

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
Cypress Elementary School	56 73759 6093165	September 15, 2021	February

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)

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards. Site principals, staff, leadership team, and parents are actively involved in the process. All decisions are based on careful analysis and reflection and are a part of the on-going process of improving student learning.

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.

EC Section 64001 requires the development of the SPSA to include the following:

- A comprehensive needs assessment (pursuant to ESSA)
- Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals
- May include local data
- An identification of the process for evaluating and monitoring the implementation of the SPSA and progress

towards accomplishing the goals

All schools within the CVUSD complete a Comprehensive Needs Assessment as part of the SPSA development process. Part of this needs assessment includes the analysis of California State Dashboard data as well as local assessment data including benchmark assessments, attendance data, survey data, and grade mark reports. In the spring of 2021, based on state guidelines, CVUSD elected to use local data to monitor student progress and inform SPSA plans and site goals. School sites will continue to include 2019-20 CAASPP data as an important reference, and they will also include the updated, local data from the 2020-21 school year.

The Comprehensive Needs Assessment and SPSA goals are developed in collaboration with school site stakeholder groups, including the School Site Council, with the goal of improving student outcomes, including addressing the needs of all student groups. These goals are aligned to the CVUSD LCAP and are consistent with the 8 State Priorities. During the course of the year, School Site Councils and other site stakeholder groups evaluate and monitor the implementation of the SPSA and progress towards accomplishing the goals.

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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).

CVUSD conducts an annual LCAP Survey that is accessible through the district and each school's website. The LCAP Survey for 2020-21 reflects the following: Students in grades 4-5 (579), 7-8 (524), and 10-11 (336); certificated (420) and classified staff (221); as well as parents (3,211) participated in the survey. All students began the 2020-21 school year through "remote" virtual learning. A majority of students eventually returned to on-campus learning through morning and afternoon cohorts, while many others remained "remote" for the entire duration of the school year.

88% of parents saying their children enjoy coming to school

92% of parents report that the school creates a positive environment for learning

87% of parents report indicating that they are informed of their students' academic progress.

88% of parents report feeling comfortable on campus and participating in school events

87% of parents report that students' differences were treated with respect.

96% of students feel their teachers care about them

96% of elementary students said they knew who to go to at school if they have a problem;

64% of middle school students and 67% of high school students feel comfortable going to a counselor

89% of middle school students and 84% of high school students report that a counselor is available when needed.

94% of certificated staff know what to look for in students experiencing depression.

92% of certificated staff feel confident that they can meet their students' learning needs.

87% of certificated staff feel their school's climate fosters social-emotional learning for students and staff.

81% of certificated staff feel students are engaged and motivated

98% of certificated staff feel capable of incorporating new material about people from different backgrounds into their curriculum.

Classroom Observations

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

CVUSD certificated personnel are observed over the course of the year as well as selected teachers receive an evaluation in the spring. Administrators meet with certificated and classified personnel to discuss observations, provide constructive feedback and to highlight areas of success.

CVUSD schools engage in both informal and formal classroom observations to provide feedback as well as guide instructional practices and professional learning. Following observations, administrators hold conferences with teachers to share reflections on the observations. Based on hire date, administrators conduct teacher evaluations including a key standards and elements conference based on the California Standards for the Teaching Profession (CSTP) within the first 60 days of school starting to set three goals. Progress on these goals is monitored both informally and formally throughout the year and culminates in a formal evaluation and conference. CVUSD

continues to provide coaching and guidance with UDL practices in the classroom. Administrators also monitor and model best practices for considering Diversity, Equity, and Inclusion (DEI) in instructional planning and delivery. Teachers participating in the CVUSD Teacher Induction Program also meet regularly with support providers for goal-setting, observation, and reflection on alignment with the CSTP.

Informally, Principals along with Superintendent, Assistant Superintendent, and Instructional Services Directors regularly walk through classrooms to observe student learning and instruction.

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)

CVUSD students in grades TK-5 are assessed utilizing district benchmark assessments for ELA and math. ELA assessments include: local standards-based reading assessments, Scholastic Reading Inventory (SRI), trimester writing assessments, unit tests, theme tests, and teacher-created unit and formative assessments. Math assessments include: end of course exams, district benchmarks, unit tests, chapter tests, and teacher created formative assessments. English Language Development assessments are also utilized to modify instruction and improve student achievement, including: English Language Proficiency Assessments for CA (ELPAC), the IPT to assess native language as well as English fluency, and curriculum-based unit and formative assessments.

Results from these assessments are used to inform instruction and establish school-wide goals. Assessment data is analyzed by the site principal, leadership team, and School Site Council to engage in the continuous cycle of improvement. Local assessment data is also routinely analyzed through department/grade level Professional Learning Community (PLC) time. PLC's discuss local assessment alignment, student performance, best practices, and analyze student work, utilizing specific protocols and developing collective plans of action.

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

Teachers will continue to use Canvas, our learning management system, to administer classroom assessments and monitor student progress.

CVUSD TK-2 Teachers administer district trimester benchmarks in reading, writing, and math to guide instruction and plan for differentiation. Grade 3-5 Teachers use SRI, unit tests and theme tests as pre and post-assessments for students to measure progress and determine areas for pre-teaching and reteaching. Principals and teachers analyze student benchmark assessment data at the end of each trimester. For the 2021-22 school year, principals will track data using Mastery Connect, Canvas, ESGI, and teacher record-keeping sheets for student groups, classes, and grade levels. Performance data will be disaggregated and reported out to provide teachers with the opportunity to closely monitor the performance of all student groups, including English Learners, Socio-economically Disadvantaged, Special Education, Homeless, and Foster.

For the 2020-21 school year, CVUSD has expanded its use of ESGI, an assessment platform that was previously used primarily in TK. CVUSD expanded use to include grades K-2. ESGI allows teachers to determine targeted achievement towards standards and provide individualized reports to teachers and parents. In addition, teachers are able to provide these reports to parents and families. Benchmark assessments in ELA and Math have been revised to account for time restraints, remote delivery, and alignment with the essential standards. These measures will be available in multiple formats, including Seesaw, PDF, and Canvas.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of teachers are credentialed and properly assigned.

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

CVUSD teachers are provided three (3) pupil-free work days dedicated to professional learning. These days are led and organized by district and school site leadership. CVUSD Local Control Accountability Plan (LCAP) Goal 2 is to “ensure highly qualified and effective staff are provided with targeted professional development, and have an understanding that all job responsibilities are structured to support positive student outcomes.” Current LCAP actions/services focus on professional learning related to Universal Design for Learning (UDL), Diversity Equity & Inclusion practices, Professional Learning Communities (PLCs and Impact Teams), 1:1 Technology implementation, Core Literature, inclusive practices such as co-teaching, and other curriculum based professional learning opportunities.

CVUSD Elementary Teachers were provided with paid days in June and August 2021 for planning and implementation of the newly adopted ELA/ELD Program Wonders and the accompanying Wonder Works for Specialized Academic Instruction. Elementary Teachers also attended grade level professional Development for grade level pacing guides in ELA and Math, building connections in the elementary classroom, new assessments and record keeping, and updated standards-aligned report cards. Teachers in TK-2 were also able to be trained on ESGI for assessing and record keeping to inform instruction, as well provide families with tools to understand their student’s current progress toward standards.

From August 9-13, 2021, CVUSD teachers were provided with a range of optional, professional learning opportunities, including UDL, Social-emotional learning, Canvas, SeeSaw, trauma-informed classrooms, Math IXL, ESGI, Unique, DEI, Kami, social-emotional learning practices, and Special Education report writing. Additionally, secondary English teachers facilitated professional learning opportunities for colleagues, sharing curriculum and units built over the summer to provide continuity regarding diverse core literature titles.

On August 16th, certificated staff participated in a districtwide Professional Learning Day. Site leadership provided a professional development based on connecting DEI and UDL, specifically diving deeper into the UDL principle of providing multiple means of engagement and how it aligns with practices in DEI. In addition, teachers had an opportunity to view virtual lessons developed by CVUSD teachers that highlighted an engagement checkpoint. Teachers worked collaboratively in grade level or department teams to develop a UDL Action Plan, focused on identifying an academic and social-emotional strategy aligned to a UDL checkpoint to be implemented by the team between August 18th and November 1st.

This year, on-going professional learning will be provided by district office staff, including the district’s Teachers on Special Assignment for Educational Technology, GATE, Inclusion, VAPA, and Alternative Programs. This training will come in the form of weekly communications to all teachers, “virtual office hours”, opportunities for teachers to schedule appointments, and larger group training on specific topics.

The CVUSD Professional Learning Hub is also available for teachers to utilize asynchronously. The Hub includes professional learning resources on a variety of topics, including Wonders, Canvas, UDL, GATE, assessment, and student engagement strategies.

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

CVUSD's professional learning plan is rooted in addressing student performance for all students, including student groups, by best meeting the content standards. District-wide professional learning related to Universal Design For Learning (UDL) serves as the defined instructional framework across all grade-levels and content areas. While UDL implementation bolsters learning for all students, it does specifically target student groups, namely students with disabilities and English Learners, that have underperformed significantly in the past. UDL supports all students' access to learning rigorous content standards. In addition, CVUSD is committed to providing teachers with relevant training related to Diversity, Equity & Inclusion, curriculum adoptions, content standards, technology, data management, and social-emotional learning. CVUSD provides a new teacher Induction Program based on the California Standards For The Teaching Profession for all teachers with California Preliminary Teaching Credentials.

Provide required professional learning for all secondary teachers in August 2021 on LGBTQ+ students through a consistent module of training provided by school site colleagues. Administrators engage in professional development related to DEI, UDL, PLCs, Restorative Justice, and trauma informed care to lead sites using inclusive and supportive practices with students and families. Additionally, English Learner and GATE Facilitators at each school site receive monthly professional development on meeting the needs of English Learners and GATE students. These sessions include access to activities, resources and strategies. These Facilitators present their resources and strategies at their recurring school site faculty meetings. Teacher representatives serve on CVUSD committees including subject area SCACs, MTSS, SEL, LGBTQ+, Core Literature, report cards, curriculum and assessment, and technology.

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

CVUSD provides a system of instructional assistance and support for teachers. CVUSD leads its own accredited New Teacher Induction program by utilizing Teachers on Special Assignment (TOSA) to support teachers with preliminary teaching credentials. A host of other TOSAs in the district provide focused support in the following areas: Assistive Technology, Inclusion, Educational Technology, Professional Learning, Visual and Performing Arts, and GATE. The TOSAs provide ongoing professional development and consultation to teachers, as well as conducting a number of district-level tasks that serve all student groups.

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

CVUSD schools engage in Professional Learning Community (PLC) practices on a regular basis. Grade-level or departments meet regularly for common planning time. All principals and numerous teacher teams across CVUSD have been provided formal training on PLCs. This time is used for a number of purposes: developing common assessment, curriculum development, identifying essential standards, assessing student work, and developing collective action that responds to student performance data. Through PLCs, teachers collaborate to focus on implementing the school site and district focus areas of Universal Design for Learning, Diversity, Equity, and Inclusion, and social-emotional learning.

Teaching and Learning

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

CVUSD uses state-approved instructional materials in all subject areas including ELA and Mathematics. For the 2021-22 school year, all TK-5 teachers are implementing the newly adopted ELA/ELD Wonders Program. In addition, CVUSD teachers and administrators created grade level pacing guides in ELA/ELD and Math for full implementation of standards based instruction. Teachers and administrators also developed and refined assessments to be used to monitor student progress toward state standards based on the consistent use of curriculum and instruction TK-5. Elementary teachers also focus on establishing learning routines and procedures to maximize students learning using the curriculum and materials at each grade level.

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

CVUSD teachers adhere to Board approved instructional minutes for all subject areas. School staff adhere to uninterrupted instructional blocks for Language Arts and Math instruction. Math and Language Arts blocks are prioritized in teacher planning in order to maximize student focus.

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

CVUSD TK-5 Teacher teams collaborated to create grade level pacing guides to include units, themes, lessons, and assessments within a timeline that allows for monitoring students progress. Based on student data, interventions will be provided in ELA and Math including technology based programs, 1:1 and small group intervention with academic specialists, and classroom based interventions such as teacher-led small groups.

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

All CVUSD students have access to appropriate California State-approved curriculum in all content areas. Students in special education use the same state-adopted materials that are used in the general education classrooms as well as supplemental materials and out of level when needed and designated in a student's IEP. English Learners receive instruction in content areas using standards-based instructional materials for designated and integrated teaching of the ELD standards.

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

All CVUSD classroom curriculum is Board approved in all subject areas. During this process, teachers review and pilot materials to evaluate them based on our local needs and their alignment to state standards. Intervention materials from the adopted curricula are utilized for students requiring additional support, along with additional research-based, state standards-aligned digital and print materials. Teachers receive training in the implementation of these materials with fidelity.

CVUSD teachers and schools employ Tier 2 interventions, in addition to Tier 1 instruction, for students who demonstrate a need for additional support. These intervention materials are aligned to the state standards. English learners are provided with intervention programs, including Smarty Ants, Imagine Learning, and Achieve 3000 designed for English Learners and EL instructional strategies for elementary and middle school students. Students with disabilities use various online programs (eg. Seesaw, Boom Cards, UNIQUE) to determine which one provides for the highest level of student engagement and access

At the elementary level, teachers will implement online supplemental intervention programs in literacy and math, such as: Lexia Reading, IXL Math and Achieve 3000. Elementary Academic Specialists support and provide small group instruction for Students needing support in identified areas.

Opportunity and Equal Educational Access

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

CVUSD teachers employ a range of instructional strategies to engage all students in meeting the California State Standards. Teachers utilize whole group, small group and independent work times, as well as one-on-one student interventions during the instructional day to meet the individual instructional needs of students. Teachers incorporate scaffolding and differentiation into lessons in order to enable underperforming students to access the general curriculum. Targeted students also participate in scheduled intervention with classroom teachers and the credentialed intervention staff, to receive targeted support in essential ELA and Math skills.

Evidence-based educational practices to raise student achievement

The following research-based educational practices are utilized: MTSS, PLC's, Universal Design for Learning, Designated and Integrated ELD, differentiated instruction, Webb's Depth of Knowledge, guided reading, academic language instruction, formative assessment, co-constructed rubrics, corrective feedback, learning goals, check for understanding, student investigations, inquiry-based learning, and cooperative learning.

Parental Engagement

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

Site Bilingual Facilitators, School Social Workers, and Title 1 Outreach Assistants provide support to parents/families to support student engagement. They provide training and support related to Canvas, Zoom, and Seesaw for families. In addition, they support families in creating a successful home learning environment, as well as trauma and mental health resources. Parent English as a Second Language classes are offered during the school year through Title 1 Outreach. Student Support Services department provides ongoing parent webinars to connect parents to school and to understand developing programs.

A CVUSD team member reached out to all families experiencing homelessness in the month of August. The purpose of the outreach was to determine if the students had access to school supplies, clothing/toiletries and to provide any needed support with the return to school. This personal outreach was also intended to share the name and contact information of their student's school site foster and homeless liaison.

In September, the District foster and homeless liaison worked with each site liaison to reach out to foster and homeless student/family to check in on students attendance and to introduce themselves to their school liaison . The District liaison serves as a connection to community agencies that are able to provide additional support in the areas of temporary housing, rent assistance, and free meals. The District liaison personally connects families to the community agencies in the area of need. Throughout the school year, the school site foster and homeless liaisons will connect with foster and homeless students/families every month to assess attendance, general well-being, and any change in needs.

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)

Cypress has an active Parent Teacher Association (PTA), School Site Council (SSC), and English Language Advisory Council (ELAC). These leadership bodies help set the goals of the school and actively work to increase parent involvement on campus. SSC and ELAC oversee the creation, implementation, and evaluation of the SPSA at Cypress Elementary during their regularly scheduled meetings, all of which are open to the public. Parents have many involvement opportunities and representation through School Site Council (SSC), our English Language Advisory Council (ELAC) along with Parent Education classes facilitated by our Outreach Assistant and community partnerships, and our Parent Teacher Association (PTA). Parents are also encouraged to volunteer at school and attend events. Our Special Education District Advisory Council (SEDAC) representatives offer involvement and connection opportunities for parents. Cypress Elementary's parent DAC, GATE-DAC, and DELAC representatives participate in district-level meetings and report back to SSC and ELAC, enriching our district-site level communication.

Funding

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

Categorical Funds in CVUSD:

EIA funds are used to provide additional support and technology in the classroom.

EEF funds are used to provide professional development opportunities for teachers. ELAC has approved the use of these funds.

LCFF monies are all tied to LCAP goals and approved by our leadership team and school site council.

See goals and budget pages as part of SPSA.

Fiscal support (EPC)

The site receives federal funding in the form of EIA, EE, and X if Title 1. All fiscal decisions are constructed through ELAC and EL team meetings. All other funds come from LCFF. See goals and budget pages as part of SPSA.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

June 2021- met as a School Site Council. Reviewed and updated bylaws. Discussed overall data from Trimester 2, addressed learning loss/accelerated learning, and reviewed site goals.

August 2021- met again as a Site Council. Had breakout groups to analyze site programs and evaluate the previously established goals. Each group discussed ways to improve overall achievement.

August 2021- met with Site Leadership to review and discuss site-based achievement goals. Leadership met with respective grade levels for input and feedback and reported back to site administrator on proposed LCAP goals.

September 2021- Met again as a Site Council and reviewed the SPSA for the 2021-2022 school year. The Site Council will vote on the proposed SPSA for the upcoming year.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	0.64%	0.64%	0.8%	2	2	2
Asian	6.69%	7.01%	6.4%	21	22	17
Filipino	0.32%	0.32%	0.4%	1	1	1
Hispanic/Latino	13.38%	12.74%	12.8%	42	40	34
Pacific Islander	0.32%	0.32%	0.8%	1	1	2
White	70.7%	72.61%	69.6%	222	228	185
Two or More Responses	7.96%	6.37%	9.4%	25	20	25
Not Reported	%	0%	%		0	
Total Enrollment				314	314	266

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	88	100	38
Grade 1	54	46	52
Grade 2	41	48	40
Grade3	51	42	47
Grade 4	29	49	42
Grade 5	51	29	47
Total Enrollment	314	314	266

Conclusions based on this data:

1. In 2020-2021 Cypress took a huge hit with enrollment. The pandemic drastically had an effect on our enrollment. For example, in our Kindergarten class, we went from 100 students in 2019-2020 down to 38 in 2020-2021. Additionally, we did not get the final push for school choice in August to form two full classes which we typically have each year. Unfortunately, that low enrollment number from 2020-2021 will have a significant effect each year in our overall class formation for that particular grade level as we can see in the chart above and the trends with the 4th-grade class from 2018 to 2019.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	14	13	9	4.5%	4.1%	3.4%
Fluent English Proficient (FEP)	14	8	11	4.5%	2.5%	4.1%
Reclassified Fluent English Proficient (RFEP)	3	0	2	16.7%	0.0%	15.4%

Conclusions based on this data:

1. Our English Learner Population is small and so this impacts our targeted learning budget when dollars are based on total numbers of unduplicated students. Additionally, we use this funding to help run our targeted intervention program and provide targeted EL support for our students to attend EL support three times a week. This year our teachers are expected to utilize the EL components of the Wonders ELA/ELD curriculum to support integrated and designated instruction for our English Language Learners.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	49			48		53	48			98		
Grade 4	31		40	31		40	31			100		
Grade 5	51			48			48			94.1		
All	131			127			127			96.9		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2443.			27.08		71.7	33.33		17.0	20.83		7.5	18.75		3.8
Grade 4	2532.			48.39		75.0	25.81		20.0	16.13		0	9.68		5.0
Grade 5	2570.			39.58		68.9	43.75		13.3	12.50		11.1	4.17		6.7
All Grades	N/A	N/A	N/A	37.01			35.43			16.54			11.02		

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	31.25			54.17			14.58			
Grade 4	54.84			35.48			9.68			
Grade 5	50.00			43.75			6.25			
All Grades	44.09			45.67			10.24			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	25.00			56.25			18.75		
Grade 4	38.71			48.39			12.90		
Grade 5	39.58			52.08			8.33		
All Grades	33.86			52.76			13.39		

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	20.83			70.83			8.33		
Grade 4	45.16			48.39			6.45		
Grade 5	37.50			60.42			2.08		
All Grades	33.07			61.42			5.51		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	22.92			56.25			20.83		
Grade 4	45.16			45.16			9.68		
Grade 5	43.75			47.92			8.33		
All Grades	36.22			50.39			13.39		

Conclusions based on this data:

- State testing for students last occurred in the spring of 2019, so our students in 3rd-5th grade have yet to participate in SBAC testing. The pandemic has brought a significant amount of changes to education and student learning. For example, last year our school district offered students and families a choice on how students would access their instruction last year. Additionally, there was a combination of synchronous and asynchronous learning for students. Ongoing throughout the year last year, we did collect and analyze student assessment data, however, our measurements provided different results than that of the SBAC. Additionally, as a site, we are aware of several factors in regards to the instructional model provided last year that our instructional leaders will need to be addressed in our classrooms and organized tier 2 interventions.
- In 2020-2021 LEA's were granted permission to gather achievement data based on local assessments. Our district decided to use local assessments to measure overall student achievement for this school year.

88.7% 3rd-grade students met or exceeded standards. 7.5% of 3rd-grade students nearly met standards.
2.5% of 3rd-grade students did not meet standards.

95% of 4th-grade students met or exceeded standards. 0% of 4th-grade students nearly met standards.
5.0% of 4th-grade students did not meet standards.

82.2% of 5th-grade students met or exceeded standards. 11.1% of 5th-grade students nearly met standards.
6.7% of 5th-grade students did not meet standard It is important to note the following factors: 1.

It is important to notate the following factors when analyzing this data: 1. In 2019-2020 we did not have state testing due to the pandemic and school closures. 2. Students currently placed in grades 3-5 have never participated in state assessments. 3. In 2020-2021 our school district elected to use local assessments to measure student achievement. 2. Cypress staff remains committed to improving the overall percentage of student performance in the area of research and inquiry and we remain committed to teaching students research and inquiry skills through our continued commitment to International Baccalaureate Education.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	49			48			48			98		
Grade 4	31			31			31			100		
Grade 5	51			47			47			92.2		
All	131			126			126			96.2		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2453.			22.92			45.83			14.58			16.67		
Grade 4	2533.			48.39		65.0	32.26		25.0	12.90		5.0	6.45		5.0
Grade 5	2554.			31.91			31.91			29.79			6.38		
All Grades	N/A	N/A	N/A	32.54			37.30			19.84			10.32		

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	37.50			37.50			25.00			
Grade 4	61.29			25.81			12.90			
Grade 5	44.68			38.30			17.02			
All Grades	46.03			34.92			19.05			

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		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	35.42			41.67			22.92		
Grade 4	45.16			48.39			6.45		
Grade 5	29.79			63.83			6.38		
All Grades	35.71			51.59			12.70		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	31.25			52.08			16.67		
Grade 4	64.52			25.81			9.68		
Grade 5	34.04			53.19			12.77		
All Grades	40.48			46.03			13.49		

Conclusions based on this data:

- In 2021-2022, students in grades 3-5 have yet to participate in State Testing. The pandemic cancelled all state testing in 2020. The current students in 5th grade were in 3rd grade when the state testing was cancelled. In 2021 the LEA was permitted to utilize local assessment data in lieu of state testing. Below is a report of the local assessment data administered in 2021.
- In 2020-2021 LEA's were granted permission to gather achievement data based on local assessments. Our district decided to use local assessments to measure overall student achievement for this school year.

96.2% of 3rd-grade students met or exceeded standards. 3.8% of 3rd-grade students did not meet standards.	0% of 3rd-grade students nearly met standards.
87.9% of 4th-grade students met or exceeded standards. 5.0% of 4th-grade students did not meet standards.	0% of 4th-grade students nearly met standards.
80.4% of 5th-grade students met or exceeded standards. 8.7% of 5th-grade students did not meet standards.	10.9% of 5th-grade students nearly met standards.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	7
Grade 1	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*
All Grades							13	15

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	*	*
3		*	*	*	*	*	*	*	*	*
All Grades	*	40.00	*	33.33	*	26.67	*	0.00	13	15

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*		*	*	*
3		*	*	*	*	*	*	*	*	*
All Grades	*	46.67	*	33.33	*	20.00	*	0.00	13	15

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	*	*
3	*	*		*	*	*	*	*	*	*
All Grades	*	33.33	*	46.67	*	13.33	*	6.67	13	15

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All	*	60.00	*	40.00	*	0.00	13	15

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
3	*	*	*	*	*	*	*	*
All Grades	*	13.33	*	86.67	*	0.00	13	15

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
3	*	*	*	*	*	*	*	*
All Grades	*	33.33	*	60.00	*	6.67	13	15

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	66.67	*	26.67	*	6.67	13	15

Conclusions based on this data:

- Our overall ELD population is less than 20%, so for confidentiality purposes, our student data is not reported. Our numbers do not substantiate the Education Code requirements for the formation of a site ELAC committee. However, Cypress Elementary supports our ELD students and families by having an introductory meeting as well as having our ELD facilitator, coordinator, general education teacher and/or principal follow up on academic progress and language acquisition through conference calls, parent meetings, and data meetings. Finally, we invite our families to participate in an ELAC meeting with other families within the Newbury Park Cluster in the spring.
- For the 2020-2021 school year we continued to support students in their overall language development by providing continued English Language Development via zoom and offered student access to web-based programs (Smarty Ants, Imagine Learning Literature and Math). A majority of the students accessed the zoom classes routinely, but they did not routinely access the web based programs. Therefore, several students did not utilize the programs for the recommended usage time. Despite the efforts of our site staff, (Bilingual Facilitator, Classroom teacher, ELD facilitator, and site administrator) some students still struggled to access the programs independently at home and unfortunately last year many of our students were remote learners and were not comfortable with in-person instruction.
- A majority of our EL identified students made progress in their overall language acquisition. There are students that came late into the school year did not demonstrate much growth, however, these students were recommended for the Summer School program to help provide further exposure to structured English Language. There are two students that made little to no growth on their overall language acquisition and we continue to evaluate specific barriers that could be contributing factors impeding student development.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
314	9.6	4.1	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	13	4.1
Homeless	1	0.3
Socioeconomically Disadvantaged	30	9.6
Students with Disabilities	20	6.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.6
Asian	22	7.0
Filipino	1	0.3
Hispanic	40	12.7
Two or More Races	20	6.4
Pacific Islander	1	0.3
White	228	72.6

Conclusions based on this data:

- Our percentages for the specific subgroups are small. The staff takes into consideration of the different subgroups and works collaboratively to identify specific barriers. Additionally, when staff looks at achievement data and tiered interventions, we are inclusive of offering appropriate interventions to all students in accordance with the needs of the students.
- Our site does continue to analyze different subgroups and overall academic success when we work together to collectively analyze student progress.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Green	Suspension Rate  Blue
Mathematics  Green		

Conclusions based on this data:

1. Our dashboard for the 2018 school year in the area of English Language Arts increased from Green to Blue.
2. Our dashboard for the 2018 school year in the area of Chronic Absenteeism decreased from Blue to Green.
3. All other areas of our dashboard maintained in the green indicator.

School and Student Performance Data

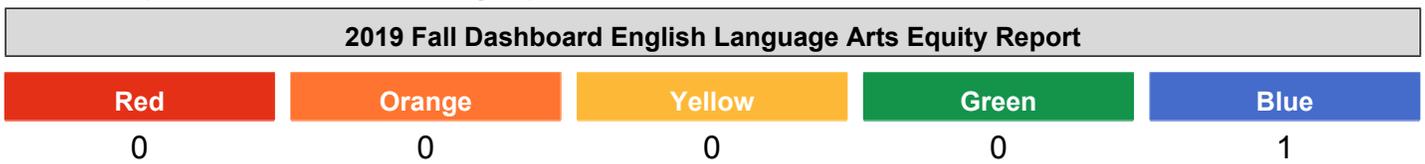
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>45.5 points above standard</p> <p>Increased ++7 points</p> <p>123</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>17.9 points above standard</p> <p>Increased Significantly ++24.7 points</p> <p>15</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>23.8 points below standard</p> <p>13</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 11.2 points below standard Declined Significantly -26 points 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color 0 Students	 Blue 55.5 points above standard Increased Significantly ++16.4 points 88

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 4	44.8 points above standard Increased ++3.5 points 116

Conclusions based on this data:

1. In the area of Language Arts there was an increase in academic performance by all students.
2. There was an increase in the following subgroups: socioeconomically disadvantaged, white, and English Only population increased.
3. There was a decrease in academic performance by our Hispanic population and our SWD are below standards. We will continue to monitor these groups in our interventions.

School and Student Performance Data

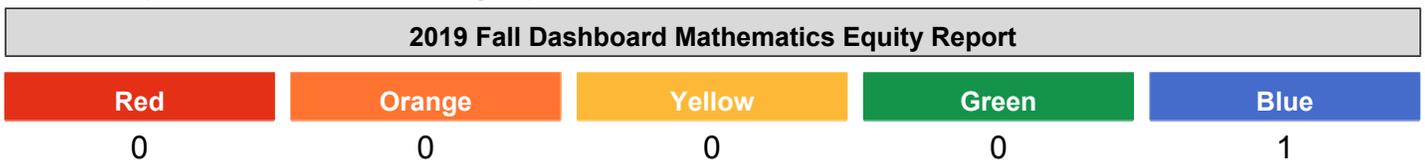
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>29.2 points above standard</p> <p>Increased ++7.2 points</p> <p>122</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>34.8 points above standard</p> <p>Increased Significantly ++47.8 points</p> <p>14</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>32.8 points below standard</p> <p>13</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 9.2 points below standard Declined -6.3 points 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10		 Blue 33.7 points above standard Increased Significantly ++15.6 points 87

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 4	28.9 points above standard Increased ++4 points 115

Conclusions based on this data:

1. There were gains in the area of math for all students.
2. When analyzing the growth made in specific subgroups there were gains in the following areas: English Only, White and Socioeconomically Disadvantaged.
3. We will continue to monitor our Hispanic Subgroup which indicates a decrease in academic performance for this subgroup & our SWD population which is currently performing below standard.

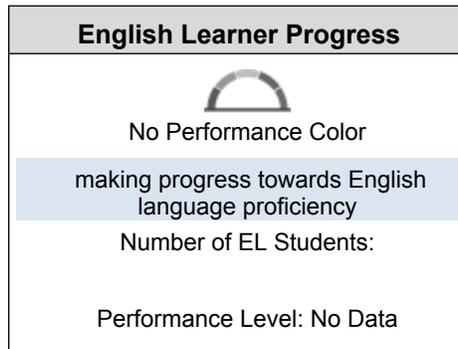
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results



Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

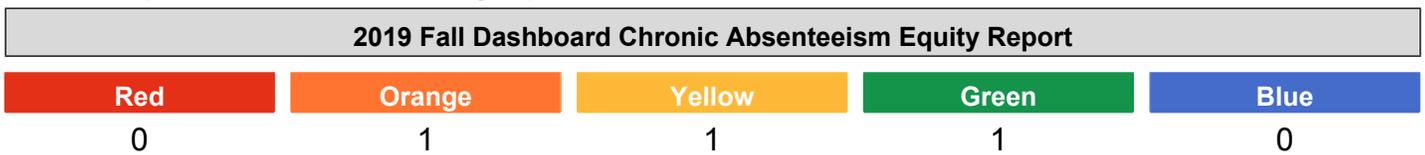
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>2.5</p> <p>Increased +0.8</p> <p>320</p>	<p>English Learners</p> <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>15</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>6.1</p> <p>Increased +2.9</p> <p>33</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>10.5</p> <p>Increased +10.5</p> <p>19</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 0 Maintained 0 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.4 Increased +2.4 42	 No Performance Color 0 Maintained 0 25	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 3.1 Increased +0.6 228

Conclusions based on this data:

- Attendance and chronic absenteeism has been challenging to address through the pandemic. However, when we track overall attendance we do look monthly for trends in attendance and chronic absenteeism. We continue to conduct outreach to our families to address student attendance.
- District protocols that are set forth by guidance from VCPH and CDPH due to the pandemic, have had an impact on attendance. Currently, there is a focus on student/ staff safety and overall well-being rather than physical attendance, so with that we recognize the impact that this has on student learning. We also work with families through short term independent study to help support learning for students on quarantine.

School and Student Performance Data

Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

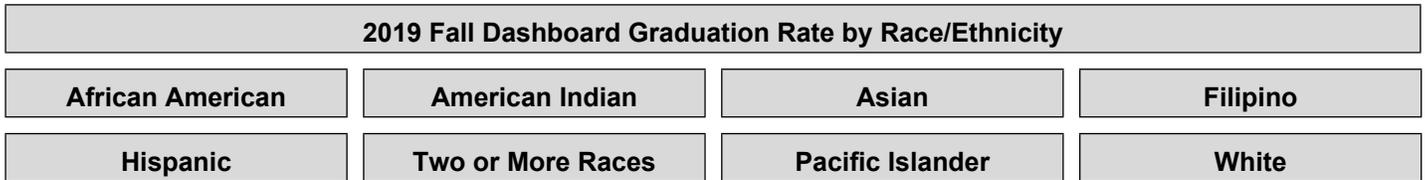
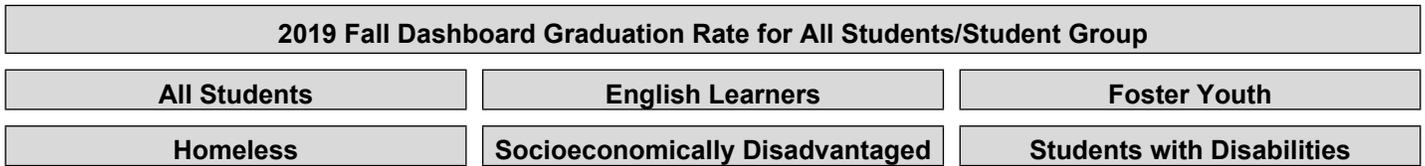
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

School and Student Performance Data

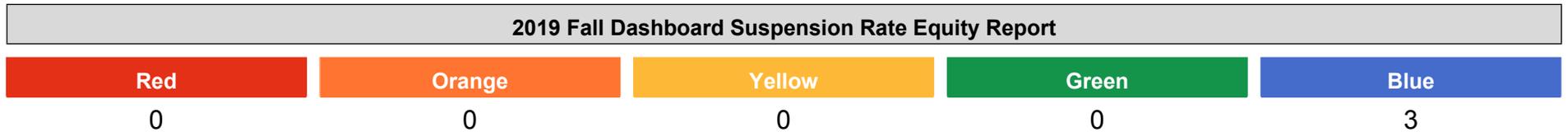
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

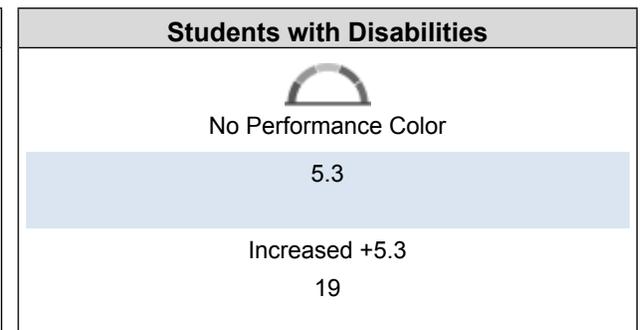
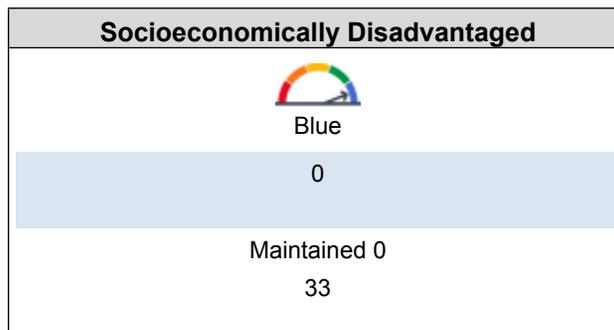
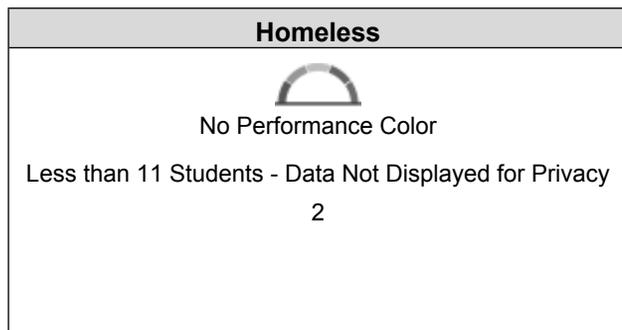
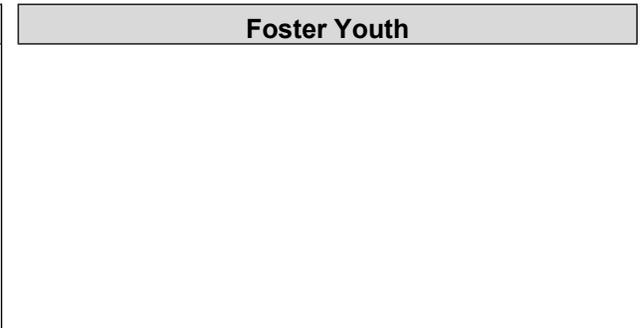
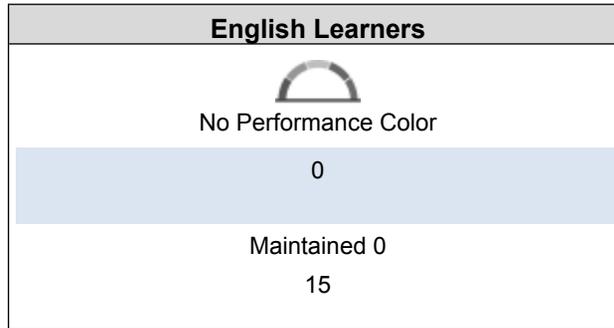
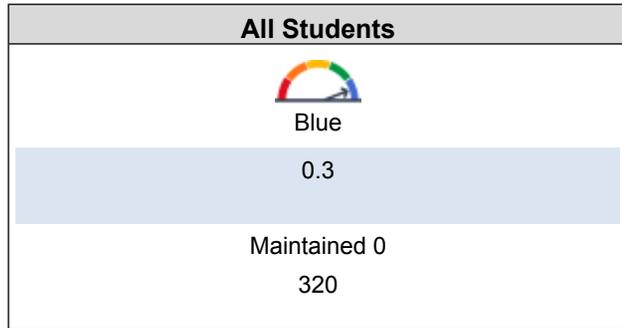


This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not 2		 No Performance Color 0 Maintained 0 21	 No Performance Color Less than 11 Students - Data Not 1
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Maintained 0 42	 No Performance Color 0 Maintained 0 25	 No Performance Color Less than 11 Students - Data Not 1	 Blue 0.4 Maintained 0 228

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.3	0.3

Conclusions based on this data:

- 1.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Instruction & Multi-tiered Systems of Support in the area of math and reading.

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes -----

Goal 1

During the 2021-2022 school year, teachers in grades 3-5 will continue to focus on the following areas of instruction in English Language Arts (reading & research, and inquiry).

By June of 2022, the percentage of students exceeding or meeting the English Language Arts standard measured by Claim 1 and 4 will increase by 3%.

By June of 2022, we will increase the percentage of students exceeding or meeting the math standards measured by claims 1, 2& 4 (concepts & procedures and Problem Solving/Modeling & Data Analysis) by 3%.

In the event that we continue to use local assessments in the spring of 2022, we will evaluate student achievement by an increase in the percentage of students exceeding or meeting the English Language Arts and math benchmarks by 3% and we will not focus our growth on the specific claims mentioned above.

Additionally, in grades 3-5 we would like to see 87% of our students score either at or above the targeted grade level band in their Lexile Score.

By June of 2022, 84% of students in K-2 will receive a 3 (scale is 1-3 report card indicators) on their June report card in literacy areas connected to phonemic awareness, site word recognition, and comprehension.

80% of students in K-2 will receive a 3 on their June report card in areas connected to concepts and procedures such as place value, comparing and ordering numbers, knows number combinations and adds and subtracts word problems, 2 digit number and 3 digit numbers.

Progress will be measured through benchmark data and data provided through web-based reports on student progress. Students that are not demonstrating success in these areas will receive ongoing targeted Tier 2 intervention to support academic progress measured by district benchmarks. We will use this data to target learning loss during our overall intervention time. Additionally, for students that have met or exceeded benchmark standards, they will receive frontloaded instruction in reading, math, and/or writing or enrichment activities to further their overall achievement during our targeted intervention time.

By June of 2022, English learners (EL) will increase overall ELD proficiency levels by 1 level as indicated on the ELPAC exam for each student that is currently receiving designated English Language Instruction. In addition, we will continue to target additional reinforcement to English Language Learners through small group instruction.

By June of 2022, students with disabilities (SWD) that have been identified through IEPs and are not currently meeting standards will demonstrate growth in at least one of the following areas: progress towards proficiency on CAASPP claims, grade-level benchmarks, and/or Tier 3 interventions aligned to the individual student IEP goals. Cypress will work to maintain 100% LRE as it applies to each of its students with disabilities and student learning.

Identified Need

The Tier 1 instructional program will focus on creating an instructional program that centers on the whole child for every child. Teachers will focus on providing students with the necessary skills to complete research and inquiry as it aligns to grade-level Common Core State Standards. Teachers will utilize the instructional strategies recommended in the Wonders Smart Start for their reading instruction. They will also focus on incorporating their English Language Arts with their science and social studies standards as it aligns with the six transdisciplinary themes required by IB. For Tier 2 instruction, teachers and academic specialists will look at student data and determine intervention placement. During our data meetings, the instructional focus will be aligned to the targeted goals mentioned above. Additionally, our specialist will use research-based interventions for the overall instruction. Additionally, our Target Time will address learning for all students. During our data meetings, we will analyze student data to identify any need connected to student learning loss in reading and math achievement and then provide them tier 2 targeted instruction.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Assessment data	Spring of 2021- Our students in 3-5 were administered local assessments and therefore we have the following baseline to report from those assessments:	For the 2021-2022 school year, there may be some fluctuation in English Language Art scores due to the new district adoption and due to our students in grades 3-5 never have participated in state testing. We will compare our results from either the SBAC results from 2019 or the local

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

In the area of ELA, in grade 3, 71.7% of the students exceeded or met the standards assessed. In grade 4, 75% of the students exceeded or met the standards assessed. In grade 5, 68.9% of the students exceeded or met the standards assessed.

In the area of math, in grade 3, 90.0% of the students exceeded or met the standards assessed. In grades 4, 57.6% of the students exceeded or met the standards assessed. In grades 5, 76.1% of the students exceeded or met the standards assessed.

assessments. Finally, we will also measure reading progress through student Lexile scores. By June 2022, 87% of students in grades 3-5, will score either at or above the targeted grade level band in Lexile Scores.

In math, we will encourage our students to utilize the IXL intervention to assist with the mastery of the grade-level standards. Since we are starting this intervention for the 2021-2022 school year we will collect a baseline this year.

Report Card Data for K-2 students

2021-2022

In the area of ELA, 84% of students will receive 3's on their June report card in areas related to phonics, site word recognition, and comprehension.

2020-2021

In the area of ELA, 81% of students will receive 3's on their June report card in areas related to phonics, site word recognition, and comprehension.

2019-2020

In the area of ELA, in grades K-2, 78% of students received 3's on their June report card in areas related to phonics, site word recognition, and comprehension.

2021-2022

In 2019-2020 our site goal for students in K-2 was 78% of students receive 3's on their June report card in areas related to phonics, site word recognition, and comprehension. We attained this goal, so we increased the goal by 3% in 2020-2021. We set out to achieve 81% of our K-2 students would ascertain that goal. For the 2020-2021 school year we exceeded this goal among our K-2 students. We will continue to increase this goal by another 3% for the 2021-2022 school year, so 84% of students in K-2 will receive 3's on their June report card in areas related to phonics, site word recognition, and comprehension. We also continue to meet our math goal each year, so we will continue to target these benchmark areas for the 2021-2022 school year. Therefore, we will continue to

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

In the area of math, in grades K-2, 80% of students will receive 3's on their June report cards in areas related to counting, comparing numbers, number combinations, and adding and subtracting.

2020-2021

In the area of math, in grades K-2, 77% of students will receive 3's on their June report card in areas related to counting, comparing numbers, number combinations, and adding and subtracting.

2019-2020

In the area of math, in grades K-2, 74% of students received 3's on their June report card in areas related to counting, comparing numbers, number combinations, and adding and subtracting.

increase our goal by 3%, so by the end of this upcoming year, 80% of our K-2 students will receive 3's on their June report card in areas related to counting, comparing numbers, number combinations, and adding and subtracting.

Benchmark Data MTSS Tiger Time Data-web based reports and or pretest/ post tests

We will use data from district benchmarks and Lexia to measure growth in our targeted interventions. Our academic specialists will use pre/post tests to measure progress for each session. In the 2020-2021 school year, we correlated success based on regular student attendance. Students that were not meeting essential standards last year were invited to attend intervention outside of their regular synchronous learning instruction four days a week.

We will measure foundational reading skills through the use of Lexia. We will have 95% of our K-5 students hitting the monthly usage amounts. Students that meet the monthly usage amounts should increase by three Lexia levels by the end of the school year.

ELPAC Data

We are utilizing the ELPAC assessment to determine varied EL levels. Then we will create individual action plans via

Our team will run usage reports for our supplemental materials, provide support to students in their native language

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Ellevation for each student and monitor their overall growth in one year.</p>	<p>through our IB language policy as well as by using instructional strategies specific for English Language Development which are embedded in the Wonders.</p>
<p>California Dashboard and Chronic Absenteeism</p>	<p>Use data from Q to measure student attendance. Identify attendance trends from 2020-2021 in relation to students with disabilities, English Language Learners, homeless and Socioeconomically Disadvantaged. The attendance clerk and site administrator will monitor ongoing student attendance for the 2021-2022 school year and provide outreach as needed to each family.</p>	<p>We are in a pandemic and there are several factors impacting attendance, however, by providing necessary outreach to the parents of our students with chronic absences, we will support them by encouraging counseling and utilizing trauma-informed practices when deemed necessary and appropriate.</p>
<p>CAASPP data</p>	<p>2020-2021- Students did not take the CAASPP test.</p> <p>2020-2021 In the area of ELA in grades 3-5, 41% of students will score above standard in claim 1 and 32.3% of students will score above standard in claim 4.</p> <p>2019-2020 In the area of ELA, in grades 3-5, 38% of students were above standard in claim 1. 29.3% were above standard in claim 4.</p> <p>2020-2021 In the area of math, in grades 3-5, 56% of students will score above standard in claim 1 and 42.5% of students will score above standard in claim 2&4.</p> <p>2019-2020</p>	<p>In 2020, the pandemic closed schools which led to the cancellation of state testing. In 2021, LEA's were permitted to use local assessment data for student achievement. Therefore, our students did not participate in state testing for the second year in a row. Our targeted goals for 2020-2021 do not align with the data we collected from our local student achievement in the spring of last year; however, our team felt it was important to keep the data in case we are able to utilize CAASPP in the spring of 2022. If we do have the chance to participate in CAASPP testing we will look at the progress in each specific claim to help inform our instruction. However, when analyzing student data we will know that the students in each grade are not the same groupings.</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	<p>In the area of math, in grades 3-5, 53% of the students were above standard in claim 1 concepts and procedures and 39.5% were above standard in claims 2&4. In 2018, our score dropped .8%.</p>	
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Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Cypress will use the EL facilitator to run student reports on web-based programs and work with teachers of students to provide support with instructional strategies for both integrated and designated EL instruction throughout the school day. Cypress will provide sub coverage for teachers of EL students level 1-3 and the EL facilitator to create a plan to support the language growth for the year. Wonders, Smarty Ants, Lexia, Rosetta Stone and Imagine Literature will be considered in the plan. We will also work with the IB TOSA to create a comprehensive language policy that addresses current students and their native languages.</p>	October-June	Staff, Administration	<p>EL Advisor Stipend</p> <p>subs 1/2 day Teacher release</p> <p>Supplies and Materials</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>District Funded</p> <p>0860</p> <p>Instruction</p>	<p>720.00</p> <p>190.97</p>
<p>Cypress will employ 3 Academic specialists to provide targeted intervention to students (including GATE, ELD, SED, SWD). They will work with small groups of Tier II students to provide targeted intervention in their areas of need.</p>	October-May	Staff, Administration	Academic Specialist	1000-1999: Certificated Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	16,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The administration will meet with the Academic Specialist to share student progress data to assist them in designing lessons to target specific skills/ goals with research-based interventions. At-risk students will be identified via assessment data and have continuous progress monitoring to determine their eligibility for support and area of need. Cypress will provide additional funding in supplies and curriculum support per teacher/academic specialist participating in MTSS for the year.			Academic Specialist	1000-1999: Certificated Personnel Salaries	OTRM	4,112.62
			Intervention Materials	4000-4999: Books And Supplies	Instruction	1000.00
			Academic Specialist-ELOG	1000-1999: Certificated Personnel Salaries	District Funded	11,000.00
Cypress grade level teams will meet during PLC time or as a teacher release day to identify targeted student groupings for Tiger Time based on targeted data through benchmark assessments and additional progress monitoring tools. Each grade level (1-5) will have 5 sections of intervention/enrichment. Maintaining our goal of low numbers for students below targeted expectations. In January, we will provide targeted intervention for Kindergarten students not making progress on letter or number identification and phonics based instruction using Heggerty Phonics.	October/January/ March	Staff/Administration	3 Teacher Release Days	1000-1999: Certificated Personnel Salaries	OTRM	451.38
Teachers/ Academic Specialist and Administration will utilize reports from the web-based platforms to inform Tier 1, Tier 2, Tier 3 instruction and assist in the development of lesson plans to support positive student outcomes	August-June	Staff, Administration	See-Saw, Lexia, IXL, ESGI	4000-4999: Books And Supplies	District Funded	
			Smarty Ants, Imagine math and literature, Rosetta Stone (ELD)	4000-4999: Books And Supplies	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
for all students which include our ELD, GATE, SED, and SWD student population. Site admin will work with all staff members in targeting learning acceleration for students not making gains in math, reading, and/ or language development.			Read Live (SWD)	4000-4999: Books And Supplies	Instruction	203.00
During PLC time, teachers will continue to work on their action plans created on August 16th, 2021 which focuses on student engagement. Their designed actions plans target academic and social-emotional learning.	August 16, November 1 and March 18th	Staff & Administration	UDL CAST guidelines engagement	None Specified		0.00
The learning center teacher and the school-based psychologist will meet with teachers with identified SWD students in their class to provide background, context, and support and assist with differentiation and accommodations to support each of the students appropriately.	August-June	staff & Administration	Teacher Release .5 Day (four teachers)	1000-1999: Certificated Personnel Salaries	Instruction	392.00
Cypress will employ one Instructional Assistant or Academic Specialist to support the literacy development of our transitional kindergarten class.	August-June	Staff, Administration	Academic Specialist	2000-2999: Classified Personnel Salaries	Instruction	2700.00

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

In the areas of inquiry, last year we started to move instruction towards inquiry-based learning. Teachers were encouraged to begin instruction with essential questions and use specific research skills aligned to Common Core State Standards. However, the more training our staff has connected to inquiry-based learning, our teaching and learning practices continue to evolve. Additionally, for the 2021-2022, school year staff members will target academic achievement through the use of the district pascings guides and our sitewide developed IB mandated Program of Inquiry. As we review the previous goal from last year and re-evaluate the intentions of keeping our overall targets with the SBAC the major implication we encountered was that we did not utilize the SBAC test last year for students in grades 3-5 because we were permitted to use local assessments. Therefore, our data analysis is not as we had set forth in writing the SPSA previously. This year we will continue to set goals and incorporate goals that will align to either format of testing (SBAC or local benchmark assessments). Additionally, we recognize that with the return to in-person full-day instruction we will be able to assess student achievement for respective grade levels with specific benchmarks. Our constituents would like to keep the targeted goals with the hopes that we may possibly return to SBAC testing this spring. However, in the event we do not return to SBAC testing we recognize the need to measure achievement growth over the course of this school year. Also, as we look at UDL guidelines and center conversations that connect to learning and identify potential barriers we begin to foster an overall commitment to equity towards learning for all students. In 2021-2022 we will look at the knowledge gained pertaining to digital instruction and identify what instructional strategies enhance learning and continue to refine them.

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

At the beginning of the 2020-2021 school year, our families and staff were provided a choice with their instructional model. Due to the pandemic, our school year started with 100% remote learning. In November, some of our families felt comfortable sending their students to campus for partial live instruction. Then students accessed work via the Canvas Learning Management System. Families were provided the option to change their learning preferences during the year. Additionally, our site knew that our most vulnerable students would need additional support from a teacher, so they were invited to attend intervention to target their identified area of need. This intervention was provided virtually. Some students benefitted from this opportunity and some did not, we hope to assist with students that were not able to participate last year, but need targeted intervention. At the end of the 2021 school year, we identified students to attend summer school. We will continue to track these students for the duration of the 2021-2022 school year.

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

Staff and Stakeholders feel that this goal is still essential and relevant for the time being. We would like to continue the goal we agreed to target last year with the slight modification of shifting from providing MTSS targeted intervention from all students to our most vulnerable students. This year we will shift our targeted instruction back to all students. We will utilize data from Trimester 3 in 2021 and initial diagnostic tools from 2021 to help identify our overall students' achievement in math and reading. We will continue to target inquiry and research. This will be targeted through the implementation of our IB program and the specific practices we are

expected to follow as outlined by the IB organization. This year we will look at the UDL guidelines and focus on student engagement in order to strengthen our instruction.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Cypress Elementary International Baccalaureate Program

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes -----

Goal 2

Cypress staff members will participate in many professional development opportunities which will not just be limited to International Baccalaureate. However, the professional development for IB will be our main priority and focus for the 2021-2022 school year, so that we may be granted authorization in the fall of 2022. Teachers came together in August to have a refresher course in IB, which was taught by our IB Coordinator. Then they worked on the beginnings of writing their first unit or inquiry. By the first week of November, when our Consultant arrives for her two-day site visit, our teachers will have written and taught two of their six units (four for Kinder and TK). By May of 2022, we will apply for authorization and plan for IBO to visit in the fall of 2022. Cypress teachers will work with the IB Coordinator and Site Administrator to develop their six units of inquiry as well as continue to develop lessons aligned to the learner profile which incorporates diversity, equity, and inclusion. The IB Coordinator will visit classrooms and assist by supporting teachers with modeling the inquiry action cycle, so teachers can begin to develop inquiry into their transdisciplinary lessons. The IB Coordinator will work with the teachers in placing their Units of Inquiry onto the digital platform, Toddle, as well as complete reflections at the end of their units. This will help teachers refine their lessons the next time it is to be implemented. Toddle will also be used by the IBO as they examine the required elements in an overall unit and program of inquiry. The IB Coordinator will also work with the teachers on developing a way to assess student progress on their units. The Cypress Leadership Team and School Site Council will continue to work together to create policies that align with the district and IB policies to ensure we have the required documentation for our Site Authorization Visit prior to the fall of 2022. This year the IB Coordinator and Consultant will work together to create a stronger understanding of how teacher specialists also align their program to the site Program of Inquiry.

Identified Need

According to our 2019 CAASPP data 29.3% of Cypress students are above the standard in Research & Inquiry. Collectively as a school we will continue to grow in this CAASPP indicator as we continue to work towards our authorization of becoming an IB World School. Increasing overall student achievement in the area of research and inquiry will be monitored and measured with site walk throughs, student work and student participation in the classroom.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Further learning on inquiry based education & delivering instruction both synchronous and asynchronous to students.	If we move forward with state testing in the spring of 2022, we will use the baseline. which states 29.3% of students in grades 3-5 are above the standard in Research and Inquiry. We will aim to increase this score by 3% in grades 3-5 as measured through annual state testing. If we do not have state testing, then we will monitor student achievement through student portfolios, classroom visits and observations which will target student-led inquiry, classroom activities, student projects, and reflect through our grade level action plans connected to engagement. We will also work with our IB Consultant to define our site assessment policy in connection to our state and district guidelines.	Evidence of inquiry woven into instructional lessons through classroom activities and student projects observed during class visits, formal observations and work from student portfolios. If we move forward with CAASPP testing in the spring of 2022, we will also look for an increase in the Research and Inquiry Standard by 3%.
IB Consultant Site Visit in November and Complete the IB Verification Application by May 2021.	During the application process, we did not have the comprehensive knowledge to fully understand the specific requirements for IB, but after attending the Making The PYP Happen professional development for leaders and working with our consultant we will evaluate and clearly define our practices. We are continuing our efforts on this, this year.	Conduct study sessions with our IB Coordinator, Consultant, Leadership Team, and School Site Council a review of current policies and procedures in alignment with IB standards and practices.
IB Foreign Language Component	The Site Council determined Spanish as the designated language of choice for our	By June of 2022, a comprehensive plan for Spanish Language Development will

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	IB language. For the 2021-2022 school year we will continue to develop Spanish. We plan to provide in-person instruction two times a week for 30 minutes.	be drafted according to the school POI for students in grades TK-5.
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Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers new to Cypress (4 teachers +IB Coordinator) that have not received IB Certification will attend 15 hours of required professional development to assist with their knowledge of the PYP program.	January	Teacher, IB Tosa	Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Instruction	3875.00
			Teacher Release	1000-1999: Certificated Personnel Salaries	Instruction	902.76
			Extra Duty Pay	1000-1999: Certificated Personnel Salaries	Instruction	1800.00
			Mileage for 1 teacher	3000-3999: Employee Benefits	Instruction	39.00
During PLC time, Cypress staff will work during PLC groups and Site based specialist times (Spanish and PE) and the IB Coordinator to design two additional units of inquiry in order to prepare for the Site Visit in November. In addition, continue to work on unit development for authorization in the fall of 2022.	August-June	Teachers	PE and Spanish Specialist	1000-1999: Certificated Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	20000.00
			IB TOSA	1000-1999: Certificated Personnel Salaries	District Funded	
Cypress will host IB Consultant on a two-day site visit to prepare for authorization in the fall of 2022 and utilize the recommendations from the visit towards our verification visit.	November	IB Coordinator & IB Consultant	IB Site Visit- IB Consultant	5800: Professional/Consulting Services And Operating Expenditures	Instruction	2600.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify stories that incorporate diversity, equity and inclusion when looking for ways to provide a literacy connection to the attributes of the learner profile as well as identify influential people from diverse backgrounds during the implementation of units.	August-June	IB Coordinator, Teachers and IMT	Purchase Books that incorporate the learner profile attributes, diversity, equity and inclusion.	4000-4999: Books And Supplies	Instruction	2000.00
Cypress Teachers and IB Coordinator will utilize Toddle platform as a place to document and reflect on Units of Inquiry.	August- June	Staff, IB TOSA, Administrator and IB Consultant	Toddle IB Platform	4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1500.00
Teachers will be provided time during the summer to begin writing their 1st Unit of Inquiry.	August	Administration, IB Tosa and Teachers	Extra Duty Pay 7 hours	1000-1999: Certificated Personnel Salaries	Instruction	2940.00
IB Candidacy fees 3rd year	September	Administration and IB Coordinator	Fees	5800: Professional/Consulting Services And Operating Expenditures	Instruction	10,000

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Due to the format of teaching and learning last year in response to COVID, we requested a pause for our candidacy last year. The IBO would not honor a pause, so collectively we had several meetings to discuss our plan for IB. We had a site vote and collectively agreed to continue with our candidacy, but 2020-2021 brought significant barriers to moving forward with planning units of inquiry.

For example, teachers faced a drastic shift in their instruction schedules and strategies, social distancing guidelines prevented teachers from being able to collaborate to develop their required curriculum and the upcoming change in our ELA curriculum in 2021-2022. Therefore, it was expressed by our site administration that our teachers would not be expected to plan their units of inquiry. Therefore, we adjusted our timeline for authorization, so instead of planning to be authorized by the spring of 2022, we will adjust our authorization to the fall of 2022. Additionally, we needed the support of an IB Coordinator to help be a person where teachers can openly be coached on developing inquiry-based units. Last year through COVID we did not have the support of our IB Coordinator, our staff is very appreciative of the support from the district in honoring this IB requirement. Finally, we began the implementation of a language policy and our Site Council unanimously voted to have Spanish as our second language. We were able to start our classes through remote learning in 2021.

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

We have several new teachers that are new to our team this year, so they will need to participate in Category 1 training from International Baccalaureate. Additionally, with the pandemic, we are looking at an additional year of candidacy that we were not planning for with our initial budget expense of IB.

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.

IB is a really fantastic opportunity for our teachers and students. Within the mission statement of IB it encourages lifelong learners. The expectations in regards to professional development set forth by CVUSD aligns and integrates seamlessly with the expectations of the International Baccalaureate Organization, so our teachers are able to continue to grow as professional educators and have the support and resources available to them from the global network. This year our teachers are participating in professional development opportunities sponsored by our district, but our main focus is connected to IB, and therefore it is best to be a stand-alone goal. The other professional development opportunities include: Wonders, Canvas and See-Saw training for new teachers, digital integration with the support of our district Tech Tosa, Universal Design for Learning and "opening doors" with diversity, equity and inclusion training.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Rebuilding its sense of community through ongoing communications and activities

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes -----

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes -----

Goal 3

Our Cypress Community would like to reconnect and rebuild the overall community as we slowly return from closures. Last year while a majority of our students attended in-person learning, we had about 1/3 of our students elect to participate in remote learning. We also had a small percentage of students participate in SHINE. Based on previous surveys we would like to increase parent participation with school, cluster, and district events. Additionally, based on School Site council input we would like to address the return of our students back to in-person learning after being off-campus for 16+ months. Therefore, our site administrator will work to redesign student council and rebrand it as student leadership. The student leadership will afford students in grades 4 and 5 leadership opportunities that support student agency. In August of 2021, we will identify interested 4th and 5th-grade students to help run a Welcome Back Camp- Where Everyone Belongs. New students and Remote students will spend 2 hours with the site administrator and the new student leaders and participate in ice-breakers and community circles to build relationships prior to the first day of school. In addition, in September our 4th and 5th grade student leaders will work together to promote the start of the schoolwide house system. They will learn cheers to teach the other house members, they will lead activities at Friday morning assemblies and plan for the house identification reveal. Then for the duration of the year, our House Leaders will gather in their respective houses to lead community circles and ice breakers where students and staff members will continue to build community and focus on social and emotional learning for 30 minutes twice a month. This will be in addition to the time the teachers are using in the classroom dedicated to SEL. Cypress Stakeholders will continue to provide communication updates to families informing them of upcoming events each month. In addition, our IB Coordinator will form a Twitter Account and continue to update our IB section on our Website on the activities, events and progress being made towards our school authorization. In response to the parent survey from 2019, Cypress Elementary will focus on parent engagement opportunities for parents. There will be 15-minute breakout sessions prior to our Back To School Night teacher sessions to provide families information about district and site based programs like GATE and English

Language Services, information on technology opportunities that enhance student learning, information about our IB program and progress, as well as additional parent engagement nights throughout the 2021-2022 school year.

Identified Need

After evaluating our parent survey, working with teachers on analysis of subgroup data and speaking with Stakeholders during our SPSA meetings these topics were essential to support our overall school community. The pandemic has had implications on our community and it is difficult to know if our parents are still interested in the same topics from 2019. However, with the implementation of Zoom and the ability to host virtual meetings this might be a consideration to help increase attendance. We will work through the course of the 2021-2022 school year to identify topics of interest.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey	Based on the district LCAP survey administered in 2019, parents indicated the following topics of interest: self-awareness, self-confidence, executive functioning skills, stress, organizational skills, decision-making skills, and relationship skills. The focus for the 21-22 school year will include executive functioning, IB parent education, reading, and math instruction.	In a school directed survey we will target feedback from this particular topic.
Attendance Sheet/ Zoom Sign in	Our baseline from a parent engagement event held last year where there were approximately 10 parents in attendance.	The goal is to at least double the attendance to the speaker series for parents. For many of the the virtual parent opportunities there has been an increase in attendance.
Cypress will design student activities in order to continue to rebuild the inclusive student community. Activity design will consider the students' social-emotional well-being, diversity, equity, and inclusion. Additionally, every staff and student will be connected to 1 of 4 houses among the school.	This will be a new outcome, so we will gather our baseline data this year.	At the end of the year we will survey students in regards to the activities planned by our student leadership and PTA to identify their overall response to addressing equity, diversity and inclusion.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Cypress will host a speaker series for parents. This speaker series will be aligned to the outreach requested by stakeholders in the development of the SPSA. Our focus will be executive functioning, IB, reading and math engagement nights to support student learning and parents. It will include Cypress staff and/or CVUSD district staff and/or trained professionals to address social-emotional learning.	January-May	Administration, teachers	Parent Speaker event on Executive Functioning, IB, and Math.	None Specified		
Student Council will create activities centered around leadership and promote activities to support a positive school climate and culture. Leadership will meet prior to the start of school to welcome new students and our remote learners back to campus. The student leaders will spend the day with the site administrator to plan community-building and ice breaker activities. The administration will work with a group of teachers in designing a house system to promote a positive culture among the community. Our houses will meet two times a month for thirty minutes and participate in Social Emotional Learning led by our student leaders and staff members.	August-June	Upper grade teachers	Teacher Stipend	1000-1999: Certificated Personnel Salaries	Instruction	1850.00
			Pizza lunch	4000-4999: Books And Supplies	Instruction	50.00
Cypress staff will use Sanford Harmony to support the social and emotional learning for students- Teachers will focus on units	August-June	Administration, Staff		None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
connected to empathy, diversity, inclusion, communication, peer relationships, problem-solving and critical thinking. The counselor will work with teachers each month on their implementation of Sanford Harmony and support with supplemental lessons in the classroom. In addition to modeling community circles as a way to promote inclusion and build a sense of community.						
Staff will implement Board Resolutions which provide students instruction connected to Hispanic Heritage, Anti Bullying, Inclusivity, Black History, Women in History, and Asian Pacific Islanders. The Cypress IMT will incorporate activities and diverse literature during the students' assigned library times. The principal will provide activities and resources in Family Communications.	August-June	Administration, Teachers and Counselor		4000-4999: Books And Supplies	Instruction	100
Every Wednesday the Site Administrator will communicate via Blackboard different events for parents and students that are offered by PTA, Newbury Park School Clusters, and District. For example, each year our Newbury Park Cluster holds a Cluster ELAC meeting in the spring, so we would collectively communicate. Also, we provide communications to our 5th-grade parents about events connected to Sequoia's incoming 6th grade students.	August-June	Administration, PTA, GATE Facilitator, ELD facilitator, teachers		None Specified		
Cypress will host an informational night for our English Language	September, January and	Administration, DELAC parent		None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parents. This will inform our parents about the ELPAC tests, the services offered, additional interventions such as Lexia, Smarty Ants, Imagine Math and Literature.	March	volunteer, ELD facilitator and ELD advisor, Academic Specialist and parents.	None Specified			
Work with CVUSD Tech Tosa to integrate technology into teacher lesson designs to enhance student engagement and build our Cypress Community.	September-January	Admin & Staff	Train teachers on programs in the Makerspace and other CVUSD applications	1000-1999: Certificated Personnel Salaries	District Funded	

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The pandemic limited us in what we could do as a community. While it was our goal to keep our remote students connected to the Cypress Community there were several barriers that we encountered over the course of the year that impacted the success of this. Additionally, we faced several barriers with various site-provided technologies versus district provided. A success was that when we had activities during lunch like a lunch bunch group, or GATE activities, virtual PTA events, or Tiger Time this afforded our students regardless of the learning preference to be together.

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

We will continue to focus and target on rebuilding the relationships for our school community since many students and families were prohibited from participating in large groups, events, and activities for so long. Our PTA met its goal of providing several events either virtual or in-person in order to maintain togetherness. Our PTA Reflections program was strong last year and we had several students recognized for their artistic creations. Digital communication was imperative to keeping our community informed with events

and overall student achievement. However, we found it difficult to plan for parent engagement speakers due to the uncertainty of the pandemic. The knowledge we gained from implementing instruction virtually will enhance our ability to continue to move forward with a parent engagement series as well as consider having it conducted virtually as our community is becoming more adept at virtual experiences. We feel this might also assist us in increasing our overall parent engagement and participation.

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.

For the 2021-2022 school year we will use guidance from the VCPH, CDPH and our District Office to determine safety requirements aligned to social distancing and gathering in large groups when planning for activities and events. We are appreciative of the fact that we have the ability to offer in person events and virtual events for our community.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

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	\$84,426.73

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 (\$)
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Subtotal of additional federal funds included for this school: \$

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 (\$)
	\$0.00
0860	\$720.00
OTRM	\$4,564.00
District Funded	\$11,000.00
Instruction	\$30,642.73
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$37,500.00

Subtotal of state or local funds included for this school: \$84,426.73

Total of federal, state, and/or local funds for this school: \$84,426.73

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
OTRM	4564.00	0.00
Instruction	30,642.73	0.00
0860	720.00	0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)		

Expenditures by Funding Source

Funding Source	Amount
	0.00
0860	720.00
OTRM	4,564.00
District Funded	11,000.00
Instruction	30,642.73
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	37,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	60,168.76
2000-2999: Classified Personnel Salaries	2,700.00
3000-3999: Employee Benefits	39.00
4000-4999: Books And Supplies	5,043.97
5800: Professional/Consulting Services And Operating Expenditures	16,475.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified		0.00
1000-1999: Certificated Personnel Salaries	0860	720.00
1000-1999: Certificated Personnel Salaries	OTRM	4,564.00
1000-1999: Certificated Personnel Salaries	District Funded	11,000.00
1000-1999: Certificated Personnel Salaries	Instruction	7,884.76
2000-2999: Classified Personnel Salaries	Instruction	2,700.00
3000-3999: Employee Benefits	Instruction	39.00
4000-4999: Books And Supplies	Instruction	3,543.97
5800: Professional/Consulting Services And Operating Expenditures	Instruction	16,475.00
1000-1999: Certificated Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	36,000.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	36,769.97
Goal 2	45,656.76
Goal 3	2,000.00

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
Carey Bartlow	Principal
Patti McRae	Other School Staff
Lisa Ross	Classroom Teacher
Mary ZeMans	Classroom Teacher
Tammy Sherrard	Classroom Teacher
Chrissy Peasley	Parent or Community Member
Gladys Koscak	Parent or Community Member
Andrea Yusim	Parent or Community Member
Sarah Rosas	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
	District Advisory Committee Representative
	English Learner Advisory Committee Representative
	Gifted and Talented Education Program Advisory Committee Representative
	School Site Representative
	Special Education Advisory Committee Representative

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 9/21/21.

Attested:

	Principal, Carey Bartlow on 9/16/2021
	SSC Chairperson, Sarah Rosas on 9/22/21

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

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

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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