

School Year: **2024-25**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Citrus Elementary School	36-75069-6037220	March 27, 2024	June 25, 2024

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement
The purpose of the SPSA is to coordinate all ATSI educational services at the school. The SPSA shall address how funds provided to the school will be used to improve the academic performance of all pupils.
Based on the CA Dashboard, Citrus has been designated ATSI due to high chronic absenteeism for the white student group.

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.

For the 2024-2025 academic year, the Every Student Succeeds Act (ESSA) remains the cornerstone of national education law governing all public schools. This legislation underscores schools' responsibility for fostering student learning and achievement. Citrus Elementary School is fully aligned with the objectives outlined in the Upland Unified School District's Local Control and Accountability Plan (LCAP).

LCAP Goal #1 focuses on fostering safe, connected, and engaged learning environments for students. In line with this, Citrus Elementary has set the following objective: to cultivate an atmosphere where every student feels secure, connected, and actively engaged in their education. This is evidenced by ambitious targets such as reducing chronic absenteeism from 30% to 17%, maintaining a suspension rate of 2.5% or less, hosting Positive Behavioral Interventions and Supports (PBIS) Celebration Rallies each trimester, and ensuring 100% of classrooms proficiently incorporate structured play during non-content activities.

LCAP Goal #2 emphasizes academic preparedness and empowerment. Citrus Elementary's corresponding goal is to ensure that every student achieves at least one year of growth in both numeracy and literacy. By the conclusion of the 2023-2024 academic year, our aim is for 45% of students to perform at or above grade level in English Language Arts (ELA) and 40% at or above grade level in mathematics, as measured by CAASPP scores.

LCAP Goal #3 centers on equipping students for college and career readiness. To this end, Citrus Elementary is committed to facilitating goal-setting conversations between teachers and students three times a year, alongside engaging in college and career spirit days.

Our dedicated staff is resolute in delivering rigorous learning experiences that nurture both academic advancement and socio-emotional growth among our students. Citrus Elementary will persist in its efforts to ensure equitable access to innovative technology, integrated with evidence-based instructional strategies.

Furthermore, collaborative efforts between the Relational Committee, PBIS Team, and site administration will continue to fortify the implementation of a Multi-Tiered System of Support (MTSS), designed to cater to the diverse needs of all students.

Citrus Elementary also places significant emphasis on fostering strong partnerships with families to support student success beyond the classroom. We remain committed to expanding opportunities for family involvement through participation in various school committees, attendance at meaningful events and informational sessions, as well as volunteering opportunities on campus.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

In the latest round of surveys, conducted for the 2023-24 academic year, there have been some notable shifts in favorability ratings across various stakeholders. The staff survey revealed an overall favorable rating of 82%, with particular emphasis on instructional aspects, while leadership garnered an 82% favorable rating as well, notably highlighting an 88% visibility rating.

Among students, the favorability rating stands at 76%, reflecting their perspective on the educational experience provided. Conversely, the family survey exhibited a robust favorability rating of 91%, indicating strong support and satisfaction with the school's efforts.

These updated figures underscore a continued commitment to excellence in instruction and leadership, as well as a dedication to maintaining positive relationships with students and families.

Classroom Observations

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

Teachers at our school undergo regular observation processes, encompassing both formal evaluations and informal walk-throughs. Throughout the school year, teachers receive between two to four formal observations, culminating in mid-year and end-of-year final evaluations. These formal assessments adhere closely to the California State Teacher Standards, district requirements, and guidelines set forth by the Upland Teachers Association.

In addition to formal evaluations, administrators conduct informal walk-through observations to gauge classroom dynamics and instructional effectiveness. These walk-throughs are guided by a district Fidelity Integrated Tool, focusing on indicators such as student engagement, instructional rigor, and differentiation strategies to meet diverse student needs. Complementing one of our professional learning goals for the year, we prioritize identifying evidence of better first instruction during these observations.

To enhance the feedback process, we have implemented electronic feedback mechanisms using Bullseye, facilitating efficient communication and documentation of observations. Furthermore, physical feedback in the form of MTSS bucks is utilized, offering tangible recognition and reinforcement for observed Better Teaching Practices. These practices encompass standards-based learning, utilization of core curriculum, differentiation techniques, and implementation of small group instruction, all consistently observed during classroom visits.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

For the 2024-2025 academic year, Citrus Elementary continues its robust assessment practices to monitor student achievement and tailor instruction accordingly. Various state and common assessments are employed, including the SBAC, i-Ready diagnostic, Standards Based Assessments (SBAs), Wonder's and GoMath common assessments, and the Basic Phonics Skills Test (BPST).

SBAC data serves as a foundational tool for identifying school-wide areas of improvement and determining instructional priorities. These priorities inform the professional learning calendar for the year and guide intervention strategies across the campus.

i-Ready remains a universal screener used district-wide, with results reviewed by individual teachers, grade level teams, and in data discussions with site administration. The data helps identify students requiring additional support and informs differentiated instruction through the i-Ready program.

Weekly Common Assessments, aligned with district curriculum, are administered and reviewed collaboratively by grade level teams to inform instructional planning. This ongoing assessment practice pinpoints specific areas for whole-class and small-group instruction.

The BPST, administered in grades K-2, assesses phonics proficiency and informs targeted instruction. Teachers utilize this data to drive small group instruction and collaborate with the site Reading Specialist to prioritize additional support.

Looking ahead to the 2024-2025 academic year, Citrus Elementary will introduce five Standards Based Assessments (SBAs) developed collaboratively at the district level during the Orenda Equity Institute. These assessments' data will be analyzed in Professional Learning Community (PLC) sessions facilitated by Orenda representatives. These sessions will focus on data analysis to adjust instruction and intervention strategies effectively.

Moreover, all teachers will participate in two Data Days annually, dedicated to reviewing student benchmarks, discussing best practices, and crafting differentiated instruction plans. These sessions will involve comprehensive data analysis at the school, class, and individual student levels. Following Data Days, students will engage in Data Chats with their teachers to set personal goals for academic growth, further enhancing the student-centered approach to education at Citrus Elementary.

In alignment with our commitment to fostering academic growth, Citrus Elementary also prioritizes the goal of ensuring that every student achieves at least one year of growth in both numeracy and literacy. By the conclusion of the 2023-2024 school year, we aim for 45% of Citrus students to perform at or above grade level in English Language Arts (ELA) and 40% in mathematics, as measured by the California Assessment of Student Performance and Progress (CAASPP). This ambitious target reflects our dedication to supporting each student's academic progress and ensuring they reach important milestones in their learning journey.

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

Citrus Elementary uses multiple curriculum-embedded assessments to monitor student progress in English-Language Arts and Mathematics. Students receive targeted intervention in the classroom and through school-wide intervention based on all current assessments.

i-Ready provides crucial curriculum-embedded assessments in both English-Language Arts and Mathematics. Based on the results of the i-Ready universal screener, teachers assign lessons based on student skill levels. The assigned lessons provide students with differentiated content based on their learning needs. As students work through the i-Ready lessons, the curriculum is punctuated with assessments at the end of each lesson. These curriculum-embedded assessments provide teachers with data to be able to determine when students need additional support or an alternate mode of delivery for the concepts being taught.

In addition to classroom utilization of i-Ready assessments, data is monitored and updated each trimester on a schoolwide data wall by classroom teachers and administration. The administration also meets one on one with each teacher to review data, identify target students, and set individual and class goals. In addition, as we transition into aligned PLC where each grade level discusses data, sets goals, backward plans based on priority standards, shares best teaching practices, and tier 2 and 3 supports.

In addition to the use of i-Ready assessments, Wonders Common Assessments and Wonders or StudySync Unit Tests are utilized to assess student achievement in the adopted ELA curriculum. Student's progress is monitored weekly based on weekly Wonder's Common Assessments aligned with CCSS. The data from these assessments are used to create intervention groups in the classroom. The student groupings in intervention groups are fluid based on the results of formative assessments, and progress monitoring reports.

For students who require additional support in reading skills, Fountas and Pinnell Reading Assessments are used in partnership with the campus Reading Specialist to determine targeted areas of need for intervention. The data from these assessments is used to align students' needs with leveled reading materials and targeted intervention.

For Mathematics, teachers use the results of the variety of GoMath Assessments such as Unit PreTests, Mid Chapter Tests, and Chapter Assessments to monitor student progress and modify instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Citrus Elementary are credentialed and students are taught by highly qualified teachers. Citrus Elementary has twenty-one General Education teachers, four SDC mild/mod teachers, one RSP teacher, one part-time Psychologist, one Speech Pathologist, seven Special Education Instructional Aides, and two paraeducators that provide push in support to students who need tier 2 and 3 support.

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

As we prepare for the upcoming 2024-2025 school year, Citrus Elementary takes pride in its highly qualified teaching staff. All teachers hold full credentials, with over half possessing advanced degrees and/or specialist credentials, ensuring a high level of expertise in their respective fields.

During the previous academic year of 2022-2023, Citrus teachers benefited from a range of district-level professional development opportunities. These sessions covered various instructional strategies, including Thinking Maps, Write from the Beginning Writing Curriculum, Explicit Phonics Instruction, Explicit Vocabulary Instruction, Writing to Learn strategies, Number Sense, Mathematics instructional strategies, as well as techniques for enhancing teacher clarity through Learning Intentions and Success Criteria. Additionally, all staff had access to personalized coaching from district content area Teachers on Special Assignment (TOSAs).

Moreover, selected teachers from Citrus actively participated in the Training of Trainer model for the Write from the Beginning Writing Curriculum and served as Tech Leads. These representatives engaged in district-level professional development events and subsequently disseminated acquired knowledge and strategies to their colleagues at Citrus, facilitating the implementation of effective writing and technology integration practices across classrooms.

Furthermore, on an individual support level, the Citrus Intervention Specialist completed the CORE Early Reading course offered by the district-level Literacy Collaboration team. This course, centered on the science of early literacy development, equips our specialist with valuable insights and strategies to support students' foundational literacy skills effectively.

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

As we anticipate the upcoming 2024-2025 school year, the Upland Unified School District remains committed to its tradition of delivering high-quality, research-based professional learning opportunities aimed at enhancing instructional practices and promoting student achievement. The district invests in dedicated personnel, including full-time professional learning specialists and content area Teachers on Special Assignments, along with external consultants, to provide comprehensive training and support.

During the current school year, the district focused its professional learning efforts on Better First Instruction, emphasizing Explicit Phonics Instruction, Explicit Vocabulary Instruction, and Writing to Learn strategies. Additionally, training in Restorative Practices was provided to address the social-emotional learning needs of students. Building upon these initiatives, the professional learning agenda for the 2024-2025 school year will continue to evolve, guided by data-driven insights gleaned from SBAC and iReady assessments. Teachers also engaged in the Instructional Rounds process, fostering collaborative learning and a deeper understanding of district-wide instructional priorities centered on student achievement.

At Citrus Elementary, our administration and staff collaborate closely with district personnel to advance both academic success and social-emotional learning initiatives, aligning with the objectives of 21st Century initiatives and the Local Control and Accountability Plan (LCAP). Professional development topics will encompass a broad spectrum, including but not limited to iReady, Positive Behavioral Interventions and Supports (PBIS), Second Step, Restorative Practices, Go Math, Wonders, Write From The Beginning, ELPAC/Ellevation Strategies, and Google Suite integration.

A cornerstone of our approach is the use of data to inform professional learning opportunities and instructional strategies. Schoolwide Common Assessments are administered regularly across all grade levels, with data reviewed weekly during teachers' Professional Learning Community (PLC) meetings. iReady assessments occur three times per year, with results meticulously analyzed and discussed at both individual and collective levels. Furthermore, each teacher engages in Data Chats with administration each trimester to review data insights and reflect on instructional practices, ensuring a continuous cycle of improvement.

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

At Citrus Elementary, we will continue to procure professional learning focused on standards, assessments, targeted intervention, and implementation of the district-adopted curriculum.

During the 2023-2024 school year, Citrus teachers met with Orenda representatives to receive training in the use of data in the PLC model as well as develop their understanding of claims, targets, and standards regarding instruction in English Language Arts and Mathematics.

Teachers utilize the UUSD Curriculum Guides that are based on the district-adopted curricula for English Language Arts and Mathematics. The guides provide teachers with a detailed scope and sequence for instruction in both subject areas. Training will be provided by the district content area TOSAs and will be supported throughout the year with the activities and events provided by the Instructional Services department.

Citrus Elementary will continue to work to align content and high expectations as part of the site's professional learning plan. Much of our staff's professional learning will be focused on developing continuity and capacity through the grade levels. Each staff meeting provides a designated time for training on strategies, best practices, and evidence-based strategies. Our professional learning will focus on improving instructional practices, equity for all students, and increasing our capacity through Professional Learning Communities.

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

Collaboration is essential for ensuring an equitable learning experience for all students.

All teachers in grades TK-6 participate in weekly PLC meetings to review data and plan instruction and align curriculum. All teachers also have a fifty-minute period once per week during PE instruction to plan and collaborate with their team. During team meetings, teachers discuss CCSS implementation, student data and progress, and best practices. District, classroom assessments, and PBIS data will also be analyzed to plan for instruction, intervention, and enrichment.

In addition to the site-run PLC meetings, in the 2023-2024 school year, teachers will also participate in five data analysis sessions led by Orenda representatives to analyze data obtained from the SBAs (Standards Based Assessments), and plan instruction and intervention based on the data analysis.

Citrus teachers will also participate in data and planning days at the end of the trimesters to review student assessment data and plan instruction and interventions. Grade level alike planning and professional development take place per district goals and initiatives.

Teaching and Learning

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

All schools in Upland Unified School District utilize California-approved elementary curricula in the areas of English Language Arts, Math, and Science. Upland Unified School District has developed Curriculum Guides and provides training in their use for the areas of English Language Arts and Mathematics. These UUSD Curriculum Guides are standards focused and based on the district-adopted curricula.

Go Math has allowed teachers to provide rigorous Tier 1 mathematics instruction to all students while building strong fundamental numeracy skills. Teachers use Wonders for Tier 1 ELA instruction for all students, as well as the ELD component of Wonders for our Bilingual Emergent students. Students in need of Tier 2 and 3 reading supports will receive instruction using LLI (Leveled Literacy Intervention), SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), and WonderWorks. We will be implementing Heggerty Phonemic Awareness and BrainSpring: Phonics First, in grades TK-2 to address essential early literacy foundational skills. Students in RSP receive a variety of interventions and resources including WonderWorks and Touch Math.

As a site, we are strengthening our implementation of all core curricula. Teachers are trained in the use of Thinking Maps. These cognitive organizers support student critical thinking across the curriculum by providing a framework for 8 recurring thought processes.

Write From the Beginning is the district-adopted, elementary writing curriculum. Write from the Beginning provides lesson plans and materials for teaching students writing in the three types of writing identified in the content standards, Argumentative, Informational, and Narrative.

Citrus also utilizes the i-Ready curriculum. i-Ready's adaptive curriculum is based on the content standards. Students receive lessons tailored to their achievement level as determined by the diagnostic.

Data days and grade-level collaboration sessions offered at key times during the year and summer ensure alignment and consistency of curriculum and instruction to content and performance standards. Teachers are building their capacity to collaborate and assist each other with the district-adopted curriculum.

Our teachers will continue to participate in district-led Grade Level Collaboratives and participate in grade-level professional learning to ensure alignment of curriculum and standards across our schools.

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

All classes meet the minimum requirements for instructional minutes at Citrus Elementary. Instructional minutes per grade level are as follows for ELA: TK- 75, K-120, 1st-120, 2nd-190, 3rd-135, 4th-135, 5th-120, 6th-140, and 90 minutes of math instruction for TK-6th grades.

Designated and integrated ELD instruction is provided to all EL students Monday through Friday by teachers within each grade level through a set intervention time.

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

For Tier I instruction, Citrus Elementary utilizes the UUSD Curriculum Guides for English Language Arts and Mathematics. The ELA Curriculum Guides, based on the adopted curricula, provide designated periods of time within the scope and sequence for the assessment, reteaching, and intervention. The Mathematics Curriculum Guide has embedded time for assessment and review.

Citrus' Intervention schedule is at the core of the school's Tier II intervention model. The students are assessed at the beginning of the year and at the end of each intervention teaching cycle- approximately six-eight weeks. Wonders, GoMath, and iReady assessments are used for diagnostic screening, placement, and ongoing evaluation of student progress. A set intervention time allows for targeted tier 2 instruction for K-6th grades.

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

All Citrus students have access to state-adopted, standards-based instructional materials for their grade level, as well as supplemental materials and online programs implemented in our classrooms.

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

In addition to the adopted curriculum, students have access to Achieve 3000, Scholastic News, SIPPS, BrainSpring: Phonics First, and SEL kits. Our Literacy Lab includes two Instructional Aides. Together, they push into classrooms to teach and target reading strategies and foundational reading skills.

Opportunity and Equal Educational Access

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

Our professional learning will focus on improving instructional practices, equity for all students, and increasing our capacity through Professional Learning Communities.

Students performing below grade level receive additional services within their regular classroom through differentiation, small group instruction, and re-teaching activities. The campus Intervention Specialist, RSP teacher, and paraprofessionals utilize a push-in model to provide targeted and specialized support for students in the regular classroom setting. In accordance with the Every Student Succeeds Act, Citrus will target academic improvement opportunities for our Students with Disabilities; work to reduce suspension rates for our African American and Students with Disabilities student groups; and include students who are identified as Chronically Absent in our African American, Students with Disabilities, and our White student groups in our "It Takes a Village" home visit event before the start of the 2024-2025 school year.

Academic Academies for our students with special needs and incoming Kindergarteners will occur in August to partner with families and students to set them up for success as they begin the school year. Families will be able to learn about IEPs, expectations, and tools to support their students at home.

Our English Learners participate in both integrated and designated instruction within the classroom. Families from ELAC requested Chromebooks available for checkout to families who might not have them to utilize subscriptions purchased to provide interventions for students who need academic support. Twenty-five Chromebooks have been purchased and will be available for families to check out as needed.

Evidence-based educational practices to raise student achievement

As a school, we will work together to strengthen our understanding and implementation of Multiple Tiered Systems of Support to ensure all students have the opportunity to learn at their level. Small group instruction, scaffolding, reteaching, and other best teaching practices will be provided for both math and reading support.

Classroom instruction and activities will be centered around evidence-based strategies and analyzed by teachers and grade levels for their effectiveness with their students both formally and informally.

All teachers implement evidence-based instructional practices to support increased student achievements such as small group instruction, differentiated instruction, and materials. Citrus teachers will continue to develop their practice in the use of Explicit Vocabulary Instruction and Writing to Learn strategies. Teachers will also continue their use of Thinking Maps across the content areas to support the cognitive and critical thinking skills development that is necessary for student achievement. Additionally, teachers will continue to work with the district elementary content area Math TOSA to learn and implement Number Sense strategies to improve student math achievement.

In grades, K-2 teachers are receiving ongoing training from the district elementary content area TOSA in the area of Explicit Phonics Instruction.

Outside of the classroom, teachers will also engage in weekly PLC meetings in collaborative grade-level teams to review data and calibrate. A portion of this time is used to discuss students performing below grade level and plan on how to meet their student's needs.

Parental Engagement

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

Citrus Elementary believes there is great value in working in partnership with the families and the community we serve. We have adopted and moving toward becoming a Community School.

Regular PTA, ELAC, School Site Council meetings, Donuts with Dr. G (principal), Coffee, and Conversations with the Community Coordinator are ways we encourage families to actively contribute to the school community. A Family Resource Center was opened in April 2023 where regular family workshops and engagement opportunities are available to offer instructional and social-emotional support to our Citrus community.

Additionally, we host several Family Education nights throughout the school year. These allow specialists to share strategies for families to use at home for behavior and academic growth. We balance these with community events such as our Fall and Spring Festivals. When families feel like they are valued members of the learning community, they seem to be more apt to reach out for assistance. In an effort to support our families in need, we partner with Healthy Start. Healthy Start provides services for families in need.

To increase attendance, we have an Attendance Club and check in with students identified as Chronically Absent each day. We also reward one upper and one primary class with the highest attendance percentage each week. We work with district resources to visit the homes of students who have extensive absences to ensure that the family is aware of additional support as they work to bring their child to school regularly.

Monthly SSC and ELAC meetings are held to empower families and share strategies that they can use with their children at home to foster bilingualism and biliteracy. Parents are given strategies that will help them support their children as well as other important school information to ensure that all pathways for communication are clear.

Based on data and family feedback, LCAP and Title 1 funding have been allocated to purchase Chromebooks, subscriptions, and supplies (such as manipulatives) to support our EL, foster, homeless, and low socioeconomic students to reach their academic potential.

Citrus Elementary is proud to have our Family Resource Center as a means to further provide resources to students and families in need by connecting them to district, county, and community resources. The Family Resource Center is staffed full-time with a site coordinator to organize outreach events and provide individualized assistance to students and families.

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

Monthly meetings for ELAC and SSC are held to ensure that families have many opportunities to participate in shared decision-making. School Site Council is a place where families, teachers, and classified staff work with the administration to make decisions in the best interest of our students. School plans and purchases are agreed upon and modified as needed.

ELAC met on: September 15th, October 20th, December 15th (2023) and January 19th, March 15th, April 19th, and May 17th (2024).

SSC met on: September 25th, October 25th (2023) and January 24th, February 28th, March 27th, April 24th, and May 22nd (2024).

Funding

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

Our budget allows us to meet the needs of our students in various ways. We are able to provide three instructional aides to provide push-in support through small group targeted interventions for all K-6th grade classes. These aides provide reading intervention and language-building exercises to help improve student achievement. Additionally, fiction and non-fiction books have been purchased for our library for students to read at their instructional reading level. These resources present varying developmental levels for students to read and discuss. By addressing the language deficiencies within some of our students, we are building a strong foundation from which they can build and flourish.

Categorical funds are used to purchase website licenses that allow students opportunities to engage in and utilize technology while they are at school and at home. Increased exposure to the content and intervention programs provides students with additional learning opportunities to improve student achievement. Examples of these programs include Achieve 3000 and Scholastic News.

In addition to using categorical funds for academic support, Citrus Elementary has also purchased playground activities to provide a balanced curriculum of academic and physical development by teaching students structured and engaging games as well as conflict resolution.

To address student SEL needs, a part-time Wellness Aide and full-time Behavioral Therapist will be hired to support students, teachers, and families in dealing with behavior issues for the 2024-2025 school year.

Fiscal support (EPC)

Title 1 allocations are utilized to fund three paraeducators for the Intervention Lab and our Behavioral Health Specialist. Funding is used to purchase supplemental materials. Some of the support is online and licenses must be purchased. Business Services provides support with budget development and alignment of expenditures to school goals.

Educational Partner 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

Citrus encourages partnership from all our educational stakeholders.

Our Shared Leadership Team, composed of teachers from each grade level meets each month. They are instrumental in guiding the instructional, fiscal, and operational work at Citrus. Their input for our Professional Learning Plan and School Plan for Student Achievement (SPSA) is invaluable.

The SSC consisted of an administrator, certificated teachers, classified staff members, and family/community members. The purpose of the SSC is to ensure that educational opportunities provided to Citrus students are determined through a collaborative effort of families, teachers, administrators, and other school personnel whose common goal is the increased academic achievement and success of ALL students. They provide input, review, and vote to approve the SPSA each year.

The English Learner Advisory Committee (ELAC) meets throughout the school year. The ELAC consisted of an administrator and family/community members. Each year, they review and provide input for our SPSA.

We also have a Student Council and student focus groups that meet each month to encourage and include students' voices and leadership.

At meetings, SSC and ELAC members participate in discussions, ask questions, and provide valuable input in order to make relevant decisions for all students. All members participate in the decision-making process and a record of each meeting is retained in the meeting minutes that are submitted to the district office.

ELAC met on: September 15th, October 20th, December 15th (2023) and January 19th, March 15th, April 19th, and May 17th (2024).

SSC met on: September 25th, October 25th (2023) and January 24th, February 28th, March 27th, April 24th, and may 22nd (2024).

Resource Inequities

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

This section does not apply to Citrus, as we are not a CSI-identified school.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.7%	0.17%	0%	4	1	0
African American	7.5%	7.43%	6.95%	41	43	39
Asian	2.8%	3.11%	2.32%	15	18	13
Filipino	1.5%	1.55%	0.89%	8	9	5
Hispanic/Latino	73.6%	73.75%	75.76%	402	427	425
Pacific Islander	%	0.17%	0.36%		1	2
White	8.4%	9.50%	9.45%	46	55	53
Multiple/No Response	2.6%	3.28%	3.92%	14	19	22
	Total Enrollment			546	579	561

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	92	92	96
Grade 1	66	82	69
Grade 2	75	70	84
Grade3	78	82	74
Grade 4	85	81	78
Grade 5	84	91	82
Grade 6	66	81	78
Total Enrollment	546	579	561

Conclusions based on this data:

- Overall, student enrollment has remained relatively stable over the past three years, with minor fluctuations observed across different student groups and grade levels.
- The school maintains a diverse ethnic composition, with Hispanic/Latino students comprising the majority of the student population, followed by African American and White students, reflecting the community's demographic makeup.
- Grade-level distribution shows consistent patterns, with fluctuations in enrollment numbers observed across grades, suggesting potential areas for targeted resource allocation and support based on student population changes.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	74	79	85	13.6%	13.6%	15.2%
Fluent English Proficient (FEP)	54	57	45	9.9%	9.8%	8.0%
Reclassified Fluent English Proficient (RFEP)	7	4	9	9.5%	5%	10.6%

Conclusions based on this data:

1. English Learner (EL) enrollment has shown a slight increase over the three years, from 74 students in 20-21 to 85 students in 22-23.
2. The rate of growth in EL enrollment appears to be steady, with a consistent percentage increase each year.
3. Reclassification percentage more than doubled from 5% to 10.6% (2021-22 to 2022-23).

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	79	78	72	0	76	70	0	76	70	0.0	97.4	97.2
Grade 4	84	82	78	0	82	75	0	82	75	0.0	100.0	96.2
Grade 5	82	82	80	0	80	78	0	80	78	0.0	97.6	97.5
Grade 6	67	83	79	0	82	77	0	82	77	0.0	98.8	97.5
All Grades	312	325	309	0	320	300	0	320	300	0.0	98.5	97.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2379.	2386.		11.84	14.29		21.05	15.71		18.42	34.29		48.68	35.71
Grade 4		2404.	2450.		12.20	17.33		10.98	18.67		18.29	34.67		58.54	29.33
Grade 5		2477.	2455.		17.50	12.82		22.50	23.08		23.75	20.51		36.25	43.59
Grade 6		2499.	2504.		15.85	11.69		28.05	22.08		20.73	33.77		35.37	32.47
All Grades	N/A	N/A	N/A		14.38	14.00		20.63	20.00		20.31	30.67		44.69	35.33

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		13.16	10.00		56.58	65.71		30.26	24.29
Grade 4		4.88	18.67		60.98	65.33		34.15	16.00
Grade 5		17.50	12.82		56.25	52.56		26.25	34.62
Grade 6		20.73	10.39		50.00	54.55		29.27	35.06
All Grades		14.06	13.00		55.94	59.33		30.00	27.67

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.53	8.57		43.42	54.29		46.05	37.14
Grade 4		9.76	8.00		35.37	61.33		54.88	30.67
Grade 5		12.50	8.97		50.00	47.44		37.50	43.59
Grade 6		16.05	9.09		43.21	67.53		40.74	23.38
All Grades		12.23	8.67		42.95	57.67		44.83	33.67

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.21	7.14		73.68	80.00		17.11	12.86
Grade 4		7.32	6.67		73.17	82.67		19.51	10.67
Grade 5		12.50	11.54		73.75	65.38		13.75	23.08
Grade 6		10.98	15.58		70.73	71.43		18.29	12.99
All Grades		10.00	10.33		72.81	74.67		17.19	15.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.58	10.00		59.21	60.00		34.21	30.00
Grade 4		4.88	12.00		63.41	70.67		31.71	17.33
Grade 5		16.25	16.67		63.75	56.41		20.00	26.92
Grade 6		20.73	11.69		54.88	67.53		24.39	20.78
All Grades		12.19	12.67		60.31	63.67		27.50	23.67

Conclusions based on this data:

1. Across all grade levels, the percentage of enrolled students tested remained consistently high, with little to no change over the three years. This indicates a stable pattern of participation in the CAASPP assessments.
2. While the mean scale scores fluctuated slightly across grade levels and years, there is a notable consistency in the percentages of students exceeding, meeting, nearly meeting, and not meeting the standards. This suggests relative stability in achievement levels over the three-year period.
3. Analysis of the specific skill areas such as reading, writing, listening, and research/inquiry reveals varying levels of proficiency across grade levels and years. However, there are no significant trends evident from the data provided, indicating a consistent distribution of proficiency levels across the assessed skills.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	79	78	72	0	75	68	0	75	68	0.0	96.2	94.4
Grade 4	84	82	78	0	82	75	0	82	75	0.0	100.0	96.2
Grade 5	82	82	80	0	80	77	0	80	77	0.0	97.6	96.3
Grade 6	67	83	79	0	82	78	0	82	78	0.0	98.8	98.7
All Grades	312	325	309	0	319	298	0	319	298	0.0	98.2	96.4

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2404.	2399.		12.00	5.88		22.67	33.82		24.00	22.06		41.33	38.24
Grade 4		2404.	2445.		4.88	12.00		8.54	24.00		35.37	28.00		51.22	36.00
Grade 5		2445.	2439.		5.00	6.49		11.25	7.79		26.25	27.27		57.50	58.44
Grade 6		2460.	2472.		6.10	7.69		12.20	12.82		32.93	33.33		48.78	46.15
All Grades	N/A	N/A	N/A		6.90	8.05		13.48	19.13		29.78	27.85		49.84	44.97

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.00	17.65		56.00	48.53		28.00	33.82
Grade 4		6.10	14.67		42.68	46.67		51.22	38.67
Grade 5		5.00	5.19		41.25	46.75		53.75	48.05
Grade 6		10.98	6.41		36.59	47.44		52.44	46.15
All Grades		9.40	10.74		43.89	47.32		46.71	41.95

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.00	8.82		50.67	54.41		37.33	36.76
Grade 4		4.88	13.33		41.46	45.33		53.66	41.33
Grade 5		2.50	5.19		60.00	42.86		37.50	51.95
Grade 6		4.88	8.97		53.66	56.41		41.46	34.62
All Grades		5.96	9.06		51.41	49.66		42.63	41.28

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.00	5.88		65.33	70.59		22.67	23.53
Grade 4		6.10	17.33		45.12	52.00		48.78	30.67
Grade 5		3.75	6.49		56.25	51.95		40.00	41.56
Grade 6		7.32	7.69		57.32	52.56		35.37	39.74
All Grades		7.21	9.40		55.80	56.38		36.99	34.23

Conclusions based on this data:

- 1. Stability in Participation:**
The participation rates across all grade levels remained consistently high over the three-year period, with little variation observed. This indicates a consistent effort by schools to ensure students take the CAASPP assessments, reflecting a commitment to statewide accountability measures.
- 2. Achievement Levels and Trends:**
While mean scale scores varied slightly across grade levels and years, there is a noticeable consistency in the percentages of students exceeding, meeting, nearly meeting, and not meeting the standards. However, there is a slight trend of improvement in mean scale scores from 20-21 to 21-22, followed by a slight decline in 22-23. The percentages of students exceeding and meeting standards generally decreased from 20-21 to 22-23, while the percentages of students nearly meeting and not meeting standards showed an increase. This suggests a potential stagnation or decline in overall achievement levels over the three-year period.
- 3. Skill Proficiency Analysis:**
Analysis of specific skill areas such as concepts & procedures, problem solving & modeling/data analysis, and communicating reasoning reveals varying levels of proficiency across grade levels and years. There are noticeable differences in proficiency levels among the different skills assessed. For instance, while some grades showed higher proficiency in problem-solving skills compared to others, others demonstrated stronger proficiency in communicating reasoning. Across all grades and skills, there are notable percentages of students below the standard, indicating areas where improvement efforts could be focused to enhance overall mathematical proficiency.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1427.6	1368.6	1424.1	1436.8	1366.6	1415.1	1406.1	1373.4	1445.1	18	23	17
1	*	1446.2	1421.1	*	1470.2	1412.4	*	1421.8	1429.1	8	13	14
2	*	*	1466.0	*	*	1469.4	*	*	1462.2	8	8	11
3	1495.1	*	*	1488.8	*	*	1500.6	*	*	12	6	10
4	*	1484.9	*	*	1482.9	*	*	1486.2	*	7	15	9
5	*	*	1491.0	*	*	1494.3	*	*	1487.1	5	8	15
6	*	*	*	*	*	*	*	*	*	*	5	7
All Grades										61	78	83

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.11	13.04	23.53	44.44	17.39	17.65	33.33	21.74	29.41	11.11	47.83	29.41	18	23	17
1	*	7.69	0.00	*	30.77	28.57	*	46.15	42.86	*	15.38	28.57	*	13	14
2	*	*	9.09	*	*	36.36	*	*	36.36	*	*	18.18	*	*	11
3	16.67	*	*	41.67	*	*	33.33	*	*	8.33	*	*	12	*	*
4	*	0.00	*	*	46.67	*	*	26.67	*	*	26.67	*	*	15	*
5	*	*	20.00	*	*	20.00	*	*	33.33	*	*	26.67	*	*	15
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.39	6.41	13.25	40.98	30.77	30.12	36.07	33.33	34.94	6.56	29.49	21.69	61	78	83

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	4.35	11.76	44.44	13.04	29.41	33.33	43.48	29.41	5.56	39.13	29.41	18	23	17
1	*	7.69	0.00	*	69.23	35.71	*	7.69	35.71	*	15.38	28.57	*	13	14
2	*	*	9.09	*	*	54.55	*	*	18.18	*	*	18.18	*	*	11
3	16.67	*	*	50.00	*	*	33.33	*	*	0.00	*	*	12	*	*
4	*	33.33	*	*	26.67	*	*	13.33	*	*	26.67	*	*	15	*
5	*	*	33.33	*	*	40.00	*	*	0.00	*	*	26.67	*	*	15
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.23	12.82	24.10	42.62	37.18	36.14	26.23	23.08	18.07	4.92	26.92	21.69	61	78	83

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.56	8.70	23.53	27.78	17.39	11.76	44.44	30.43	41.18	22.22	43.48	23.53	18	23	17
1	*	0.00	0.00	*	30.77	21.43	*	23.08	50.00	*	46.15	28.57	*	13	14
2	*	*	0.00	*	*	36.36	*	*	45.45	*	*	18.18	*	*	11
3	8.33	*	*	41.67	*	*	25.00	*	*	25.00	*	*	12	*	*
4	*	0.00	*	*	20.00	*	*	33.33	*	*	46.67	*	*	15	*
5	*	*	0.00	*	*	13.33	*	*	40.00	*	*	46.67	*	*	15
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.56	3.85	6.02	34.43	17.95	18.07	37.70	37.18	45.78	21.31	41.03	30.12	61	78	83

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	33.33	8.70	23.53	50.00	52.17	47.06	16.67	39.13	29.41	18	23	17
1	*	53.85	28.57	*	46.15	50.00	*	0.00	21.43	*	13	14
2	*	*	18.18	*	*	54.55	*	*	27.27	*	*	11
3	25.00	*	*	75.00	*	*	0.00	*	*	12	*	*
4	*	40.00	*	*	40.00	*	*	20.00	*	*	15	*
5	*	*	46.67	*	*	33.33	*	*	20.00	*	*	15
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	37.70	29.49	32.53	55.74	48.72	46.99	6.56	21.79	20.48	61	78	83

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.56	0.00	11.76	72.22	50.00	52.94	22.22	50.00	35.29	18	22	17
1	*	0.00	0.00	*	75.00	69.23	*	25.00	30.77	*	12	13
2	*	*	45.45	*	*	36.36	*	*	18.18	*	*	11
3	33.33	*	*	58.33	*	*	8.33	*	*	12	*	*
4	*	13.33	*	*	53.33	*	*	33.33	*	*	15	*
5	*	*	53.85	*	*	30.77	*	*	15.38	*	*	13
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.67	7.89	34.18	67.21	59.21	45.57	13.11	32.89	20.25	61	76	79

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.56	9.09	23.53	72.22	45.45	52.94	22.22	45.45	23.53	18	22	17
1	*	7.69	14.29	*	23.08	35.71	*	69.23	50.00	*	13	14
2	*	*	0.00	*	*	63.64	*	*	36.36	*	*	11
3	16.67	*	*	50.00	*	*	33.33	*	*	12	*	*
4	*	0.00	*	*	53.33	*	*	46.67	*	*	15	*
5	*	*	20.00	*	*	26.67	*	*	53.33	*	*	15
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.11	5.19	12.05	59.02	45.45	43.37	27.87	49.35	44.58	61	77	83

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	33.33	21.74	41.18	61.11	39.13	41.18	5.56	39.13	17.65	18	23	17
1	*	7.69	0.00	*	69.23	78.57	*	23.08	21.43	*	13	14
2	*	*	9.09	*	*	72.73	*	*	18.18	*	*	11
3	8.33	*	*	66.67	*	*	25.00	*	*	12	*	*
4	*	0.00	*	*	53.33	*	*	46.67	*	*	15	*
5	*	*	0.00	*	*	40.00	*	*	60.00	*	*	15
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.03	8.97	12.05	72.13	57.69	63.86	9.84	33.33	24.10	61	78	83

Conclusions based on this data:

1. There are fluctuations in mean scale scores across the years, varying by grade level and domain (oral language, written language, overall language).

For example, in the oral language domain, there is a general trend of improvement from 20-21 to 22-23 across different grade levels. However, this improvement is not consistent across all grades, as some show stagnation or slight declines in mean scale scores.

2. Analysis of performance levels across domains (oral language, written language, reading, listening, and speaking) reveals varying proficiency levels among students. There are notable differences in the percentages of students at each performance level (Level 4, Level 3, Level 2, Level 1) across different grade levels and years. For instance, in the oral language domain, there is a general trend of improvement in the percentage of students at higher performance levels (Level 4 and Level 3) from 20-21 to 22-23, indicating progress in oral language proficiency among some students.
3. Different grade levels show different strengths and weaknesses across domains. For example, while some grades may excel in oral language proficiency, they may struggle in written language proficiency, and vice versa. In certain grades and domains, there are notable percentages of students at the lower performance levels, indicating areas where additional support and intervention may be needed to improve language proficiency.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
561	86.5	15.2	0.7
Total Number of Students enrolled in Citrus Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	85	15.2
Foster Youth	4	0.7
Homeless	43	7.7
Socioeconomically Disadvantaged	485	86.5
Students with Disabilities	91	16.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	39	7
Asian	13	2.3
Filipino	5	0.9
Hispanic	425	75.8
Two or More Races	22	3.9
Pacific Islander	2	0.4
White	53	9.4

Conclusions based on this data:

- The data indicates a significant portion of the student population at Citrus Elementary School comes from socioeconomically disadvantaged backgrounds, with 86.5% of students eligible for free or reduced-priced meals or

having parents/guardians who did not receive a high school diploma. This suggests a need for targeted support and resources to address the challenges these students may face in their academic journey. Additionally, 16.2% of students have disabilities, highlighting the importance of providing inclusive education and support services to ensure all students, regardless of their abilities, have access to quality education.

2. The school serves a diverse population of English learners, comprising 15.2% of the total student enrollment. This underscores the importance of implementing effective English language instruction programs to support these students in developing proficiency in English while also ensuring access to academic content. With 7.7% of students identified as homeless, it's crucial for the school to provide not only academic support but also resources to address the unique needs and challenges faced by homeless students, such as stability and access to basic necessities.
3. The student population reflects a rich cultural and racial diversity, with Hispanic students comprising the largest ethnic group at 75.8%, followed by White students at 9.4%. This diversity underscores the importance of promoting inclusivity, cultural awareness, and equity within the school environment. It's essential for the school to implement culturally responsive teaching practices and foster an inclusive school climate where all students feel valued and represented. Additionally, recognizing and celebrating the cultural diversity within the student body can contribute to a positive and supportive learning environment for all students.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	Chronic Absenteeism Red	Suspension Rate Green
Mathematics Yellow		
English Learner Progress Green		

Conclusions based on this data:

1. Academic Performance and Progress:
The data indicates that the overall academic performance in English Language Arts (ELA) and Mathematics is categorized as "Yellow." This suggests that there may be areas of improvement in both subjects. While not in the "Red" category, signaling critical issues, the "Yellow" designation implies a need for attention and targeted interventions to enhance student achievement in these areas.

On a positive note, the English Learner Progress is classified as "Green," indicating satisfactory progress in supporting the academic development of English learners. This suggests that the strategies and interventions implemented to support English learners are yielding positive outcomes, contributing to their linguistic and academic growth.

2. **College and Career Readiness:**
The absence of specific data on college/career readiness metrics limits the comprehensive assessment of this aspect. Without clear indicators of student preparedness for post-secondary education or the workforce, it becomes challenging to evaluate the effectiveness of the school's college and career readiness initiatives. It's essential for the school to track and report on relevant metrics to ensure students are adequately prepared for future endeavors beyond high school.
3. **Academic Engagement and Attendance:**
Chronic absenteeism is classified as "Red," indicating a critical issue that requires immediate attention. High rates of chronic absenteeism can significantly impact student learning outcomes and academic achievement. Addressing the root causes of absenteeism, such as health issues, transportation barriers, or disengagement from school, is crucial to improving student attendance and fostering a positive learning environment. While academic performance is vital, consistent attendance is foundational to student success. By addressing chronic absenteeism and implementing strategies to promote student engagement and attendance, the school can create a supportive and conducive learning environment where all students have the opportunity to thrive academically.

School and Student Performance Data

Academic Performance English Language Arts

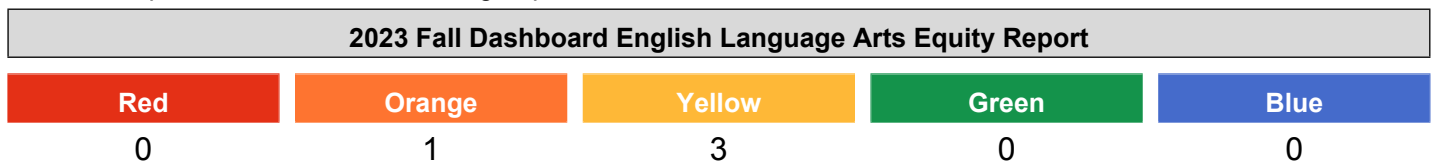
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>31.3 points below standard</p> <p>Increased +9.6 points</p> <p>286 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>54.9 points below standard</p> <p>Increased +9.2 points</p> <p>51 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>53.4 points below standard</p> <p>Increased Significantly +39.9 points</p> <p>22 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>38.1 points below standard</p> <p>Increased +9.1 points</p> <p>257 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>104.5 points below standard</p> <p>Increased Significantly +17 points</p> <p>49 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>48.1 points below standard</p> <p>Increased Significantly +49.3 points</p> <p>25 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>9 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Yellow</p> <p>36.5 points below standard</p> <p>Increased +9.8 points</p> <p>211 Students</p>	<p>76.8 points below standard</p> <p>Decreased -13.4 points</p> <p>11 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>31.1 points below standard</p> <p>Decreased Significantly - 31.3 points</p> <p>30 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>89.5 points below standard</p> <p>Increased Significantly +40.9 points</p> <p>38 Students</p>	<p>46.2 points above standard</p> <p>Increased Significantly +31.3 points</p> <p>13 Students</p>	<p>31.4 points below standard</p> <p>Increased +8.4 points</p> <p>211 Students</p>

Conclusions based on this data:

1. We will develop and implement targeted intervention programs to address the specific needs of underperforming student subgroups, such as English learners, socioeconomically disadvantaged students, and those with disabilities. These programs will provide additional support and resources tailored to improve literacy skills and academic performance, ultimately narrowing the achievement gap among student populations.
2. By enhancing curriculum delivery and instructional strategies, we will improve student engagement and mastery of grade-level standards in English Language Arts. This includes aligning curriculum materials with state standards, providing ongoing professional development for teachers, integrating technology-enhanced learning tools, and employing formative assessment strategies to monitor student progress and adjust instruction accordingly.
3. Continue to foster a culture of data-informed decision making to monitor student progress effectively and evaluate the impact of instructional interventions. By leveraging data effectively, we can make informed decisions to support student learning and improve overall academic outcomes.

School and Student Performance Data

Academic Performance Mathematics

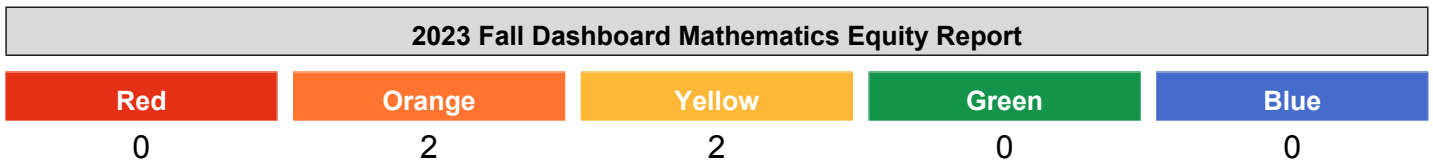
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Yellow 57.1 points below standard Increased +12.3 points 284 Students	English Learners Orange 75.4 points below standard Maintained +1.4 points 51 Students	Foster Youth Less than 11 Students 2 Students
Homeless 89.9 points below standard Increased Significantly +44.2 points 22 Students	Socioeconomically Disadvantaged Yellow 63.6 points below standard Increased +12.8 points 255 Students	Students with Disabilities Orange 121.5 points below standard Increased Significantly +37.3 points 49 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>73 points below standard</p> <p>Increased Significantly +48.8 points</p> <p>25 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>9 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Yellow</p> <p>59.2 points below standard</p> <p>Increased +14.3 points</p> <p>209 Students</p>	<p>110.7 points below standard</p> <p>Decreased Significantly - 52.4 points</p> <p>11 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>69.3 points below standard</p> <p>Decreased Significantly - 16.3 points</p> <p>30 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>104.4 points below standard</p> <p>Increased Significantly +16.7 points</p> <p>38 Students</p>	<p>9.5 points above standard</p> <p>Increased Significantly +33.5 points</p> <p>13 Students</p>	<p>57.4 points below standard</p> <p>Increased +12.6 points</p> <p>209 Students</p>

Conclusions based on this data:

- The data underscores the necessity for targeted intervention strategies to address the performance gaps in mathematics, particularly for student subgroups such as English learners, socioeconomically disadvantaged students, and those with disabilities. These interventions should be tailored to the specific needs of each subgroup, providing additional support and resources to enhance mathematical proficiency.
- The performance of English learners in mathematics indicates a need for enhanced support and resources to facilitate their academic progress. While there has been a slight improvement in performance, the data underscores the persistent challenge in meeting grade-level standards.
- To address the varied needs of student populations and improve overall mathematics performance, a data-driven approach to instructional planning and delivery is crucial. Teacher will utilize the detailed data provided to identify trends, areas for improvement, and effective instructional strategies. By analyzing student performance data, educators can tailor instruction, implement targeted interventions, and monitor progress to enhance mathematical achievement for all students.

School and Student Performance Data

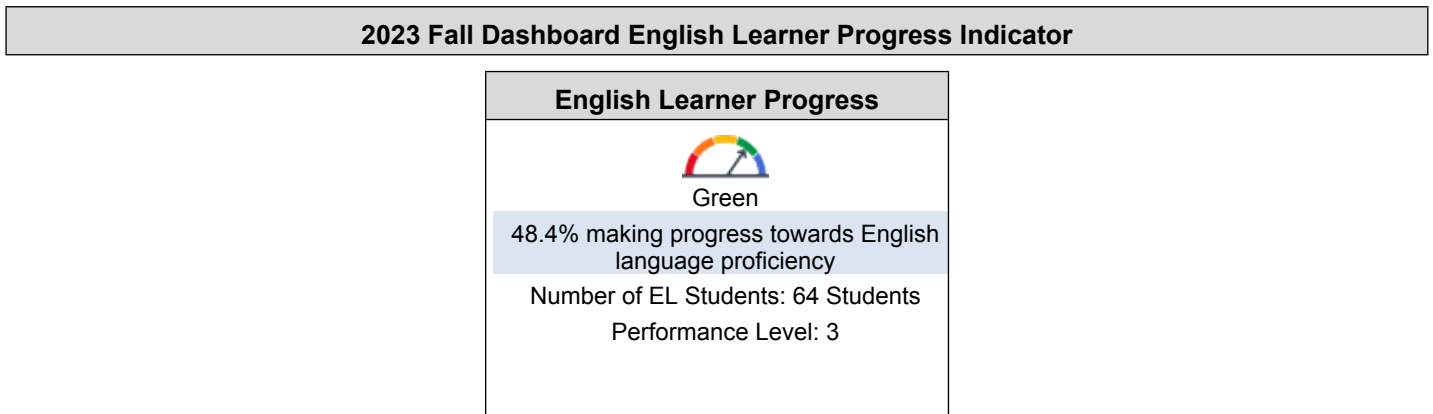
Academic Performance English Learner Progress

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



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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15	18	0	31

Conclusions based on this data:

1. EL students are making significant strides in language proficiency, with 48.4 points above the standard, reflecting effective language acquisition programs.
2. Many EL students are maintaining their proficiency levels, indicating effective ongoing support and interventions.
3. While progress is evident, there's room to further accelerate language acquisition, emphasizing the need for continued support and targeted interventions.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

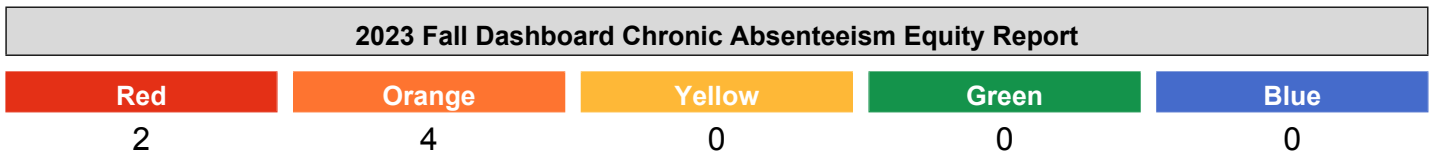
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>31.6% Chronically Absent</p> <p>Maintained 0.1</p> <p>585 Students</p>	<p>English Learners</p> <p>Orange</p> <p>29.8% Chronically Absent</p> <p>Declined -2.8</p> <p>94 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>5 Students</p>
<p>Homeless</p> <p>56.3% Chronically Absent</p> <p>Increased 8.1</p> <p>48 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>32.5% Chronically Absent</p> <p>Declined -0.8</p> <p>510 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>38.8% Chronically Absent</p> <p>Declined -1</p> <p>121 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 34.1% Chronically Absent Declined -6.3 44 Students	 No Performance Color 0 Students	11.8% Chronically Absent Declined -4 17 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 32.6% Chronically Absent Maintained 0 439 Students	24% Chronically Absent Declined -5.6 25 Students	Less than 11 Students 2 Students	 Red 32.1% Chronically Absent Increased 9.1 53 Students

Conclusions based on this data:

1. Chronic absenteeism remains a concern, with a significant portion of students, particularly among socioeconomically disadvantaged and English learner groups, missing crucial instructional days.
2. While some groups have seen declines in chronic absenteeism, such as English learners and socioeconomically disadvantaged students, others, like homeless and white students, exhibit increased rates, suggesting targeted interventions may be needed.
3. Addressing chronic absenteeism demands tailored strategies, especially for vulnerable student populations like homeless and white students, to ensure equitable access to education and reduce disparities in attendance rates.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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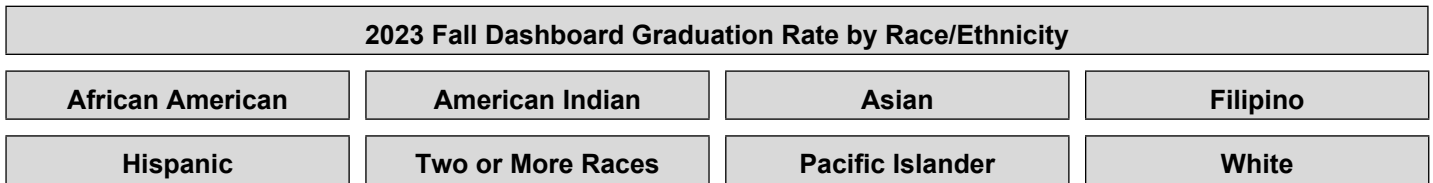
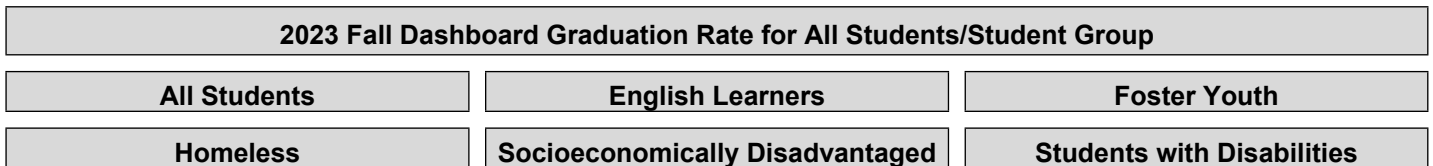
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

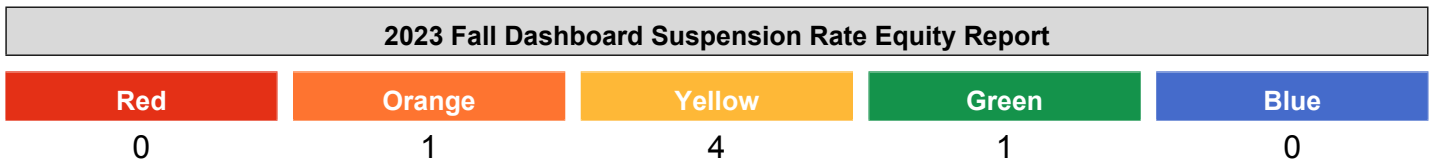
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Green 3% suspended at least one day Declined Significantly -1 601 Students	English Learners Yellow 3.2% suspended at least one day Declined -2.2 95 Students	Foster Youth Less than 11 Students 8 Students
Homeless 2% suspended at least one day Declined -9.2 51 Students	Socioeconomically Disadvantaged Yellow 3.3% suspended at least one day Declined Significantly -1.1 523 Students	Students with Disabilities Yellow 4% suspended at least one day Declined -3.8 125 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 4% suspended at least one day Declined -4 50 Students	 No Performance Color 0 Students	11.1% suspended at least one day Increased 5.8 18 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.5% suspended at least one day Declined Significantly -1.6 445 Students	4% suspended at least one day Increased 0.6 25 Students	Less than 11 Students 2 Students	 Orange 3.6% suspended at least one day Increased 3.6 56 Students

Conclusions based on this data:

1. There is a notable decrease in the suspension rates across various student groups, indicating potential improvements in disciplinary practices and student behavior management strategies.
2. Despite the decline, certain groups, such as English learners and students with disabilities, continue to experience higher suspension rates, suggesting a need for targeted interventions and support.
3. Encouragingly, some groups, like homeless and Hispanic students, have shown significant declines in suspension rates, reflecting effective interventions and a positive school climate conducive to student engagement and behavior.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Upland Unified School District will ensure students are Safe, Connected, and Engaged as evidenced by a decrease in chronic absenteeism, a decrease in suspension and expulsion rates, and a decrease in dropout rates.

Goal 1

Citrus will create an environment where all students feel safe, connected, and engaged in school as evidenced by a decrease in chronic absenteeism from 30% to 17%, a suspension rate of 2.5% or less, PBIS Celebration Rallies every six weeks, and 100% of students and staff are a part of our school-wide House system.

Identified Need

- * Very High Chronic Absenteeism among all students, but with a focus on supporting our Hispanic, White, African American, and Students with Disabilities, Socioeconomically Disadvantaged, and English Learner student groups based on ATSI data.
- * 47% of students report bullying as a problem based on data from Feb. 2024 Kelvin survey.
- * Students and families are expressing an interest in having access to extracurricular activities, "I participate in school activities outside of the school day," 76% favorable.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard: Suspension Rate	3% Suspension Rate Schoolwide EL 3.2% SED 3.3%	2.5% Suspension Rate or lower for all student groups
California Dashboard: Chronic absenteeism	31.6% Chronic Absenteeism Schoolwide EL 29.8% SED 32.5% White 32.1%	17% Chronic Absenteeism for all student groups
Structured Play	25/25 Classrooms will be proficient in structured play procedures.	25/25 Classrooms will be proficient in structured play procedures
PBIS Rallies	3 Rallies (At least once a trimester)	6 Rallies (At least twice a trimester)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide extra duty hours to staff for after school support and extracurricular activities to encourage student engagement and for added student safety. Classified staff may include noon duty aides, instructional aides, library tech, office staff. Certificated staff include teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3,000

LCAP

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

We aim to foster community engagement aligned with our school's signature identity by offering light refreshments, promotional/educational materials, and additional supplemental supplies during family engagement meetings and similar sessions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5,000

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide PBIS class and school wide rewards and incentives for daily, weekly, monthly recognition. PBIS Rallies at least once a trimester to promote expectations, SEL and character building to strengthen climate and culture. This could include items for our treasure box and other supplemental supplies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7,000

Source(s)

LCAP

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, however focus on supporting our Hispanic, White, African American, and Students with Disabilities, Socioeconomically Disadvantaged, and English Learner student groups based on ATSI data.

Strategy/Activity

Individuals, classes, whole school, and families will be recognized and rewarded each week, month, and trimester. Examples could include flags for each class showing they have perfect attendance, banners for classes to hang for "Attendance Winner of the Month," popcorn/popsicle parties for classes each month, board games, prizes for ROAR store and DJ or bubble party for students with perfect attendance each trimester and more.

Chronically absent/late students will be offered additional weekly incentives through an Attendance Club for consistent improvement in attendance with a focus on our African American, White, and Special Education student groups based on ATSI data. This could include items for our treasure box and other school supplies for recognition.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

LCAP

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Full-time Behavioral Therapist will provide ongoing behavioral support, interventions and professional learning opportunities for students and families to keep students safe, connected and engaged.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

60,388

Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide equipment, games and support to ensure safe and structured opportunities for non content activities. This might include playground equipment and clubs (100 Mile).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5,000

LCAP

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Implement a school wide House System to promote a whole school climate and culture based on community. This could include purchasing incentives, shirts, and a program to award and organize a point system to celebrate students and families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2,000

LCAP

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Purchase supplies and tools to promote safe learning environments that support all students physical and social emotional needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	LCAP

Annual Review

SPSA Year Reviewed: 2023-24

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.

The combination of these strategies and activities demonstrates a comprehensive approach to address chronic absenteeism, bullying, and the need for extracurricular activities. By targeting specific student groups and implementing evidence-based practices, the school created a supportive and inclusive environment where all students feel safe, connected, and engaged. Regular monitoring and evaluation of these initiatives will be crucial to assess their impact and make necessary adjustments for continuous improvement.

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

Our PBIS store was created this year to increase buy in and motivation for our PBIS system. We also implemented a school wide House system. The majority of the funds allocated in the 2023-2024 SPSA were used to send staff to professional learning and roll out the system. Now that it has been implemented, we will need less funds to maintain during the 2024-2025 school year. Because of the House system and RCAEXP professional learning, we did not need to utilize the funds previously budgeted to partner with outside agencies or consultants for professional learning.

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 have adjusted the activities and funding in this goal to increase opportunities, especially supporting our Hispanic, White, African American, Students with Disabilities, Socioeconomically Disadvantaged, and English Learner student groups based on ATSI data.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Upland Unified School District will ensure all students are Academically Prepared & Equipped by demonstrating growth towards meeting grade-level standards in English Language Arts (ELA) and Mathematics, and English Learners (EL) will also demonstrate progress in their English language development.

Goal 2

Every student will achieve at least one year of growth for numeracy and literacy as measured by iReady. By the end of the 2024-2025 school year, 45% of Citrus students will be at or above grade level for ELA and 40% at or above grade level in math as measured by CAASPP.

Identified Need

English Learners (math) and Students with Disabilities (math and ELA) are our focus student groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome																																																												
English Learner	<p>ELPI 48.4%</p> <p>10 Reclassified 37.7% (25 of 63 students) making progress towards English language proficiency</p>	<p>ELPI 60%</p> <p>Reclassify 25% or more EL students.</p>																																																												
iReady	<p>% meet/exceed iReady Reading MOY iReady Math MOY</p> <table border="0"> <tr> <td>Overall</td> <td>33.00%</td> </tr> <tr> <td>18.00%</td> <td></td> </tr> <tr> <td>EL</td> <td>17.00%</td> </tr> <tr> <td>12.00%</td> <td></td> </tr> <tr> <td>SED</td> <td>30.00%</td> </tr> <tr> <td>17.00%</td> <td></td> </tr> <tr> <td>SPED</td> <td>8.00%</td> </tr> <tr> <td>4.00%</td> <td></td> </tr> <tr> <td>AA</td> <td></td> </tr> <tr> <td>32.00%</td> <td>14.00%</td> </tr> <tr> <td>Male</td> <td>31.00%</td> </tr> <tr> <td>22.00%</td> <td></td> </tr> <tr> <td>Female</td> <td>35.00%</td> </tr> <tr> <td>14.00%</td> <td></td> </tr> </table> <p>* MOY- Middle of the Year, Dec. 2023</p>	Overall	33.00%	18.00%		EL	17.00%	12.00%		SED	30.00%	17.00%		SPED	8.00%	4.00%		AA		32.00%	14.00%	Male	31.00%	22.00%		Female	35.00%	14.00%		<p>i-Ready Citrus Goals for EOY ELA: 70% Math: 56% Grade level goals i-Ready by EOY:</p> <table border="0"> <tr> <td>ELA</td> <td></td> </tr> <tr> <td>Math</td> <td></td> </tr> <tr> <td>K: 85%</td> <td></td> </tr> <tr> <td>K: 70%</td> <td></td> </tr> <tr> <td>1st: 70%</td> <td></td> </tr> <tr> <td>1st: 65%</td> <td></td> </tr> <tr> <td>2nd: 65%</td> <td></td> </tr> <tr> <td>2nd: 65%</td> <td></td> </tr> <tr> <td>3rd: 63%</td> <td></td> </tr> <tr> <td>3rd: 45%</td> <td></td> </tr> <tr> <td>4th: 70%</td> <td></td> </tr> <tr> <td>4th: 50%</td> <td></td> </tr> <tr> <td>5th: 55%</td> <td></td> </tr> <tr> <td>5th: 50%</td> <td></td> </tr> <tr> <td>6th: 55%</td> <td></td> </tr> <tr> <td>6th: 55%</td> <td></td> </tr> </table>	ELA		Math		K: 85%		K: 70%		1st: 70%		1st: 65%		2nd: 65%		2nd: 65%		3rd: 63%		3rd: 45%		4th: 70%		4th: 50%		5th: 55%		5th: 50%		6th: 55%		6th: 55%	
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Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard-ELA	<p>Overall proficiency 37.6% (67 of 178 students)</p> <ul style="list-style-type: none"> 31.3 DFS (increase of 9.6) <p>English Learners (EL) 44.4% (20 of 45 students)</p> <ul style="list-style-type: none"> 54.9 DFS (increase of 9.2) <p>Socioeconomically Disadvantaged (SED) 36% (49 of 136 students)</p> <ul style="list-style-type: none"> 38.1 DFS (increase of 9.1) <p>Students with Disabilities (SPED) 23.8% (5 of 21 students)</p> <ul style="list-style-type: none"> 104.5 DFS (increase of 17) <p>African American (AA) 28.6 (6 of 21 students)</p> <ul style="list-style-type: none"> 48.1 DFS (increase of 49.3) <p>Male 33.3% (34 of 102 students)</p> <p>Female 43.4% (33 of 76 students)</p>	<p>Overall proficiency 45% (80 of 178 students)</p> <p>English Learners (EL) 55% (25 of 45 students)</p> <p>Socioeconomically Disadvantaged (SED) 54% (74 of 136 students)</p> <p>Students with Disabilities (SPED) 42.8% (9 of 21 students)</p> <p>African American (AA) 47.6% (10 of 21 students)</p> <p>Male 43% (44 of 102 students)</p> <p>Female 57.8% (44 of 76 students)</p>
California Dashboard-Math	<p>Overall proficiency 30.7% (55 of 179 students)</p> <ul style="list-style-type: none"> 57.1 DFS (increase of 12.3) <p>English Learners (EL) 35.6% (16 of 45 students)</p> <ul style="list-style-type: none"> 75.4 DFS (increase of 1.4) <p>Socioeconomically Disadvantaged (SED) 29.2% (40 of 137 students)</p>	<p>Overall proficiency 40% (72 of 179 students)</p> <p>English Learners (EL) 46.6% (21 of 45 students)</p> <p>Socioeconomically Disadvantaged (SED) 43.7% (60 of 137 students)</p> <p>Students with Disabilities (SPED) 33% (7 of 21 students)</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> 63.6 DFS (increase of 12.8) <p>Students with Disabilities (SPED) 19% (4 of 21 students)</p> <ul style="list-style-type: none"> 121.5 DFS (increase of 37.3) <p>African American (AA) 23.8 (5 of 21 students)</p> <ul style="list-style-type: none"> 73 DFS (increase 48.8) <p>Male 32.4% (33 of 102 students)</p> <p>Female 28.6% (22 of 77 students)</p>	<p>African American (AA) 52.3% (11 of 21 students)</p> <p>Male 44% (45 of 102 students)</p> <p>Female 40% (31 of 77 students)</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide academic learning opportunities and supplemental supplies that extend and enrich students opportunities to connect, extend, and master grade level standards. We also will provide enrichment opportunities for advanced learners and/or GATE-identified (Gifted and Talented Education) during or after the school day. These activities may include—but are not limited to—enrichment projects, field trips, science camp, extra tutoring or after school clubs and guest speakers. Time-carding for support staff (certificated and classified) to provide this support is included.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

40,000

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

We will purchase software/online licenses for services to provide additional academic support for students. Examples might include Scholastic, IXL, and Achieve 3000.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

10,000

Title I

5,783.00

LCAP

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

All students one grade level or more below grade level standards, specifically our English Learners (math) and Students with Disabilities (math and ELA) are our focus student groups based on ATSI data.

Strategy/Activity

Student Support Specialist-TOSA and three paraeducators with an instructional focus who coaches teachers and paraprofessionals, and facilitates a school-wide instructional plan that implements a Multiple Tier System of Support. Citrus' instructional plan will focus on building a strong Tier 2 and Tier 3 systems using core subject areas to strengthen foundational skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

100,000

Title I

30,000

LCAP

40,000

Title I

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

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

All teachers

Strategy/Activity

Utilize substitutes to conduct data chats to analyze student progress, reflect on best teaching practices, revise, set goals, and plan for core content instruction. Provide recognition and rewards to classes, students and teachers with highest academic growth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Enhance supplemental supplies for classrooms to facilitate interventions, extensions, and STEAM (Science, Technology, Engineering, Arts, and Mathematics) as well as VAPA (Visual and Performing Arts) opportunities for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

25,000

Source(s)

LCAP

Annual Review

SPSA Year Reviewed: 2023-24

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.

The analysis of math and ELA proficiency data reveals disparities in achievement among different student groups. To improve overall proficiency rates and achieve the articulated goal of ensuring every student achieves at least one year of growth for numeracy and literacy, targeted interventions and support were implemented through a push in support model. These interventions had a positive academic impact on specific needs of Students with Disabilities, African American students, and other vulnerable student populations, while also considering the effectiveness of existing programs for English Learners. Additionally, efforts to mitigate the impact of socioeconomic factors on academic achievement were prioritized to create a more equitable learning environment

for all students. Regular monitoring of student progress through data days and adjustment of strategies based on data analysis were essential for driving continuous improvement and ensuring that all students have the opportunity to succeed academically. The funds allocated for our Intervention team were instrumental to implement the activities of this goal and will be continued next year.

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

In our pursuit of achieving Goal 2, which entails ensuring every student achieves at least one year of growth for numeracy and literacy, we have made strategic adjustments to our activities based on the analysis of data and identified needs. These adjustments reflect our commitment to optimizing resources and aligning interventions to effectively support student success.

Strategy/Activity 7 and 8 Adjustments:

Training for Kindergarten Families: While initially included in Strategy/Activity 7, we made the decision not to proceed with this activity due to staffing shifts and logistical constraints. Recognizing the importance of family engagement, we are exploring alternative methods to provide support and resources to kindergarten families, such as virtual workshops and information session on the first day of school

Training for Students with an IEP: Similarly, the training intended for students with an Individualized Education Program (IEP), as outlined in Strategy/Activity 8, was not completed due to staffing adjustments as well. However, we remain committed to meeting the needs of students with disabilities by leveraging existing resources and support structures within the school community.

Reallocation of Funds:

Unused Allocation for Data Days: Despite allocating funds for data days, we opted not to conduct these sessions as initially planned. Instead, all teachers engaged in district data chats facilitated by Orenda. This opportunity ensured consistency in data analysis practices across the district.

Effectiveness of Adjustments:

Resource Optimization: The adjustments made to Strategy/Activity 7 and 8 demonstrate our commitment to optimizing resources and prioritizing activities that align most closely with our goals and available resources.

Flexibility in Response to Data: Our ability to adapt and reallocate resources based on data and evolving needs underscores our commitment to data-driven decision-making and continuous improvement.

Conclusion:

In conclusion, the adjustments made to our activities for Goal 2 reflect a strategic response to data and identified needs. By reallocating resources and maintaining flexibility in our approach, we remain steadfast in our commitment to supporting every student in achieving academic success and growth in numeracy and literacy. These adjustments underscore our dedication to continuous improvement and our unwavering focus on student outcomes.

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.

Based on the analysis of our math and ELA proficiency data and the identified disparities among student groups, we have determined several changes to our goal, annual outcomes, metrics, and strategies/activities to better achieve our objectives.

Adjustments to Strategies/Activities:

We will be eliminating a five-hour general education paraeducator from our intervention lab due to a retirement and decrease in funding. This change is reflected in the staffing section of our plan. Additionally, we have shifted our funding priorities to support field trips for each grade level and 6th-grade science camp. These experiences will provide financial support for our socioeconomically disadvantaged students and ensure all students have the opportunity to learn through off-campus experiences. This change can be found in the budget allocation section of our plan.

Our strategies and activities now include targeted interventions and support aimed at addressing the specific needs of vulnerable student populations identified in our analysis. This includes additional resources for English Language Learners, Students with Disabilities, and other at-risk student groups to ensure equitable access to high-quality instruction and support.

Overall, these changes reflect our commitment to data-driven decision-making and continuous improvement. By reallocating resources, adjusting strategies, and setting clear targets, we are confident in our ability to make meaningful progress towards our goal of ensuring every student achieves at least one year of growth for numeracy and literacy.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Upland Unified School District will ensure that all scholars are College and Career-equipped as measured by the CA State Dashboard.

Goal 3

Citrus teachers and students will engage in goal setting conversations three times a year and participate in college/career spirit days. We will continue to strengthen our Signature Identity program.

Identified Need

Student Goal setting with exposure and preparation for college and career K-6th.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College and Career Readiness	Two annual community events to highlight college and career opportunities	Increase to four times a year that include Health Fairs, College days, and Back to School Bash focused on Goal Setting
K-6th Goal Setting	K-6th grade classes set goals each trimester	K-6th teachers will identify a goal setting tool to utilize with their class each trimester.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Partner with community partners to put on school wide events to promote opportunities and provide resources to students and families. Examples include Back to School Bash, College/Career Days and more.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,000

LCAP

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Promote College/Career Spirit days each Wednesday. Incentive items for students in need or offer as part of our PBIS reward system.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2,000

LCAP

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Supplies to support organizational skills and college readiness. This could include binders, organizers, agendas, highlighters and other instructional supplies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3,000

LCAP

Annual Review

SPSA Year Reviewed: 2023-24

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.

Goal 3 at Citrus Elementary has been highly successful in fostering a college and career-oriented mindset among students. Through strategic partnerships with community organizations and the implementation of goal-setting conversations, students have been empowered to envision their futures and take proactive steps towards their aspirations. The introduction of College/Career Spirit Days, supported by incentive items and the provision of organizational supplies, has significantly contributed to increased student engagement and awareness of future opportunities. Additionally, the ability to purchase college shirts for all students to wear each Wednesday, funded by the 2023-2024 LCAP funds, has further reinforced the importance of college readiness and instilled a sense of pride in students' academic journeys. Overall, Goal 3 initiatives have successfully laid the foundation for students to thrive academically and prepare for future success in college and career pathways.

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 intended implementation and budgeted expenditures to meet the articulated goal experienced a significant difference due to the successful acquisition of a community donation. Originally, LCAP funds were allocated for organizing community events aimed at promoting college/career days and the Back to School Bash. However, with the secured community donation, the need for utilizing these allocated funds became unnecessary. This unexpected contribution enabled the school to reallocate the LCAP funds to other critical areas, ensuring resources were maximized effectively to support students' college and career readiness initiatives.

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.

No major changes have been made to this goal, we will continue to focus on our Signature Identity implementation.

Possible Future Expenditures

LCAP and Title I

Possible adjustments and funds from vacant positions will be liquidated and allocated to the actions and services below .

NOTE: Include Strategies/Activities, Object Code, and Estimated Costs
(Not to exceed 10% of the tentative allocation)

Planned Expenditure Object Code	Strategies/Activities	Goal Alignment	Schoolwide and/or Applicable Student Group	LCAP Proposed Cost	Title I Proposed Cost
Total:				\$	\$

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$350,171.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$256,388.00

Subtotal of additional federal funds included for this school: **\$256,388.00**

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 (\$)
LCAP	\$93,783.00

Subtotal of state or local funds included for this school: **\$93,783.00**

Total of federal, state, and/or local funds for this school: **\$350,171.00**

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Shayna Golbaf	Principal
Carina Rivera	Classroom Teacher
Rebecca Jimenez	Classroom Teacher
Elizabeth Cardoza	Parent or Community Member
Brendan Denkin	Classroom Teacher
Jannet Salinas	Parent or Community Member
Manuel Rodriguez	Parent or Community Member
Rebecca Moore	Other School Staff
Andrea Solomon	Parent or Community Member
Vacancy	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 3/27/24.

Attested:



Principal, Shayna Golbaf, Ed.D. on 3/27/24



SSC Chairperson, Rebecca Moore on 3/27/24