	0.17%	3.60%	0.00%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.05%	0.10%	0.01%	0.08%	0.00%	0.00%

The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

School Facility Good Repair Status
Repair Status

Item Inspected	Repair Status				Repair Needed and Action Taken or Planned
Inspection Date: October 13, 2021	Good	Fair	Poor		
Systems	✓				
Interior Surfaces	✓				Classroom 3, Classroom 9, Classroom 20 - Wall surface is peeling behind the sink; Classroom 7 - Water damaged ceiling tiles at the HVAC supply register
Cleanliness	✓				
Electrical	✓				Classroom 3 - Two light fixtures do not function
Restrooms/Fountains	✓				Cafeteria Boys RR - Right urinal is out of order; Cafeteria Exterior - Drinking fountain on north wall is out of order
Safety	✓				
Structural	✓				
External	✓				

Overall Summary of School Facility Good Repair Status

	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Percentage Description Rating:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Chronic Absenteeism by Student Group (2020-21)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	609	501	86	17.2
Female	256	254	48	18.9
Male	253	247	38	15.4
American Indian or Alaska Native	12	12	0	0
Asian	3	3	1	33.3
Black or African American	2	2	0	0
Filipino	3	3	0	0
Hispanic or Latino	301	297	73	24.6
Native Hawaiian or Pacific Islander	1	1	0	0
Two or More Races	19	19	2	10.5
White	168	164	10	6.1
English Learners	99	99	24	24.2
Foster Youth	1	1	0	0
Homeless	13	13	4	30.8
Socioeconomically Disadvantaged	283	278	75	27
Students Receiving Migrant Education Services	5	5	2	40
Students with Disabilities	43	43	6	14

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Average Class Size and Class Size Distribution			
Grade Level	Average Class Size	2018-19	
		1-20	21-32 33+
K	23.0		4
1	21.0	1	3
2	25.0		4
3	23.0		4
4	32.0		3
5	32.0		3 1

Grade Level	Average Class Size	2019-20	
		1-20	21-32 33+
K	25.0		4
1	25.0		3
2	17.0	1	4
3	29.0		3 1
4	25.0		1
5	30.0		3

Grade Level	Average Class Size	2020-21	
		1-20	21-32 33+
K	23.0		4
1	23.0		3
2	23.0		3
3	27.0		3
4	29.0		3
5	29.0		3
Other*	21.0		1

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.
The "K" number of students shown in the chart above includes both TK and kindergarten numbers.

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Citrus Glen Elementary School for the 2020-21 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

2020-21 Trainings:

- Behavior Team's Role during Distance Learning (Special Education)
- Canvas Basics & Gradebook
- Distance Learning Plans
- Elementary Resource
- English Learner Support and Review and ELPAC
- Facilitated Canvas Course Customization Support (Special Education)
- GATE Icons
- Google Basics
- Grade Level Meetings with District Lesson Builders
- Paraeducator Role during Distance Learning
- Positive Behavioral Interventions & Supports
- Screen Casting with Screencastify
- Sondy Reading
- Video Conferencing
- Utilizing Behavioral Strategies from the Family Guide to Distance Learning
- Zoom and Google Meet Videoconferencing

2021-22 Trainings:

- Bridges Math Intervention
- Benchmark & Math Expressions
- Implicit Bias
- Number Corner Refresher (Kinder)
- NGSS Curriculum Training
- Canvas

Supplemental site-based training takes place during faculty, grade level, and department meetings. The principal identifies teacher training needs based upon recommendations from the MTSS Teacher Leadership Team, teacher evaluations, and the Healthy Kids survey. During the 2020-21 school year, Citrus Glen Elementary School's staff development activities concentrated on:

- Multi-Tiered Systems of Support (MTSS) Training
- Engagement in Distance Learning
- Social Emotional Learning (SEL)
- Technology Training
- Universal Design for Learning (UDL)

The district also offers supplemental professional development to follow up and support year-round and ongoing programs centered around reading, writing, and math and tied to either specific strategies to improve student learning or district-adopted curriculum materials. Supplemental professional development is offered throughout the school year on early student release days, after school, on designated staff development days, and during substitute release time. Teacher Content Specialist Teams work with school site administrators and teaching staff to provide support and training to ensure the successful implementation of the Common Core Standards.

The district offers two distinct programs to support professional growth and improve instruction in the classroom. The Educator Support and Effectiveness program is a partnership with the Ventura County Office of Education and Ventura Unified to provide mentoring/coaching support and assistance to newly credentialed teachers. All participating new teachers are provided peer support over a two-year period. The Peer Assistance and Review (PAR) program is available for veteran teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Ventura County Superintendent of Schools as well as the Ventura Unified School District. Profession and subject specific offerings are consistent with the California Content Standards. Classified support staff may receive job-related training from district representatives; training activities and workshops are designed to enhance and extend job performance.

Instructional Materials

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials for K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education, and instructional materials for 9-12 are aligned to state standards and approved by the district's board of education.

Ventura Unified School District is currently piloting History-Social Science curriculum in the 2021-22 school year with adoption and implementation anticipated for the 2022-2023 school year. Currently, supplemental bridge materials are being used to support the implementation of the new History-Social Science state framework.

On September 21, 2021, the Ventura Unified School District Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #21-25 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2021-22 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2016	Yes	Benchmark Education Company: <i>Benchmark Advanced</i>	0%
Math			
2017	Yes	Houghton Mifflin: <i>Math Expressions</i>	0%
Science			
2021	Yes	McGraw Hill: <i>California Inspire Science</i>	0%
Social Science			
2007	Yes	Pearson-Scott Foresman: <i>History Social Science for California</i>	0%

PROFESSIONAL STAFF

Counseling & Support Staff

Citrus Glen Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Citrus Glen Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors and Other Support Staff		
2020-21		
	No. of Staff	FTE*
Academic Counselor	1	0.5
Health Technician	1	0.5
Psychologist	1	0.4
School Nurse	1	0.2

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Preparation and Credentials

The charts below identify the number of teachers at Citrus Glen Elementary School, Ventura Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Citrus Glen Elementary School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment (2019-20)	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator (2019-20)	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Class Assignments / Indicator (2019-20)	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Note: For more information, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

Teacher Preparation and Placement / Authorization/Assignment (2019-20)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

SARC DATA**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Citrus Glen Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) www.caschoolsdashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation and the ability to print documents.

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections was acquired in October 2021 and the school facilities section was acquired in November 2021.

DISTRICT EXPENDITURES

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2019-20 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2019-20 school year, Ventura Unified School District spent an average of \$11,605 of total general funds to educate each student (based on 2019-20 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2019-20

	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	48,017	52,562
Mid-Range Teacher Salary	63,145	83,575
Highest Teacher Salary	95,772	104,166
Average Principal Salaries:		
Elementary School	117,712	131,875
Middle School	122,293	137,852
High School	139,903	150,626
Superintendent Salary	228,637	260,243
Percentage of Budget For:		
Teacher Salaries	32	34
Administrative Salaries	5	5

For detailed information on salaries, see the CDE Certified Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Expenditures Per Pupil and School Site Teachers Salaries 2019-20

Expenditures Per Pupil	Dollars Spent Per Student				
	Citrus Glen	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	6,917	N/A	N/A	N/A	N/A
Restricted (Supplemental)	662	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,255	6,041	103.5%	8,444	71.5%
Average Teacher Salary	70,742	78,453	N/A	86,376	N/A

Note: Cells with N/A values do not require data.

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2019-20 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- Classified School Employee Summer Assistance Program
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Department of Rehabilitation
- Education Protection Account
- Immediate Aid to Restart School Operations
- Indian Education
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III, IV
- Tobacco-Use Prevention Education

School Site Council Bylaws**2021-2022 Citrus Glen School Site Council Bylaws:****Article 1: Name**

The School Site Council of Citrus Glen Elementary School, hereinafter referred to as the Council, shall carry out the following duties:

Article 2: General Purpose

The Council shall assist school staff in the development, implementation and evaluation of Citrus Glen educational programs. The Council shall:

- analyze and evaluate academic achievement of all students
- obtain recommendations for and review the Single Plan for Student Achievement (SPSA) and Comprehensive School Safety Plan (CSSP) from varied school advisory committees and stakeholders
- develop and approve the SPSA and CSSP and related proposed expenditures in accordance with State and Federal Laws
- recommend SPSA, CSSP and related expenditures to the governing board for approval
- provide ongoing monitoring of implementation of SPSA and CSSP and related expenditures alongside school staff
- make modifications to SPSA and/or CSSP whenever the need arises and submit changes to governing board for approval
- annually, and at each trimester, evaluate progress made toward school goals by all students
- carry out all other duties assigned to the Council by the district governing board and by State or Federal Law

Article 3: Membership**Section 1: Members**

The Council shall consist of ten (10) members. Five (5) members shall be elected from school staff including the principal, three (3) teachers elected by teachers and one (1) non-classroom teacher staff elected by like personnel. The remaining five (5) members shall be parents or community members, elected by Citrus Glen parents.

Section 2: Term of Office

All Council members shall serve for a term of two (2) years. Terms shall be staggered in order to ensure continuity of membership from year to year. At the end of term, membership terminates. In order to continue serving, the member must be re-elected by the corresponding representative group. Any member may resign by filing a written resignation with the Council. A membership or officership may be removed by the majority of a full Council member vote.

Section 3: Elections

Elections shall be held each year in September or October. Election is by simple majority. The group s/he represents shall elect each Council member. Council members may nominate themselves. Any vacancy occurring after elections shall be filled by selection of the peer group representatives on the current Council.

Section 4: Voting Rights

Each Council member is entitled to one vote. Absentee ballots and/or alternate representative voting shall not be permitted. Quorum will be considered at least six (6) members of Council.

Article 4: Officers**Section 1: General**

The Council shall hold a simple majority election at the first Council meeting of the year to elect a Chairperson, Vice-Chairperson and a Secretary. Each officer shall serve a one-year term. Removal of office may occur under Article 3, Section 2. Any member may serve in any capacity. Any vacancy may be filled by a simple majority of the full Council member vote.

Section 2: Officer Duties

- The **Chairperson** shall:
 - preside at Council meetings
 - sign letters, reports and communications of the Council
 - prepare and distribute meeting agendas
 - ensure members have key documents and data to inform decisions
 - lead orderly, inclusive discussion
 - state ideas and motions concisely prior to vote
- The **Vice-chairperson** shall:
 - represent the Chairperson in case of absence
 - support Chairperson in completion of duties
- The **Secretary** shall:
 - keep robust minutes of all meetings documenting elections, official correspondence, evidence of discussion and input from various stakeholder groups, all recommendations and actions
 - make minutes available to the public by request
 - distribute minutes to Council members by email at least 72 hours prior to subsequent meetings

Article 5: Meetings**Section 1: Number of Meetings**

There shall be a minimum of five (5) meetings per year. Additional meetings may be called by agreement of the Principal and SSC Chairperson or by a majority vote of Council.

Section 2: Meeting Time and Place

Council meetings will begin at 2:45pm and end at approximately 3:45pm. Council meetings shall be held at 9655 Darling Road, Ventura, California.

Section 3: Meeting Notification and Agenda

Written notice of meetings shall be posted in the Citrus Glen office at least seventy-two (72) hours prior to each meeting. This notice shall provide the date, time, place and agenda of the upcoming meeting. The Council shall not take any action on an item of business unless that item appears on the posted agenda, unless the Council, by unanimous vote, find the need to take immediate action on a pressing item that came to attention subsequent to the posting of the agenda. Members shall receive meeting notifications and agenda by mail or email at least seventy-two (72) hours in advance. Any member wishing to place an item on the agenda shall submit such item in writing to the Principal at least five (5) school days in advance of the scheduled meeting.

Section 4: Conduct of Meetings

Meetings shall be conducted in accordance with Education Code 31479(c) and Robert's Rules of Order (see Council Member's Guide) or an adaptation thereof approved by the Council.

Section 5: Public Participation

All meetings shall be open to the public. Each agenda shall include a section for public comment. Any attending member of the public is welcome to comment for a total of up to two (2) minutes for each separate topic.

Article 6: Bylaw Amendments

Any amendment of these bylaws may be made at any regular meeting of the Council by a two-thirds vote of the members present. Written notice of the proposed amendment must be posted as part of the agenda.