



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	August 30th, 2022	September

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 include the 2021-22 and 2022-23- CAASPP data as an important reference, and they will also include local data from the 2022-23 school year.

The Comprehensive Needs Assessment and SPSA goals are developed in collaboration with school site stakeholder groups, including the School Site Council and English Learner Advisory 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.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	3
Comprehensive Needs Assessment Components	5
Data Analysis	5
Surveys	5
Classroom Observations.....	5
Analysis of Current Instructional Program.....	6
Educational Partner Involvement.....	13
Resource Inequities	14
School and Student Performance Data	15
Student Enrollment.....	15
CAASPP Results.....	17
ELPAC Results	21
Student Population.....	24
Overall Performance	26
Academic Performance.....	28
Academic Engagement.....	34
Conditions & Climate.....	38
Goals, Strategies, & Proposed Expenditures.....	41
Goal 1.....	41
Goal 2.....	51
Goal 3.....	59
Goal 4.....	65
Goal 5.....	71
Goal 6.....	73
Budget Summary	75
Budget Summary	75
Other Federal, State, and Local Funds	75
Budgeted Funds and Expenditures in this Plan	76
Funds Budgeted to the School by Funding Source.....	76
Expenditures by Funding Source	76
Expenditures by Budget Reference	76
Expenditures by Budget Reference and Funding Source	77
Expenditures by Goal	78
School Site Council Membership and Assurances	79

Advisory Council Recommendations	80
Instructions.....	81
Instructions: Linked Table of Contents	81
Purpose and Description.....	82
Educational Partner Involvement	82
Resource Inequities	82
Goals, Strategies, Expenditures, & Annual Review	83
Annual Review	84
Budget Summary	85
Appendix A: Plan Requirements	87
Appendix B:.....	90
Appendix C: Select State and Federal Programs	92

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 conducted an annual feedback survey for the 2022-2023 school year. The results reflect the following: Students in grades 4-12, certificated and classified staff, and parents/guardians.

83% of parents/guardians reported that their student(s) seem eager to attend school each day.

85% of parents/guardians reported that their student(s) school(s) were inclusive environments that value all people.

86% of parents/guardians reported that their student's school was physically safe.

92% of parents/guardians reported that they are informed regarding their student(s) academic progress.

84% of parents/guardians reported that they are comfortable sharing their thoughts and ideas at their student's school.

93% of parents/guardians reported that teachers and staff treat them respectfully.

98% of elementary students reported they feel their teachers care about them.

93% of elementary students reported that their school is inclusive.

90% of middle and high school students reported feeling their teachers care about them.

89% of middle and high school students reported that their counselors care about them.

79% of middle and high school students reported feeling their school is an inclusive environment that values all people.

73% of middle and high school students reported that they know an adult on campus that they can go to when they are feeling sad, upset, or worried.

91% of staff reported that working for CVUSD is a positive experience.

87% of staff reported that they are comfortable discussing workplace issues with their supervisors.

92% of school site staff reported that students feel at school.

83% of school site staff reported that students are engaged and motivated.

95% of school site staff reported that their school site embraces diversity; and 94% reported that their school site embraces inclusion.

Cypress Elementary School Data:

95% or more students will agree that the staff at Cypress work to create an inclusive environment.

80% or more 4th and 5th grade students will report that they are excited to go to school each day.

90% or more 4th and 5th graders will feel a strong connection to the school community

90% or more of 4th and 5th graders will know what to do when they are frustrated at school.

90% of 4th and 5th graders feel like they have an adult on campus they can go to with a problem

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 on and off schedule 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 the Superintendent, Assistant Superintendent, and Instructional Services Directors regularly walk through classrooms to observe student learning and instruction. School sites also engaged in UDL walkthroughs facilitated by site and district staff to observe best practices in classrooms.

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, Reading Inventory that generates a Lexile score , 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 California (ELPAC) and curriculum-based unit and formative assessments.

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

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 a Lexile test, 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 2022-23 school year, principals will continue to track data using Mastery Connect, Canvas, ESGI, Report Card data, 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, Race/Ethnicity, Special Education, Homeless, and Foster Youth.

CVUSD expanded the use of ESGI to include all teachers in grades TK-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 align with the standards and curricula for each subject.

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, Social Emotional Learning, 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.

During the week of August 15 to 19, 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, 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.

CVUSD maintains 3 pupil-free professional learning days. Provided 2 days of all-district professional development on August 22nd and November 1st with the focus on Universal Design for Learning and the intersections with social-emotional learning and diversity, equity, and inclusion. Designated focus UDL Checkpoints for the year 7.2 (optimizing relevance, value, and authenticity) and 8.3 (fostering collaboration and community). Provided opportunities for teachers to engage in the practice of designing for equitable first instruction. Introduced strategies for optimizing student voice and choice. March 17th provided important training to all elementary students on positive behavior supports and understanding the key functions of behavior, while secondary teachers participated in in-depth discussions on the pillar of “accuracy” from Joe Feldman’s book “Grading For Equity”.

In addition, during the 2022-23 school year, a cohort of secondary English teachers participated in the UCLA Center X professional development series, (De)Normalizing Literature, to develop instructional strategies for the teaching of diverse core literature titles.

All elementary and secondary counselors participated in on-going professional development on social-emotional learning with a specific emphasis on the CASEL competencies: self-management, social-awareness, self-awareness, responsible decision-making, and relationship skills. In addition, all counselors and site administration are participating in the Hatching Results professional learning series to develop a comprehensive school counseling program (TK-12) that addresses students' academic, college and career, and social-emotional development.

CHANGE: Cypress classroom teachers will all be International baccalaureate trained teachers by the winter of 2022. On August 12th 2022, the Cypress teaching staff was provided an additional professional development day to work on insuring every classroom's instruction is aligned with the International Baccalaureate standards. Two additional half-day staff development days will be held this school year to build units of inquiry according to IB standards. The international Baccalaureate standards align with the districts Universal Design for Learning initiative as well as focus on diversity, equity and inclusion.

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 specifically targets student groups, namely students with disabilities and English Learners, that have underperformed significantly compared to same age peers 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. All teachers are provided with professional learning on the intersection of UDL, DEI and SEL and the importance of focusing on student engagement and student voice.

Administrators engage in professional development related to DEI, UDL, PLCs, Restorative Justice, and trauma informed care to lead sites in using inclusive and supportive practices with students and families.

Additionally, English Learner Advisor Teachers and GATE Facilitators at each school site receive monthly professional development on meeting the needs of English Learners and GATE students in the classroom. 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 MTSS, SEL, Core Literature, report cards, curriculum and assessment, and technology.

Elementary school site reps will be trained this year on arts integration in the classroom using standards for drama/theater. These strategies also include social emotional learning and using instructional strategies for all learning modalities.

During the August 17th International Baccalaureate staff development day, a special emphasis was placed upon aligning assessments with the IB standards for assessments.

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, Transitional Kindergarten, UDL and Intervention, and GATE. The TOSAs provide on-going 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 assessments, 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 2023-24 School Year, all TK-5 teachers are implementing the adopted ELA/ELD Wonders Program. In addition, CVUSD teachers and administrators created grade level pacing guides for 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. In 2022-2023, CVUSD adopted new instructional materials for History/Social Science, which had not been updated since 2006.

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 materials 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, general education and special education 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 and Imagine Learning 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 implemented online supplemental intervention programs in literacy and math, such as: Lexia Reading and IXL Math. 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. Using the UDL framework, teachers consider students needs for engagement, representation and action and engagement. 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: Universal Design for Learning, Multi-Tiered Systems of Support (MTSS), PLC's, 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, Science of Reading 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. English as a Second Language classes for parents 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. In addition, parents are encouraged to participate in trainings provided by Project 2Inspire staff where they present information about the US school system and other relevant topics.

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.

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 X Site's SPSA 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' 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.

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 Cypress' SPSA 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' 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:

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

Title II/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, and EE. 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.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

June 2023- 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 2023- Met as a Site Council and reviewed the SPSA for the 2023-2024 school year. The Site Council will vote on the proposed SPSA for the upcoming year.

September 2023- Met as a Site Council and reviewed any feedback for the SPSA for the 2023-2024 school 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 Group	Student Enrollment by Subgroup			Number of Students		
	Percent of Enrollment	20-21	21-22	22-23	20-21	21-22
American Indian	%	%	0%		0	0
African American	0.8%	1.45%	0.34%	2	4	1
Asian	6.4%	5.45%	6.16%	17	15	18
Filipino	0.4%	0.36%	0%	1	1	0
Hispanic/Latino	12.8%	14.55%	18.15%	34	40	53
Pacific Islander	0.8%	0.36%	0%	2	1	0
White	69.6%	67.27%	65.07%	185	185	190
Multiple/No Response	9.4%	10.55%	10.27%	25	29	30
	Total Enrollment			266	275	292

Student Enrollment Enrollment By Grade Level

Grade	Student Enrollment by Grade Level		
	Number of Students		
	20-21	21-22	22-23
Kindergarten	38	51	61
Grade 1	52	35	43
Grade 2	40	53	44
Grade 3	47	43	59
Grade 4	42	51	43
Grade 5	47	42	42
Total Enrollment	266	275	292

Conclusions based on this data:

1. In 2020-2021 Cypress took a huge hit with enrollment. The pandemic drastically had an effect on incoming students. 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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	9	16	18	3.4%	5.8%	6.2%
Fluent English Proficient (FEP)	11	11	15	4.1%	4.0%	5.1%
Reclassified Fluent English Proficient (RFEP)	2			22.2%		

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 Scores			% of Enrolled Students Tested			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3	52	44	59	0	43	59	0	43	59	0.0	97.7	100.0	
Grade 4	40	51	43	0	47	38	0	47	38	0.0	92.2	88.4	
Grade 5	47	41	42	0	41	38	0	41	38	0.0	100.0	90.5	
All Grades	139	136	144	0	131	135	0	131	135	0.0	96.3	93.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2468.	2475.		30.23	44.70		32.56	35.60		30.23	18.60		6.98	5.10
Grade 4		2529.	2528.		55.32	44.70		23.40	31.60		12.77	13.20		8.51	10.50
Grade 5		2548.	2584.		31.71	50.00		46.34	36.80		12.20	2.60		9.76	10.50
All Grades	N/A	N/A	N/A		39.69	44.4		33.59	34.80		18.32	12.60		8.40	8.10

Reading Demonstrating understanding of literary and non-fictional texts														
Grade Level			% Above Standard			% At or Near Standard			% Below Standard					
			20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3				27.91					69.77				2.33	
Grade 4				51.06					44.68				4.26	
Grade 5				34.15					60.98				4.88	
All Grades				38.17					58.02				3.82	

Writing Producing clear and purposeful writing														
Grade Level			% Above Standard			% At or Near Standard			% Below Standard					
			20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3				20.93					62.79				16.28	
Grade 4				25.53					68.09				6.38	
Grade 5				24.39					63.41				12.20	
All Grades				23.66					64.89				11.45	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.60			76.74			4.65	
Grade 4		12.77			80.85			6.38	
Grade 5		26.83			68.29			4.88	
All Grades		19.08			75.57			5.34	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.58			65.12			9.30	
Grade 4		19.15			76.60			4.26	
Grade 5		17.07			68.29			14.63	
All Grades		20.61			70.23			9.16	

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 note 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 Scores			% of Enrolled Students Tested			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3	52	44	59	0	43	59	0	43	59	0.0	97.7	100.0	
Grade 4	40	51	43	0	47	38	0	47	38	0.0	92.2	88.4	
Grade 5	47	41	42	0	41	38	0	41	38	0.0	100.0	90.5	
All Grades	139	136	144	0	131	135	0	131	135	0.0	96.3	93.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2481.	2484.		30.23	40.7		51.16	42.4		11.63	8.5		6.98	8.5	
Grade 4	2519.	2519.		31.91	31.6		40.43	26.3		17.02	39.5		10.64	2.6	
Grade 5	2546.	2569.		41.46	44.7		17.07	31.6		24.39	15.8		17.07	7.9	
All Grades	N/A	N/A	N/A	34.35	39.3		36.64	34.8		17.56	19.3		11.45	6.7	

Concepts & Procedures Applying mathematical concepts and procedures														
Grade Level			% Above Standard			% At or Near Standard			% Below Standard					
			20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3			34.88				60.47				4.65			
Grade 4			40.43				51.06				8.51			
Grade 5			39.02				43.90				17.07			
All Grades			38.17				51.91				9.92			

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems														
Grade Level			% Above Standard			% At or Near Standard			% Below Standard					
			20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3			37.21				51.16				11.63			
Grade 4			27.66				55.32				17.02			
Grade 5			31.71				58.54				9.76			
All Grades			32.06				54.96				12.98			

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		34.88			60.47			4.65	
Grade 4		40.43			53.19			6.38	
Grade 5		29.27			63.41			7.32	
All Grades		35.11			58.78			6.11	

Conclusions based on this data:

1. 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.
 2. 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. | 0% of 3rd-grade students nearly met standards. |
| 3.8% of 3rd-grade students did not meet standards. | |
| 87.9% 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. | |
| 80.4% of 5th-grade students met or exceeded standards. | 10.9% of 5th-grade students nearly met standards. |
| 8.7% of 5th-grade students did not meet 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			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
K	*	*	*	*	*	*	*	*	*	5	7	5	
1	*	*	*	*	*	*	*	*	*	*	4	6	
2	*	*	*	*	*	*	*	*	*	*	*	4	
3	*	*	*	*	*	*	*	*	*	*	*	1	
4	*	*	*	*	*	*	*	*	*	*	*	1	
All Grades										14	14	18	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	5
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	6
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	4
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	1
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	1
All Grades	35.71	7.14	33.3	7.14	50.00	55.6	0.00	35.71	11.1	57.14	7.14	0.0	14	14	18

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
All Grades	35.71	14.29		7.14	64.29		7.14	14.29		50.00	7.14		14	14	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
All Grades	21.43	7.14		21.43	50.00		0.00	42.86		57.14	0.00		14	14	

Listening Domain Percentage of Students by Domain Performance Level for All Students															
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
All Grades	28.57	42.86		42.86	50.00		28.57	7.14		14	14				

Speaking Domain Percentage of Students by Domain Performance Level for All Students															
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
All Grades	28.57	14.29		14.29	64.29		57.14	21.43		14	14				

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
K	*	*		*	*		*	*		*	*		
1	*	*		*	*		*	*		*	*		
2	*	*		*	*		*	*		*	*		
3	*	*		*	*		*	*		*	*		
4	*	*		*	*		*	*		*	*		
All Grades	35.71	14.29		14.29	78.57		50.00	7.14		14	14		

Writing Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
K	*	*		*	*		*	*		*	*		
1	*	*		*	*		*	*		*	*		
2	*	*		*	*		*	*		*	*		
3	*	*		*	*		*	*		*	*		
4	*	*		*	*		*	*		*	*		
All Grades	14.29	42.86		50.00	57.14		35.71	0.00		14	14		

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

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
275	8.4	5.8	Students whose well being is the responsibility of a court.

Total Number of Students enrolled in Cypress Elementary School.

Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	16	5.8
Foster Youth		
Homeless	2	0.7
Socioeconomically Disadvantaged	23	8.4
Students with Disabilities	19	6.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1.5
American Indian		
Asian	15	5.5
Filipino	1	0.4
Hispanic	40	14.5
Two or More Races	29	10.5
Pacific Islander	1	0.4
White	185	67.3

Conclusions based on this data:

1. 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.
2. 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

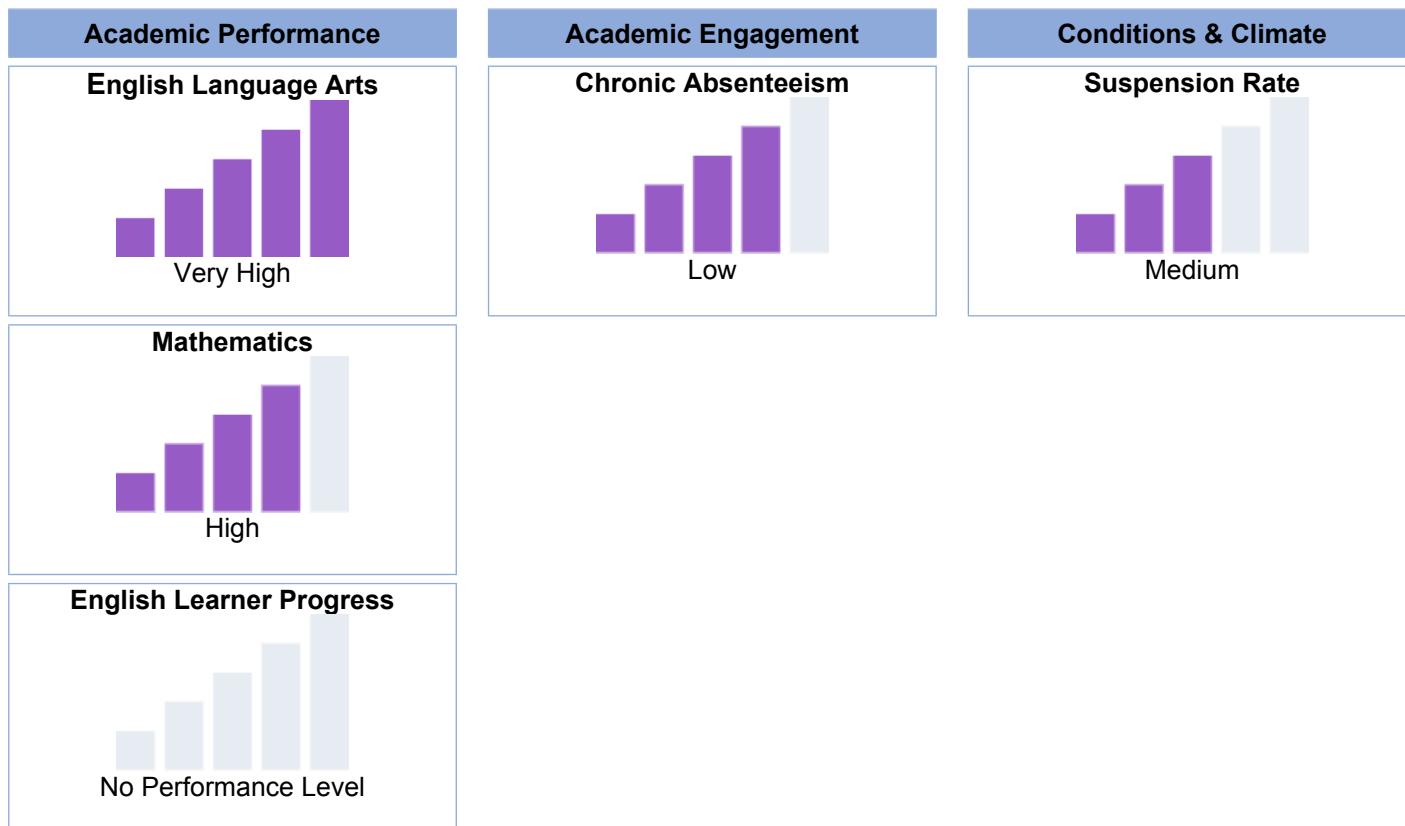
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very Low, Low, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

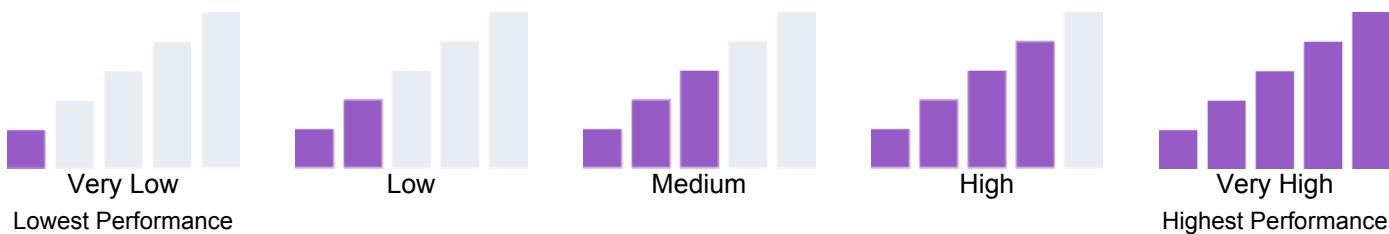
1. Our dashboard for the 2018 school year in the area of English Language Arts increased from Green to Blue.
2. Our dashboard for the 2018 school year in the area of Chronic Absenteeism decreased from Blue to Green.
3. All other areas of our dashboard maintained in the green indicator.

School and Student Performance Data

Academic Performance English Language Arts

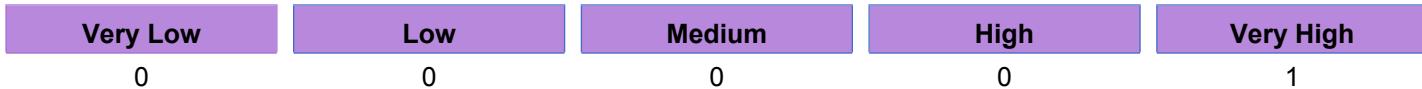
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



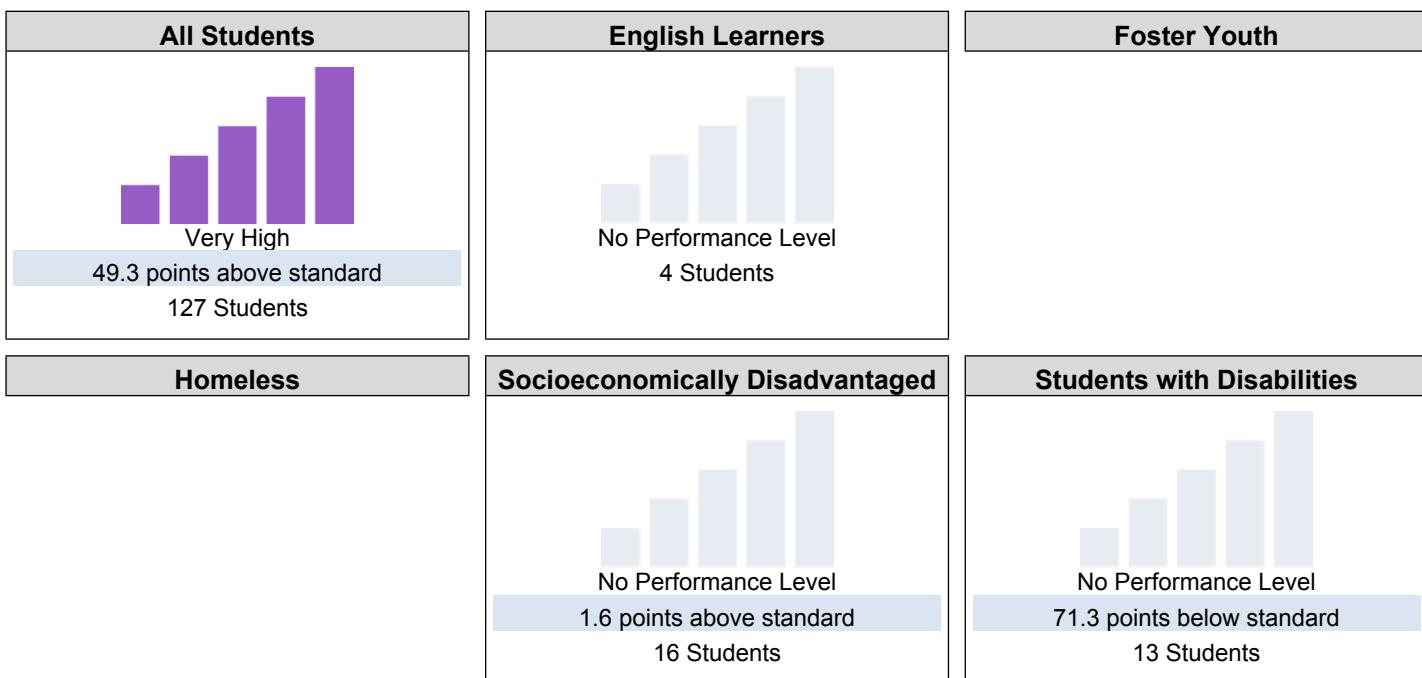
This section provides number of student groups in each level.

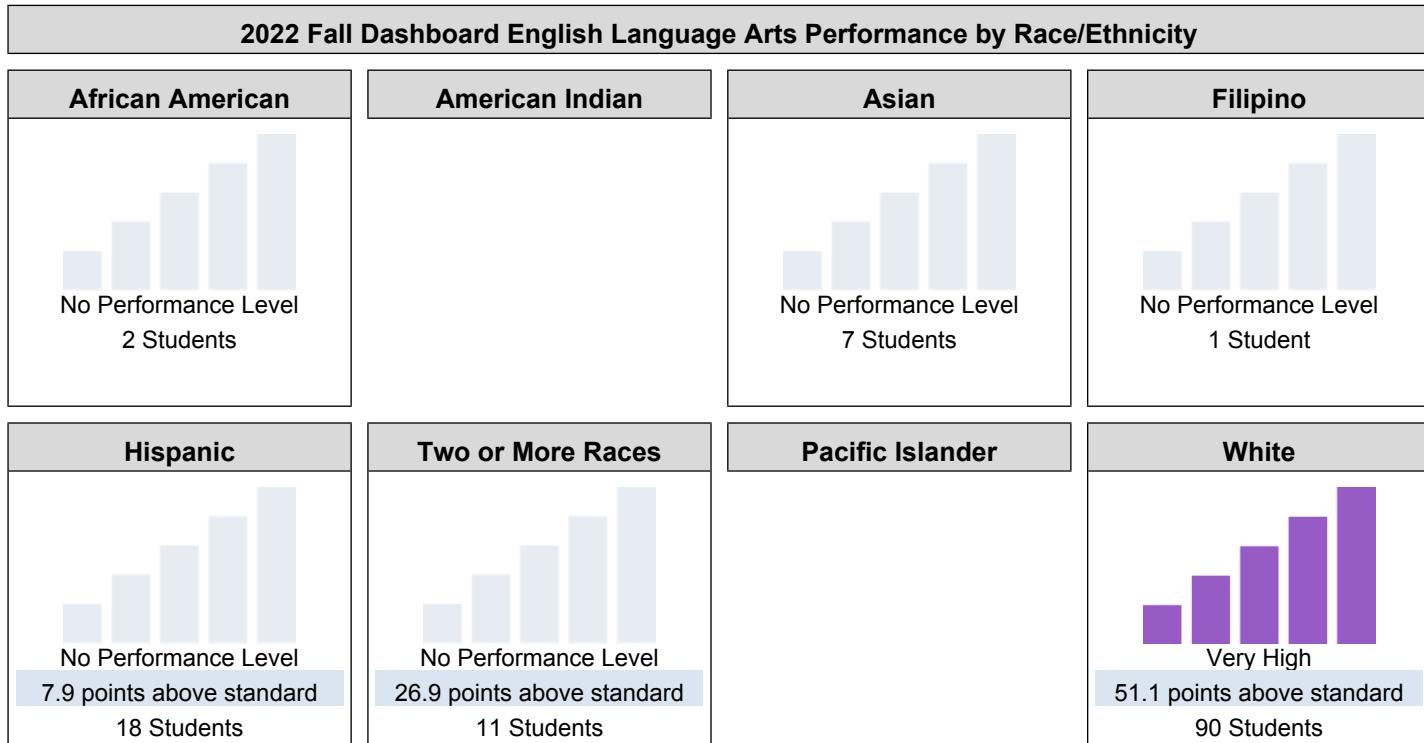
2022 Fall Dashboard English Language Arts Equity Report



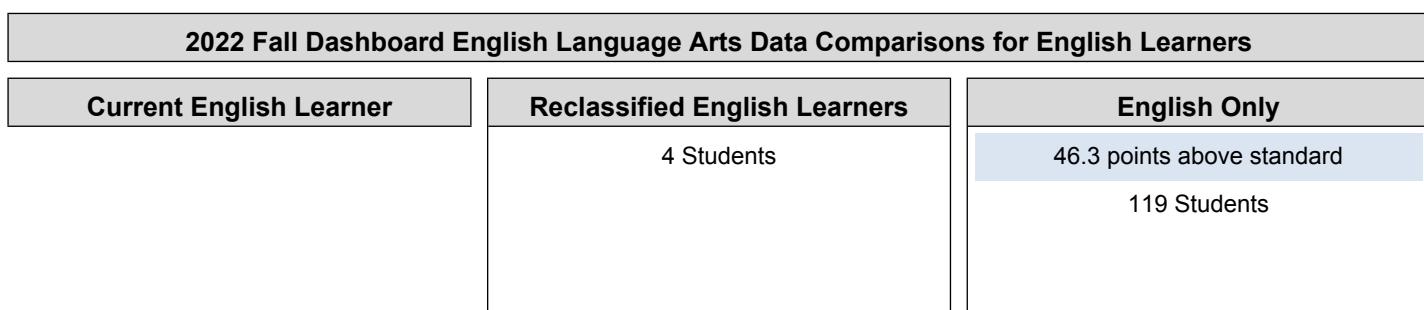
This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group





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



Conclusions based on this data:

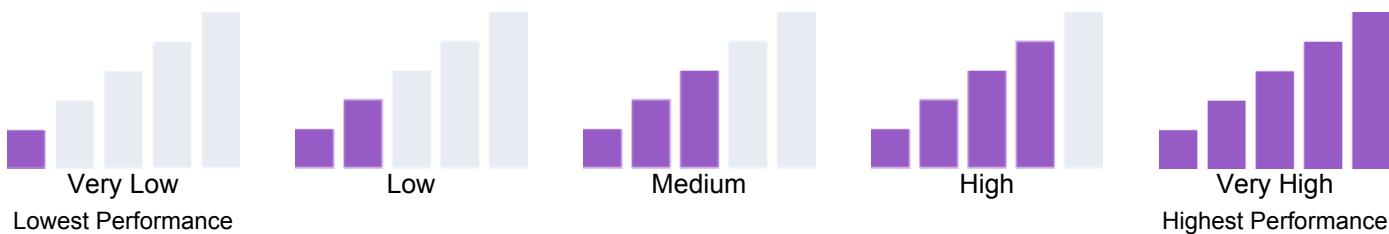
1. In the area of Language Arts there was an increase in academic performance by all students.
2. There was an increase in the following subgroups: socioeconomically disadvantaged, white, and English Only population increased.
3. There was a decrease in academic performance by our Hispanic population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

School and Student Performance Data

Academic Performance Mathematics

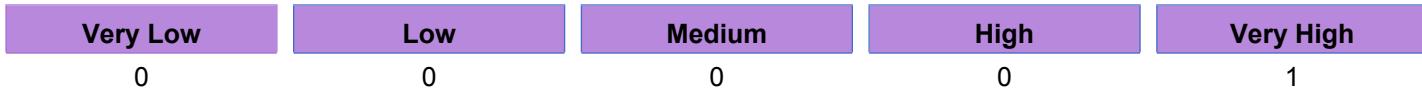
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



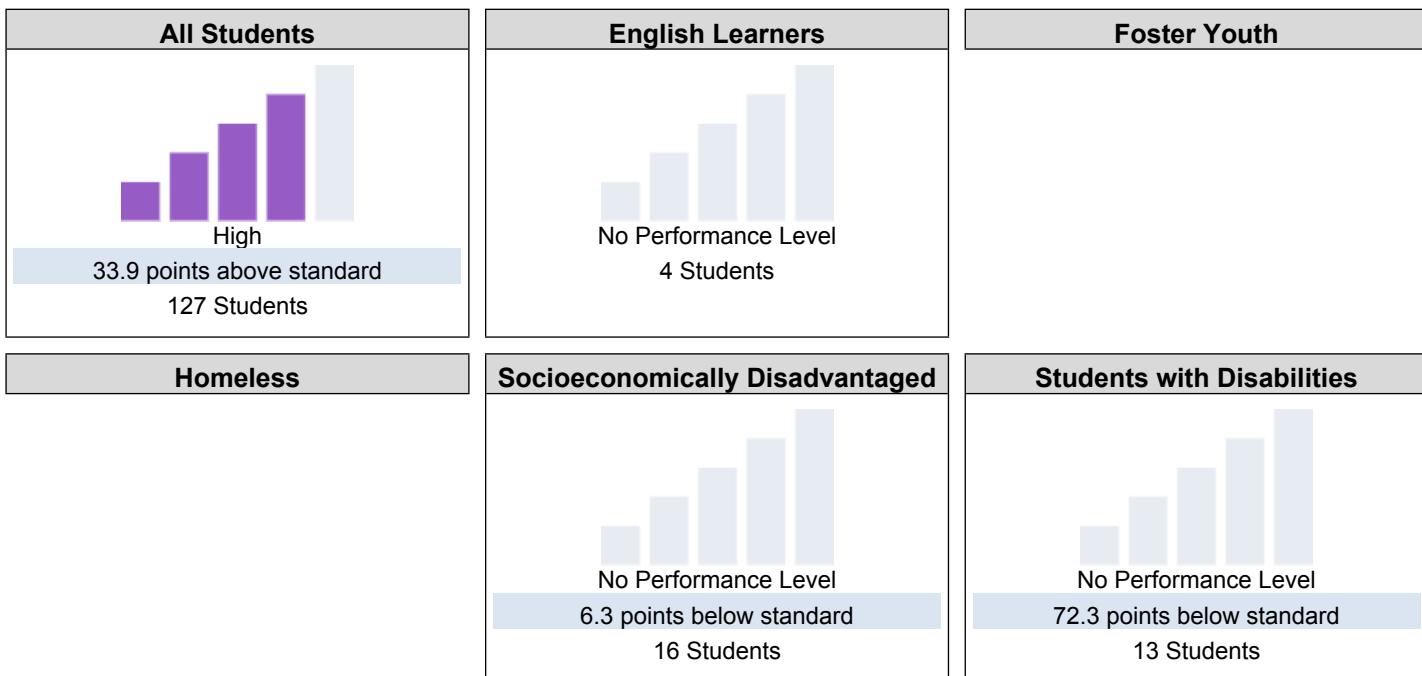
This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report

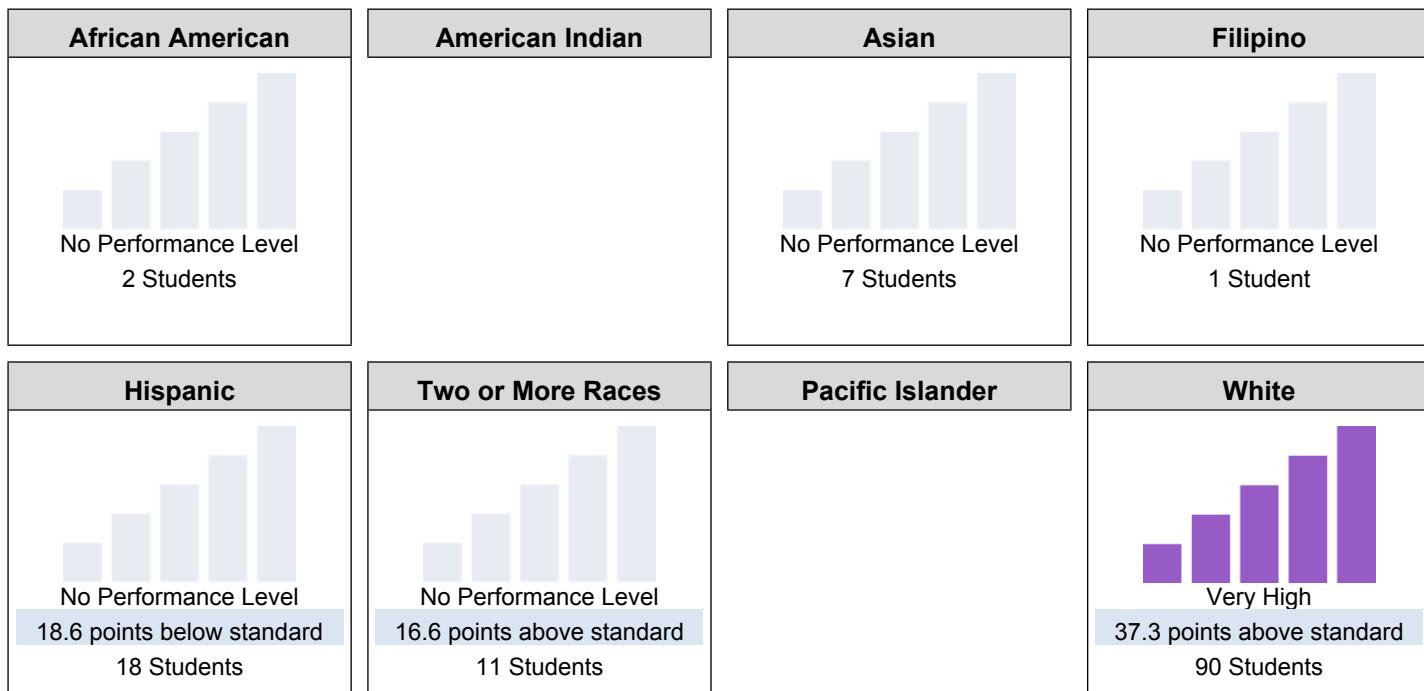


This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students	4 Students	32.7 points above standard 119 Students

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.

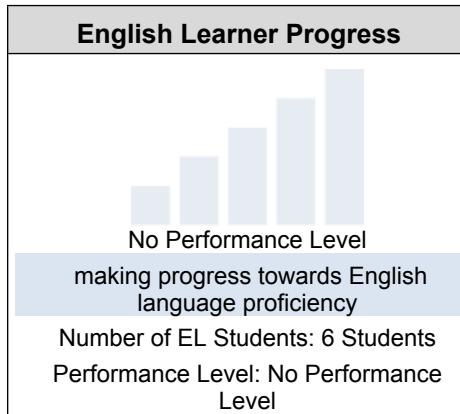
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 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.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
0.0%	0.0%	0.0%	0.0%

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

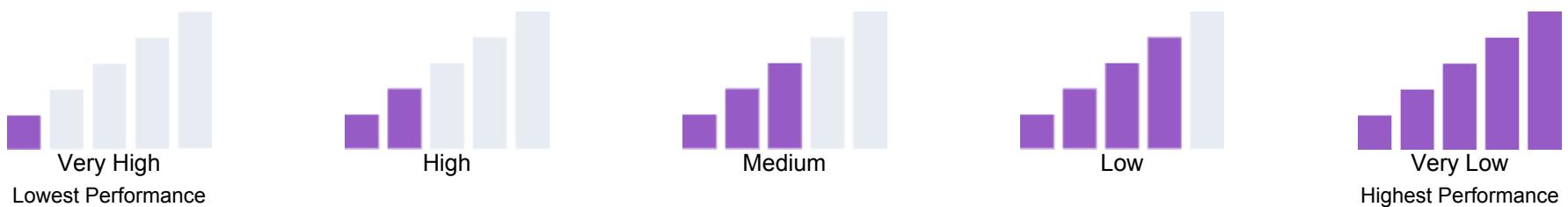
1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



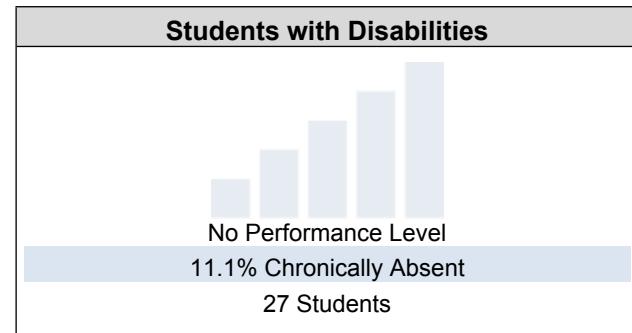
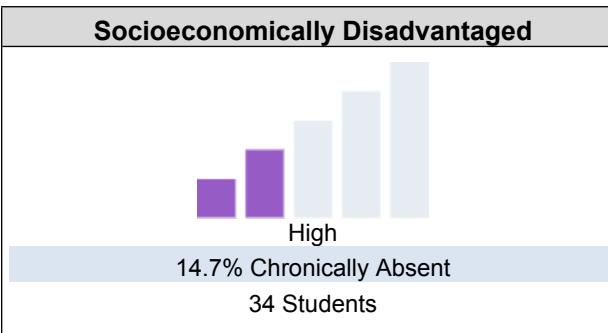
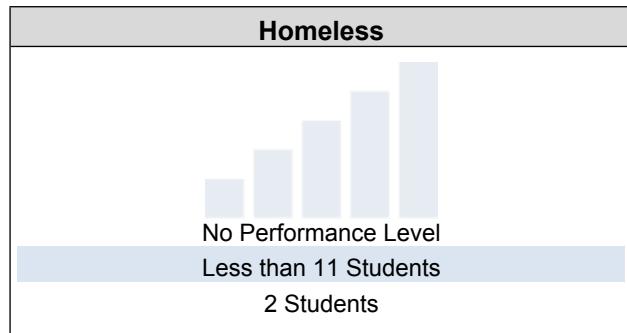
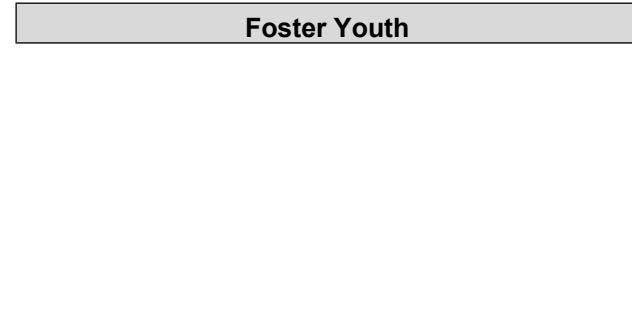
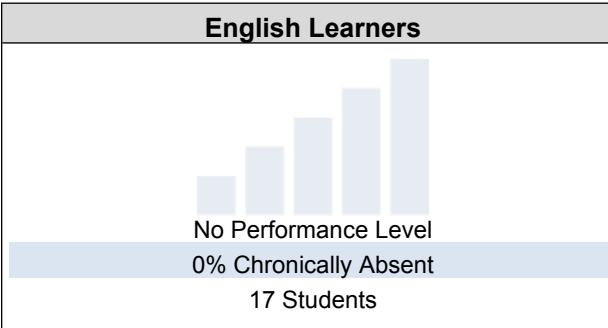
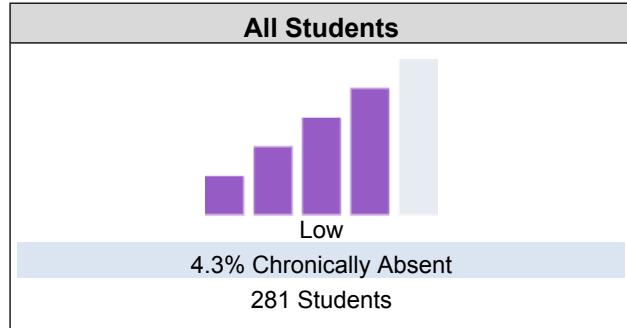
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

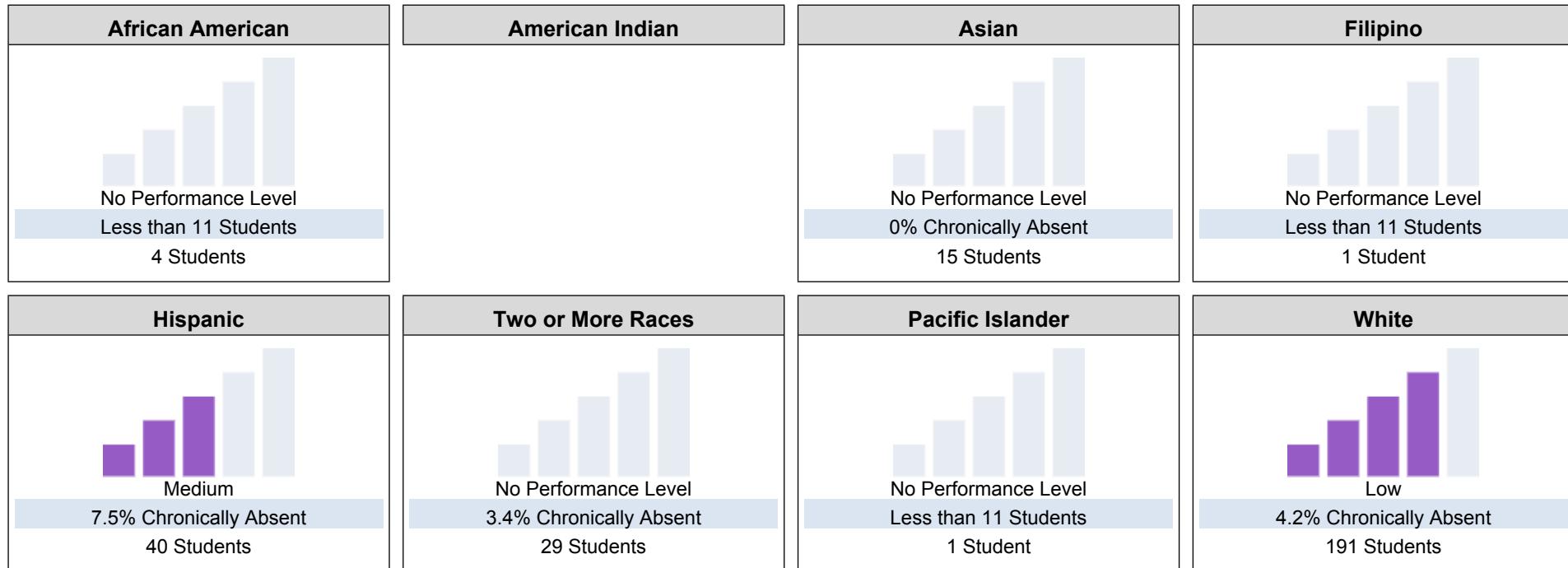
Very High	High	Medium	Low	Very Low
0	1	1	1	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. 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.
2. 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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
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This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low Low Medium High Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students English Learners Foster Youth
Homeless Socioeconomically Disadvantaged Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American American Indian Asian Filipino
Hispanic Two or More Races Pacific Islander White

Conclusions based on this data:

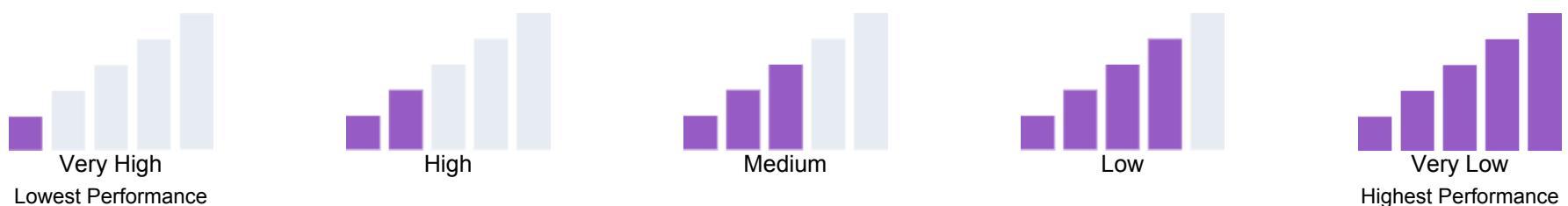
1.

School and Student Performance Data

Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



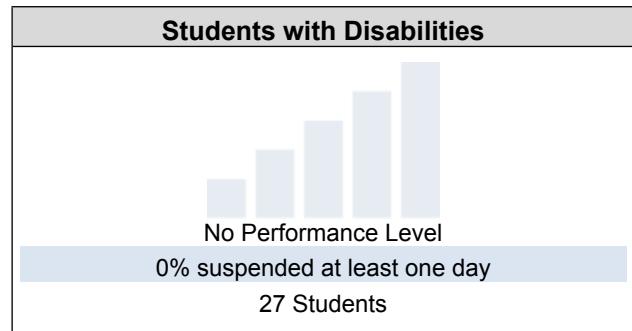
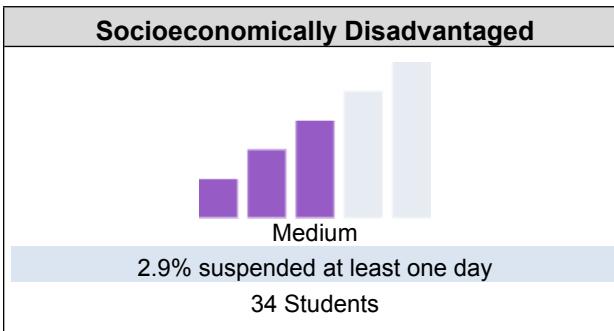
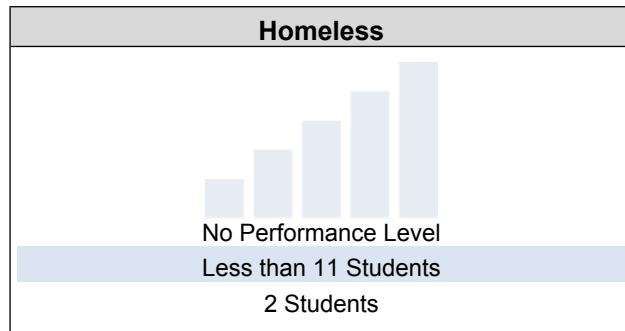
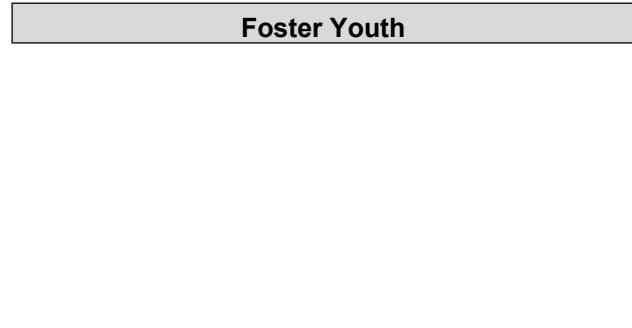
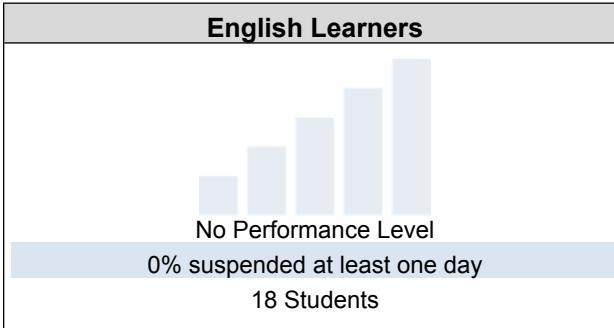
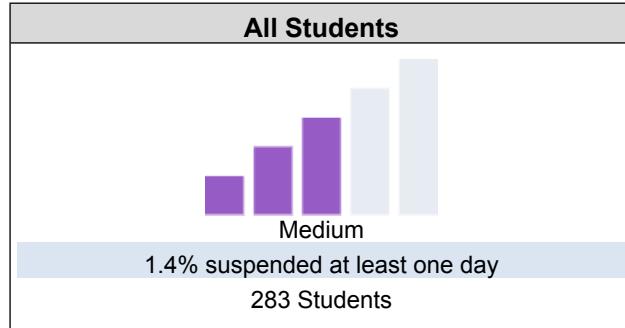
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

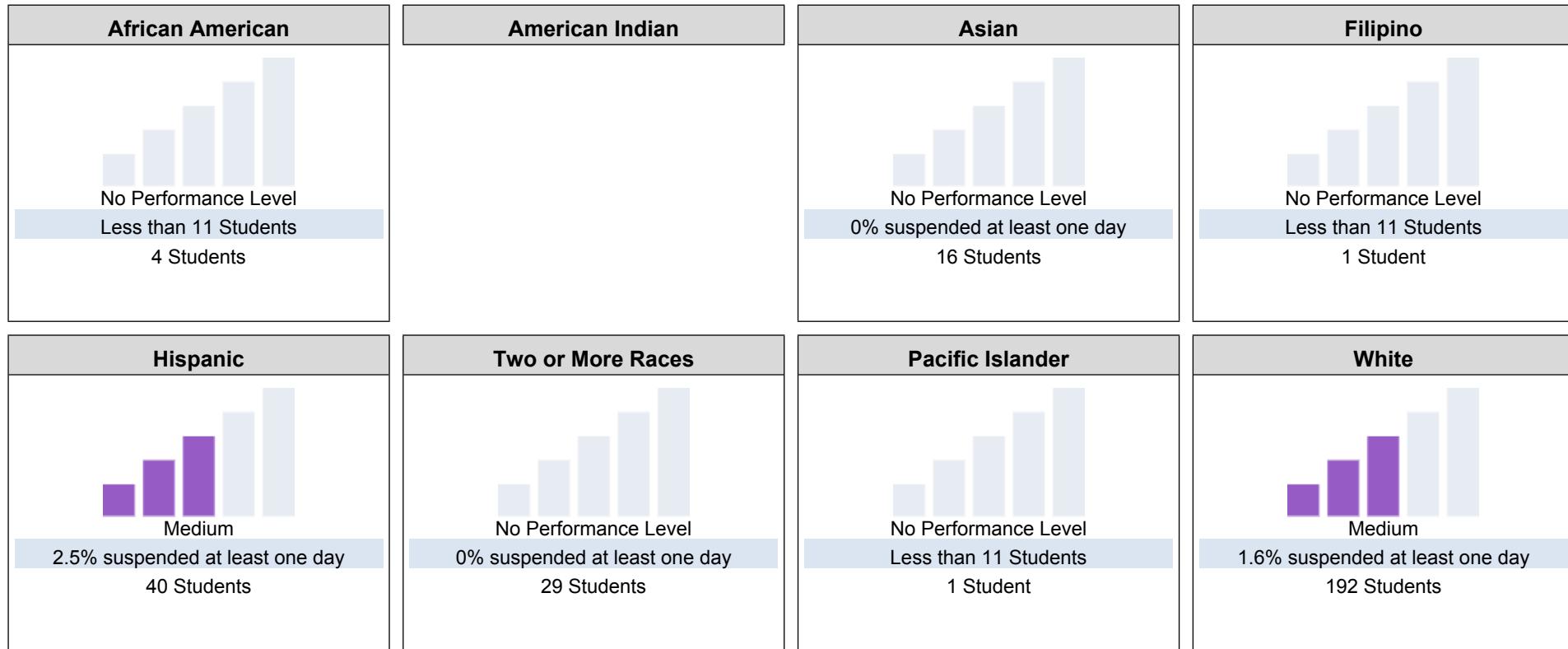
Very High	High	Medium	Low	Very Low
0	0	3	0	0

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



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

Student Success and Achievement in English Language Arts

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

Goal 1

During the 2023-2024 school year, 3rd-5th staff will continue to focus on improving overall SBAC ELA scores, Scholastic Reading Inventory (SRI) scores, reading and writing report card grades and Wonders Unit assessment scores. Staff will also continue to work to improve TK-2nd grade's targeted ELA standards on trimester report cards. Students with disabilities (SWD), English language learners (ELL), and Homeless/Foster youth and socio-economically disadvantaged (SED) students will be monitored closely to determine growth.

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 tier one enrichment within the classroom through the use of UDL strategies.

Goals:

1. By June of 2024, 80% of identified 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 reinforcements to underperforming English Language Learners through small group instruction. Additionally, any underperforming EL student will demonstrate 10% growth in at least one of the following areas: progress towards proficiency on SBAC ELA assessments (grades 3-5), Scholastic Reading Inventory (SRI) scores (grades 3-5), Wonders Unit assessment scores (grades 3-5), Trimester D/F rates in reading and writing (3-5), and/or trimester report card targeted standards (grades TK-2).

2. By June of 2024, D/F rates in grades 3-5 will remain at 5% or below.
3. By June 2024, the percentage of Cypress' 3rd-5th grade students who are score at the proficient or advanced levels on the CAASP will increase by 3% or maintain 85%. This applies to the subgroups SWD, SED, and EL as well.
4. By June 2024, the percentage of Cypress' 3rd-5th grade students who meet or exceed standards on the Wonders unit assessments will increase by 3% or maintain 85%. This applies to the subgroups SWD, SED, and EL as well.
5. By June 2024, the percentage of Cypress' 3rd-5th grade students who are score at the proficient or advanced levels on the Scholastic Reading Inventory will increase by 3% or maintain 85%. This applies to the subgroups SWD, SED, and EL as well.
6. By June 2024, the percentage of Cypress' K-2nd grade students who score a 3 (meeting benchmarks) in targeted ELA report card standards will increase by 3% or maintain 90%. This applies to the subgroups SWD, SED, and EL as well.

Identified Need

1. ELPAC scores show that 62% of a students increased at least one level.
2. 3rd-5th grade D/F rates were averaged for reading and writing. This is baseline data for 2023.
 - In grade 3, 6% of students received a D/F
 - In grade 4, 7% of students received a D/F
 - In grade 5, 8% of students received a D/F

3. The 2023 SBAC results:

ELA 2022 2023 growth
3rd all 63% 76% +13%
3rd SED 29% 50% +21%
3rd EL 0% 100% +100%
3rd SWD 50% 67% +17%
4th all 79% 77% -2%
4th SED 67% 83% +16%
4th EL 100% 100% 0%
4th SWD 33% 83% +50%
5th all 78% 85% +7%
5th SED 43% 100% +57%
5th EL none -

5th SWD 33% 34% +1%

4. Three Wonders unit assessments were averaged for ELA and the benchmark exams for math in grades 3rd-5th.
 - In third grade the overall population and SED students increased scores by 2% each. SWD decreased by 6% and the EL decreased by 24%.
 - In fourth grade, SWD increased by 27%, the SED increased by 3%, and the ELL increased by 13%. The overall population decreased by 5%.
 - In fifth grade, SWD increased by 31%, SED increased by 3%, there were no EL students in fifth grade, and the overall population increased by 8%.
5. Scholastic Reading Inventory (SRI) was assessed three times throughout the school year.
 - In grade 3, SRI scores increased by 8%.
 - In grade 4, SRI scores increased by 7%
 - In grade 5, SRI scores increased by 6%
6. Targeted report card ELA standards were compare from 2022-2023 for Kindergarten to second grade.
 - In kindergarten, the overall population decreased by 8%, SED students decreased by 14%, and the EL decreased by 10%. There were no SWD students.
 - In first grade, the overall population decreased by 2%, there were no SED and SWD in 2022 to compare. SWD has a baseline of 38% and SED has a baseline of 88%
 - In second grade, the overall population increased by 2%, SWD increased by 57%, EL maintained at 100%, there were no SED and SWD students in 2022 to compare.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Local Assessment data/ Wonders Unit tests Grades 3rd-5th	Last year was the first year the school took Wonders assessments so this is baseline data. The scores below reflect the average percentage of students who met or exceeded benchmarks for units 2, 4, and 6 disaggregated by EI, SED, SWD and all students.	By June 2024, the percentage of Cypress' 3rd-5th grade students who meet or exceed standards on the Wonders unit assessments will increase by 3% or maintain 85%. This applies to the subgroups SWD, SED, and EL as well.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>22-23: 3rd Grade: All students 79%, EL students 67%, SED students 67%, and SWD 66%</p> <p>21-22: 3rd Grade: All students 74%, EL students 40%, SED students 67%, and SWD 72%</p> <p>22-23: 4th Grade: All students 70%, EL students 65%, SED students 66%, and SWD 76%</p> <p>21-22: 4th Grade: All students 75%, EL students 52%, SED students 63%, and SWD 50%</p> <p>22-23: 5th Grade: All students 81%, EL students 72%, SED 70%, and SWD 68%</p> <p>21-22: 5th Grade: All students 73%, EL students (no 5th graders fit this category), SED 67%, and SWD 73%</p>	
2. Report Card Data for K-2 students	<p>The district has identified three targeted standards for grades K-2 in math and ELA. The results of the data create a baseline to build improvements upon. These targeted standards are reflected in the trimester report card using a 1-3 scale, 3 indicating meeting standards.</p> <p>For the data below, it is important to note the total population of the sub groups.</p> <p>Kindergarten; All students 36, EL 5, SED 1, SWD 1</p> <p>First grade; All students: 36, EL 4, SED 0, SWD 0</p>	<p>By June 2024, the percentage of Cypress' K-2nd grade students who score a 3 (meeting benchmarks) in targeted ELA report card standards will increase by 3% or maintain 90%. This applies to the subgroups SWD, SED, and EL as well.</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Second Grade: All students: 54, EL 1, SED 1, SWD 3

In kindergarten, the targeted standards for ELA are, 'fluently names letters', 'blends sounds', and 'knows high frequency words'.

21/22: All students 91%, EL students 93%, SED students 100%, and SWD 67%
22/23: All students 83%, EL students 83%, SED students 86%, and SWD no students

In first grade the targeted standards in ELA are, 'blends', phonics', high frequency words', and fluency.

21/22: All students 93%, EL students 81%, SED no students, SWD no students
22/23: All students 91%, EL students 100%, SED 88%, SWD 38%

In second grade, the targeted standards for second grade are, 'phonics', reads accurately', 'reads fluently', and 'Knows high frequency words'.

21/22: All students 92%, EL students 100%, SED students 0%, SWD students 0%
22/23: All students 93%, EL students 100%, SED students 90%, SWD students 94%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3. Scholastic Reading Inventory Results	<p>Scholastic Reading Inventory (SRI) results (Grades 3-5)</p> <p>The data represented below reflect students who met or exceeded grade level benchmark for the SRI.</p> <p>2021-2022</p> <ul style="list-style-type: none"> 5th Grade: 89% 4th Grade: 82% 3rd Grade 85% <p>2022-2023</p> <ul style="list-style-type: none"> 5th Grade: 93% 4th Grade: 95% 3rd Grade 95% 	<p>By June 2024, the percentage of Cypress' 3rd-5th grade students who are score at the proficient or advanced levels on the Scholastic Reading Inventory will increase by 3% or maintain 85%. This applies to the subgroups SWD, SED, and EL as well.</p>
4. ELPAC Data	<p>For the 21/22 school year, Thirteen students were identified as an English Learner (EL). Of those students:</p> <ul style="list-style-type: none"> 1 student decreased one level 3 students did not increase or decrease a level 6 students made the targeted one level growth 2 students made two levels of growth 1 student made three levels of growth <p>For the 22/23 school year, Eighteen students were identified as an English Learner (EL). Of those students:</p> <ul style="list-style-type: none"> 5 students received baseline data 1 student decreased one level 4 students did not increase or decrease a level 	<p>By June of 2024, 80% of identified 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.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome																																																				
	<p>5 students made the targeted one level growth 3 students made two levels of growth 0 student made three levels of growth</p>																																																					
5. SBAC data	<p>ELA SBAC results were compared to the 2022 test scores. The data below shows where there was growth and a decline in scores.</p> <table> <thead> <tr> <th>ELA</th> <th>2022</th> <th>2023</th> <th>growth</th> </tr> </thead> <tbody> <tr> <td>3rd all</td> <td>63%</td> <td>76%</td> <td>+13%</td> </tr> <tr> <td>3rd SED</td> <td>29%</td> <td>50%</td> <td>+21%</td> </tr> <tr> <td>3rd EL</td> <td>0%</td> <td>100%</td> <td>+100%</td> </tr> <tr> <td>3rd SWD</td> <td>50%</td> <td>67%</td> <td>+17%</td> </tr> <tr> <td>4th all</td> <td>79%</td> <td>77%</td> <td>-2%</td> </tr> <tr> <td>4th SED</td> <td>67%</td> <td>83%</td> <td>+16%</td> </tr> <tr> <td>4th EL</td> <td>100%</td> <td>100%</td> <td>0%</td> </tr> <tr> <td>4th SWD</td> <td>33%</td> <td>83%</td> <td>+50%</td> </tr> <tr> <td>5th all</td> <td>78%</td> <td>85%</td> <td>+7%</td> </tr> <tr> <td>5th SED</td> <td>43%</td> <td>100%</td> <td>+57%</td> </tr> <tr> <td>5th EL</td> <td>none</td> <td>-</td> <td></td> </tr> <tr> <td>5th SWD</td> <td>33%</td> <td>34%</td> <td>+1%</td> </tr> </tbody> </table>	ELA	2022	2023	growth	3rd all	63%	76%	+13%	3rd SED	29%	50%	+21%	3rd EL	0%	100%	+100%	3rd SWD	50%	67%	+17%	4th all	79%	77%	-2%	4th SED	67%	83%	+16%	4th EL	100%	100%	0%	4th SWD	33%	83%	+50%	5th all	78%	85%	+7%	5th SED	43%	100%	+57%	5th EL	none	-		5th SWD	33%	34%	+1%	<p>By June 2024, the percentage of Cypress' 3rd-5th grade students who are score at the proficient or advanced levels on the CAASP will increase by 3% or maintain 85%. This applies to the subgroups SWD, SED, and EL as well.</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
1. 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	October	Staff, Administration	EL Advisor Stipend	1000-1999: Certificated Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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, and Imagine Literature will be considered in the plan. We will also work with the IB TOSA to evaluate the comprehensive language policy that addresses current students and their native languages.			2 days roving substitute EL facilitator salary	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	0010 Other	250
2. Cypress will employ English Language Arts Academic specialists to provide targeted intervention to students (including, ELD, SED, SWD). They will work with small groups of Tier II students to provide targeted intervention in their areas of need. They will also receive 1 hour paid prep per week. 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.	September-May	Staff, Administration	Academic Specialist Academic Specialist Academic Specialist Academic specialist Academic specialist Academic specialist Academic specialist Academic specialist	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries	ESSER III - Learning Loss ESSER III - Learning Loss ESSER III - Learning Loss ESSER III - Learning Loss ESSER III - Other Allowable Uses ESSER III - Other Allowable Uses ESSER III - Other Allowable Uses ESSER III - Other Allowable Uses	3750 3750 3750 3750 4225 4225 3900 1725

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3. UDL learning walks	September-May	Staff/ Administration	Staff and teachers will participate in UDL walks to improve and support effective best practices.	None Specified		0
4. 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 for all students which include our EL, 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.	August-June	Staff, Administration	See-Saw, Lexia, IXL, ESGI Smarty Ants, Imagine math and literature (ELD) Read Live (SWD) Reading Counts program	4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies	District Funded District Funded 0010 Other	232.00
5. Teachers will periodically meet with specialists to monitor growth towards goals and revise tier 2 support.	August, December, March	Staff & Administration	Substitute salaries for meetings.	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	900
6. 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	6 roving subs for SST meetings	1000-1999: Certificated Personnel Salaries	0010	1,272.00

Annual Review

SPSA Year Reviewed: 2022-23

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 collaboration between the intervention specialists and teachers was instrumental in the growth displayed since the 22-23 school year.

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

There were no major changes to the budgeted expenditures. Intervention specialists that were hired for tier 2 intervention were crucial to the improvement of student success, especially the following groups of students; students with disabilities (SWD), English Learners (EL), and Socio-economically Disadvantaged (SED).

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. Cypress will continue to provide MTSS targeted intervention from all students to our most vulnerable students. We will utilize data from Trimester 3 in 2023 and initial diagnostic tools from 2023 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

Student Success and Achievement in Mathematics

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

Goal 2

1. By June 2024, grades 3rd-5th will increase the trimester benchmark scores of all general education, students with disabilities (SWD), English Learners (EL), and Socioeconomically Disadvantaged (SED) by 3% or maintain an 85% average.
2. By June 2024, the percentage of Cypress' 3rd-5th grade students who score at the proficient or advanced levels on the CAASP will increase by 3% or maintain 85%. This applies to the subgroups SWD, SED, and EL as well.
3. By June 2024, 3rd- 5th graders will decrease the number of all general education, students with disabilities (SWD), English Learners (EL), and Socioeconomically Disadvantaged (SED) receiving a D/F in Math on trimester 3 report card by 3%.
4. By June 2024, grades K-2 will decrease the number of all general education, students with disabilities (SWD), English Learners (EL), and Socioeconomically Disadvantaged (SED) receiving a 1 or 2 in targeted math standards on trimester 3 report cards by 3%.

Identified Need

1. Third grade overall math benchmark scores increased 5%, EL increased by 11%, SED increased by 6%, and SWD decreased by 16%.
 - Fourth grade overall math benchmark scores decreased 2%, EL decreased by 20%, SED increased by 4%, and SWD decreased by 16%.

- Fifth grade overall math benchmark scores decreased 2%, EL is a baseline of 85%, SED remained at 67%, and SWD decreased by 20%.

The areas that decreased, will be are the identified areas of need.

2. SBAC scores from 2022 and 2023

2022. 2023. growth

3rd all 81% 83% +2%
 3rd SED 72% 50% -22%
 3rd EL 100% 100% 0%
 3rd SWD 100% 78% -22%
 4th all 72% 58% -14%
 4th SED 67% 50% -17%
 4th EL 100% 100% 0%
 4th SWD 33% 50% +17%
 5th all 69% 76% +17%
 5th SED 14% 0% -14%
 5th EL none 100%
 5th SWD 0% 67% +67%

The areas that decreased, will be are the identified areas of need.

4. Targeted report card math standards were compare from 2022-2023 for Kindergarten to second grade.

- In kindergarten, the overall population decreased by 3%, SED and EL students maintained at 100%. There were no SWD students.
- In first grade, the overall population decreased by 4%, SWD decreased by 45%, and EI increased by 25%there were no SED in 2022 to compare.
- In second grade, the overall population increased by 2%, SWD increased by 57%, EL decreased by 7%, there were no SED students in 2022 to compare.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. All students math benchmark exam scores. Grades 3-5	Math benchmark exams are administered each trimester. The data below reflects the average scores for grades 3rd-5th for each trimester.	The trimester benchmark scores will show a 3% increase in scores or maintain an 85%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>All students 3rd Grade: 21/22 Tri. 1-3 average: 81% 22/23 Tri 1-3 average: 86%</p> <p>4th Grade: 20/22 Tri. 1-3 average: 80% 22/23 Tri. 1-3 average: 78%</p> <p>5th Grade: 20/22 Tri. 1-3 average: 79% 22/23 Tri. 1-3 average: 81%</p> <p>Students with disabilities 3rd Grade (9 students in 22/23): 21/22 Tri. 1-3 average: 85% 22/23 Tri 1-3 average: 68%</p> <p>4th Grade 3 students in 22/23): 20/22 Tri. 1-3 average: 58% 22/23 Tri. 1-3 average: 89%</p> <p>5th Grade (5 students in 22/23): 20/22 Tri. 1-3 average: 46% 22/23 Tri. 1-3 average: 66%</p> <p>Socioeconomically disadvantaged 3rd Grade (7 students in 22/23): 21/22 Tri. 1-3 average: 71% 22/23 Tri 1-3 average: 77%</p> <p>4th Grade (6 students in 22/23): 20/22 Tri. 1-3 average: 82% 22/23 Tri. 1-3 average: 86%</p> <p>5th Grade (3 students in 22/23):</p>	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome																																							
	<p>20/22 Tri. 1-3 average: 67% 22/23 Tri. 1-3 average: 67%</p> <p>English Language learners 3rd Grade (1 student in 22/23): 21/22 Tri. 1-3 average: 91% 22/23 Tri 1-3 average: 80%</p> <p>4th Grade (1 student in 22/23): 20/22 Tri. 1-3 average: 93% 22/23 Tri. 1-3 average: 73%</p> <p>5th Grade (1 student in 22/23): 20/22 Tri. 1-3 average: 79% 22/23 Tri. 1-3 average: 81%</p>																																								
2. Math CAASPP test scores	<p>SBAC scores from 2022 and 2023</p> <table> <tbody> <tr><td>2022.</td><td>2023.</td><td>growth</td></tr> <tr><td>3rd all</td><td>81%</td><td>83% +2%</td></tr> <tr><td>3rd SED</td><td>72%</td><td>50% -22%</td></tr> <tr><td>3rd EL</td><td>100%</td><td>100% 0%</td></tr> <tr><td>3rd SWD</td><td>100%</td><td>78% -22%</td></tr> <tr><td>4th all</td><td>72%</td><td>58% -14%</td></tr> <tr><td>4th SED</td><td>67%</td><td>50% -17%</td></tr> <tr><td>4th EL</td><td>100%</td><td>100% 0%</td></tr> <tr><td>4th SWD</td><td>33%</td><td>50% +17%</td></tr> <tr><td>5th all</td><td>69%</td><td>76% +17%</td></tr> <tr><td>5th SED</td><td>14%</td><td>0% -14%</td></tr> <tr><td>5th EL</td><td>none</td><td>100%</td></tr> <tr><td>5th SWD</td><td>0%</td><td>67% +67%</td></tr> </tbody> </table>	2022.	2023.	growth	3rd all	81%	83% +2%	3rd SED	72%	50% -22%	3rd EL	100%	100% 0%	3rd SWD	100%	78% -22%	4th all	72%	58% -14%	4th SED	67%	50% -17%	4th EL	100%	100% 0%	4th SWD	33%	50% +17%	5th all	69%	76% +17%	5th SED	14%	0% -14%	5th EL	none	100%	5th SWD	0%	67% +67%	
2022.	2023.	growth																																							
3rd all	81%	83% +2%																																							
3rd SED	72%	50% -22%																																							
3rd EL	100%	100% 0%																																							
3rd SWD	100%	78% -22%																																							
4th all	72%	58% -14%																																							
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4th SWD	33%	50% +17%																																							
5th all	69%	76% +17%																																							
5th SED	14%	0% -14%																																							
5th EL	none	100%																																							
5th SWD	0%	67% +67%																																							

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3. Grades 3-5 trimester 3 report card math grades	<p>Baseline data for student in 22/23 that received a D or F in math in the third trimester</p> <p>All students 3rd grade: 1% 4th grade: 14% 5th grade: 10%</p> <p>English language learners: 3rd grade: 0% 4th grade: 0% 5th grade: 25%</p> <p>Socioeconomically disadvantaged: 3rd grade: 0% 4th grade: 0% 5th grade: 25%</p> <p>Students with disabilities: 3rd grade: 33% 4th grade: 33% 5th grade: 25%</p>	
4. Grades K-2 trimester 3 targeted math scores	<p>All students Kindergarten: 21/22 Tri. 3 average: 94% 22/23 Tri 3 average: 91%</p> <p>1st Grade: 20/22 Tri. 3 average: 95% 22/23 Tri. 3 average: 91%</p> <p>2nd Grade: 20/22 Tri. 3 average: 88% 22/23 Tri. 3 average: 90%</p>	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Students with disabilities Kindergarten: (none)</p> <p>1st grade (1): 20/22 Tri. 3 average: 95% 22/23 Tri. 3 average: 50%</p> <p>2nd Grade (3): 20/22 Tri. 3 average: 33% 22/23 Tri. 3 average: 90%</p> <p>English language learners Kindergarten(2): 21/22 Tri. 3 average: 100% 22/23 Tri. 3 average: 100%</p> <p>1st Grade (4): 20/22 Tri. 3 average: 75% 22/23 Tri. 3 average: 100%</p> <p>2nd Grade (2): 20/22 Tri. 3 average: 100% 22/23 Tri. 3 average: 83%</p> <p>Socioeconomically disadvantaged Kindergarten(7): 21/22 Tri. 3 average: 100% 22/23 Tri. 3 average: 100%</p> <p>1st Grade (6): 20/22 Tri. 3 average: none 22/23 Tri. 3 average: 91%</p> <p>2nd Grade (7): 20/22 Tri. 3 average: none 22/23 Tri. 3 average: 83%</p>	

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
1. Cypress will employ math Academic specialists to provide targeted intervention to students (including, ELD, SED, SWD). They will work with small groups of Tier II students to provide targeted intervention in their areas of need. 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.	September- May	Administration	Academic Specialist 2000-2999: Classified Personnel Salaries Academic Specialist 2000-2999: Classified Personnel Salaries Academic Specialist 2000-2999: Classified Personnel Salaries Academic Specialist 2000-2999: Classified Personnel Salaries	OTRM OTRM OTRM OTRM	2,025 2,025 2,025 2,025	
2. UDL learning walks	September-May	Staff/ Administration	Staff and teachers will participate in UDL walks to improve and support effective best practices.	None Specified		0
3. Teachers/ Academic Specialist and Administration will utilize reports from the web-based platform to inform Tier 1, Tier 2, Tier 3 instruction and assist in the development of lesson plans to support positive student outcomes for all students which include our EL, SED, and SWD student population. Site admin will work with all staff members in targeting	August-June	Staff, Administration	IXL	4000-4999: Books And Supplies	Other	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
learning acceleration for students not making gains in math development.						

Annual Review

SPSA Year Reviewed: 2022-23

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.

Intervention specialists have been integral in the effectiveness of this goal. Last year, math intervention did not begin until trimester 3 so more growth is expected this year.

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

The main difference is the late start for intervention in upper grades due to the support that was needed for a 4/5 combo class.

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

This is the first year that the math academic portion on this goal is isolated. This will make it easier to isolate math growth.

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

International Baccalaureate Program

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

Cypress will continue to cultivate the IB program as it works towards the five year re-evaluation visit. The goal of this program is to provide all students with an inquiry-based rigorous and challenging education that will cultivate life-long learners who are globally-minded, skillful researchers, and critical thinkers.

Identified Need

Post-pandemic, there is a need to foster a learning environment where all students learn in a collaborative and transdisciplinary manner that fosters inquiry skills, global citizenship, and critical thinking skills to enhance lifelong academic and social functioning in higher education, careers, and life.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Attendance of general education teachers at a 6-hour extra duty day to refocus on the year's IB goals: inquiry/	In August of 2022 100% of teachers attended this one-day training.	In August of 2023 100% of teachers will attend the one day training.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
research/ approach to learning/ learning loss/ authentic assessment practices/ UDL		
2.Maintain a staff of highly qualified and IB trained teachers	In 2022-2023, 6 teachers, the principal, IB coordinator and 5 academic specialists attended an official IB training	In the 2023-2024 school year, 4 teachers and 3 academic specialists will attend IB training.
3. Attendance at weekly grade-level IB planning sessions, evidence of meeting minutes, and improvements to the POI.	In the 2022-2023 school year, the general education teachers met with the IB coordinator weekly about 75% of the time.	In the 2023-2024 school year, Cypress teachers will meet as a grade level with the IB coordinator one hour weekly from September 5th through May 31st (34 weeks) to further develop their IB units and input lesson plans, data, evidence, and reflections into Toddle (IB online planning and documentation platform.)
4.Purchase and use of Toddle, online IB documentation platform.	In the 22-23 school year, all general education teachers used Toddle, an IB online planning and documentation platform. Near the end of the year, about 3 specialists began using Toddle.	Cypress will purchase Toddle, an IB online planning and documentation platform. In the 23-24 school year, the use of Toddle will increase to involve all specialists along with the general education teacher and the IB coordinator.
5.Collaboration minutes between general education teacher and specialists	In the 22-23 school year, 5 days were set aside for collaboration between gen. Ed. teachers and specialists	In the 22-23 school year, 6 days will be used for collaboration between gen. Ed. teachers and specialists
6.Collaboration minutes between IB coordinator and specialists.	In the 22-23 school year, specialists received 30 minutes each week they worked for the second half of the school year.	In the 23-24 school year, Specialists will be provided with 30 minutes each week they work to meet with the IB coordinator. They will also be provided three hours each collaboration time with the IB

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
7.Attendance at Back-to-School Night IB discussion and at monthly IB coffee talks	In the 22-23 school year, one IB presentation from provided to the Cypress Community at Back-to-School Night	coordinator at the beginning of the year (August).
8.Site specific survey of specialist classes	In the 22-23 school year, no survey was conducted on the specialists.	In the 23-24 school year, a survey of students and staff will be conducted to evaluate the specialist programs.
9.Use of the Makerspace to support IB units and Inquiry.	In the 22-23 school year, the Makerspace was put into use for the second half of the school year. IB Unit specific activities were facilitated for 4 months.	In the 22-23 school year, the Makerspace will be used monthly to support IB Unit specific activities during the entire school year.
10. Use of Outdoor Learning Lab	This is a new space, so data will be baseline	All classrooms will utilize the Outdoor Learning Lab to support their IB units at least three times per trimester.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Conduct a 6-hour IB collaboration day with all general education teachers to address learning loss and year-long planning	August	Administration, teachers	salary for 16 teachers salary for Spanish, art, PE, makerspace and music	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	ESSER III - Other Allowable Uses ESSER III - Other Allowable Uses	3,100 500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Send 3 teachers to IB training 1 new teacher, two 5th grade teachers,	August-December	IB coordinator	Teacher hourly rate (3 gen. Ed teachers, music, and PE) cost of training	1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures	0010 0010	1,110 550
			cost of training	5000-5999: Services And Other Operating Expenditures	ESSER III - Other Allowable Uses	1,400
			cost of training	5000-5999: Services And Other Operating Expenditures	4EEF	500
			cost of sub coverage for 5 teachers.	1000-1999: Certificated Personnel Salaries	0010	675.36
3. Purchase Toddle	July	Administration, IB coordinator	IB online platform	5800: Professional/Consulting Services And Operating Expenditures 5800: Professional/Consulting Services And Operating Expenditures	0010 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1,285 500
4. Schedule 6 days for collaboration sessions between gen. Ed. teachers and specialists.	August-June	Administration, Teachers and Counselor	specialist salary to attend substitute to cover for teachers.	2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries	0010 0010	525 1,350
5. Organization and advertisement of IB discussion and coffee talks (w/ IB coordinator)	August-June	Administration, PTA, IB coordinator	monthly parent meetings	None Specified		
6. Create, conduct, and evaluate survey of specialists	March	Administration, SSC	site survey	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			None Specified			
7. IB candidacy Fees	July	administration/ IB coordinator	fees for yearly candidacy. 9,000 paid for by district.	None Specified		
8. Maintain staffing of the Makerspace	September -May	Specialist/ Admin.	This specialist will create enriching IB activities for all students involving the Makerspace. Supplies to support IB units in Makerspace	2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	4,000 500
9. Maintain staffing of Spanish Teacher as required at an IB World School	September- May	Administration	Spanish teacher salary Spanish teacher salary	2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) ESSER III - Other Allowable Uses	13,091 4,909
10. Support staff for Outdoor Learning Lab	September- May	administration	Learning Lab staff salary	2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	3,000
11. Purchase texts that incorporate diversity, equity and inclusion to support literacy connection to the attributes of the IB learner profile as well as highlight people from diverse backgrounds during the implementation of units.	August- June	IB coordinator, IMT, teachers	Purchase Books that incorporate the learner profile attributes, diversity, equity and inclusion Purchase Books that incorporate the learner profile attributes, diversity, equity and inclusion	4000-4999: Books And Supplies 4000-4999: Books And Supplies	0010 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	2,000 2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
12. Four 1/2 days of sub coverage for IB collaboration	Dec- Mar.	IB coordinator/ teachers	SUB coverage for teacher collab.	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	900

Annual Review

SPSA Year Reviewed: 2022-23

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.

This goal was implemented very closely to what was articulated in last year's SPSA. Cypress has reached its goal to become an International Baccalaureate School.

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

There were no major differences.

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.

Now that Cypress is an official IB school, the goal will change a bit to focus on what needs to be done to maintain IB its status.

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

School-wide Social-emotional Learning (SEL), and community building programs to promote an inclusive school climate.

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services 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 4

95% or more students will agree that the staff at Cypress work to create an inclusive environment.

80% or more 4th and 5th grade students will report that they are excited to go to school each day.

90% or more 4th and 5th graders will feel a strong connection to the school community

90% or more of 4th and 5th graders will know what to do when they are frustrated at school.

90% of 4th and 5th graders feel like they have an adult on campus they can go to with a problem

10% increase in views of The Cypress Weekly Smore Newsletter

70% involvement of staff and student in dress days.

Identified Need

Last school year, our staff and SSC examined the LCAP Student survey for students in grades 4 and 5. Areas were chosen where we felt there was a need for improvement based on the results. A need was also identified to create a site-based survey for other SEL

data we are interested in looking at to guide our programs and improve inclusivity and increase the amount and quality of connection our students feel towards our school community. This goal has also been created with the added importance of UDL, SEL, and DEI practices after the global pandemic.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. LCAP Student Survey Responses	<p>In 22-23 95% of 4th and 5th grade students felt that the staff at Cypress work to create an inclusive environment.</p> <p>In 22-23 70% of 4th and 5th grade students reported that they are excited to go to school each day.</p>	<p>In 23-24 95% of students will agree that the staff at Cypress work to create an inclusive environment.</p> <p>In 22-23 80% of 4th and 5th grade students will report that they are excited to go to school each day.</p>
2. LCAP Staff Survey responses	<p>(15 staff members filled out the staff survey)</p> <p>93% of staff feel that working for CVUSD is a positive experience</p> <p>100% of staff feel that Cypress embraces inclusion</p>	<p>50% increase in staff members filling out the survey.</p> <p>95% of staff will feel that working for CVUSD is a positive experience.</p> <p>100% of staff will feel that Cypress embraces inclusion.</p>
3. Site-Specific Survey	<p>In 22-23, no baseline. Will be new.</p>	<p>In 23-24, 90% or more 4th and 5th graders will feel a strong connection to the school community</p> <p>In 23-24, 90% or more of 4th and 5th graders will know what to do when they are frustrated at school.</p> <p>In 23-24, 90% of 4th and 5th graders feel like they have an adult on campus they can go to with a problem</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
4. Suspension Rate	0%	0%
5. LCAP staff Survey Responses	<p>15 staff members responded to the staff survey.</p> <p>10 staff members strongly agree and 5 agree that "My department/school site culture foster positive relationships and teamwork between employees."</p> <p>9 staff members strongly agree and 5 agree that, "My school fosters social and emotional learning for students."</p> <p>9 staff members strongly agree and 5 agree that, "My school embraces inclusion."</p>	<p>Increase participation in staff survey.</p> <p>All staff members will agree or strongly agree with the following statements:</p> <p>My department/school site culture foster positive relationships and teamwork between employees.</p> <p>My school fosters social and emotional learning for students.</p> <p>My school embraces inclusion.</p>
6. Average Daily Attendance	2022-2023 school ADA (Average Daily attendance) was 95.35%	2023-2024 school ADA (Average Daily Attendance) will grow to 96%
7. Participation in Cypress spirit and dress days	no data was previously collected, but participation was low.	Cypress will have a 75% participation rate in spirit days and dress days.
8. All elementary students will participate in at least 45 minutes/week of SEL lessons and activities.	In the 2022-2023 school year, 8 of the 13 Cypress teachers self report that they teach SEL weekly for at least 45 minutes.	All teachers will self report that they teach SEL lessons for at least 45 minutes per week.
9. The percentage of elementary students who receive targeted SEL interventions based on identified needs in a small group or individual setting.	In the 22-23 school year, 43 students (14%) of elementary students will receive targeted SEL interventions based on identified needs in a small group or individual setting.	15-20% of elementary students will receive targeted SEL interventions based on identified needs in a small group or individual setting.
10. Participation in art, music, and PE.		

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
1. Cypress will hold a monthly House Assembly to promote school connectedness, good attendance, diversity, equity, and inclusion as well as cross grade-level collaboration. House activities will foster camaraderie. The year will culminate with a house scavenger hunt and field day.	September- June	Administration/ student council	School-wide monthly activities including scavenger hunt supplies and popsicles House colored shirts supplies for field day including popsicles	5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures	0010 0010 0010	90 2,000 235
2. Teachers will dedicate 45 minutes weekly to social emotional learning.	August- June	teaching staff/ counselors	Weekly SEL lessons			0
3. The Makerspace will be open for some recesses to provide students in 1st through 5th grade alternative activities.	September- May	Makerspace specialist	Recess activities	2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	4,500
4. Monthly awards will be given out starting in January to highlight students' identified IB learner profile traits.	January- May	administration/ teachers	student recognitions	None Specified		0
5. Create a schedule of speakers to support diversity, equity, and inclusion	September- May	administration	Guest speaker assemblies	5800: Professional/Consulting Services And Operating Expenditures	0010	500
6. Enrich the school day with art, music and PE.	September- May	administration/ PE, music, and art specialists.	1 hour of art every other week	2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	6,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			PE class for 20-60 minutes weekly	2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	10,000
			Music for TK/K 30 minutes every other week.	2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	2,000
			district Music for 1st-5th grades 30 minutes weekly	1000-1999: Certificated Personnel Salaries	Other	0
			district PE for 1st-5th grades 30 minutes weekly	1000-1999: Certificated Personnel Salaries	Other	0
			Supplies for art	4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	600
7. Student council advisors to support House Activities	Sept.- June	principal and 2 teachers	Stipend for 2 teachers	1000-1999: Certificated Personnel Salaries	0010	2,000

Annual Review

SPSA Year Reviewed: 2022-23

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.

This goal was implemented very closely to what was articulated in last year's SPSA. The house activities, dress days, and consistent communication have all led to a stronger community feel to Cypress.

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

There were no major differences.

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.

Building on the successes of the 2022-2023 school year, we will improve upon the house system with a year-long House competition to improve attendance and school enjoyment. Cypress will also improve participation in school dress days by making them part of the house competition system. This will also hopefully improve attendance and school satisfaction.

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	\$109,649.36

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
0010	\$14,074.36
OTRM	\$8,100.00
4EEF	\$500.00
ESSER III - Learning Loss	\$15,000.00
ESSER III - Other Allowable Uses	\$25,784.00
Other	\$0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$46,191.00

Subtotal of state or local funds included for this school: \$109,649.36

Total of federal, state, and/or local funds for this school: \$109,649.36

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
0TRM	8,100	0.00
0010	14,074.36	0.00
ESSER III - Other Allowable Uses	25784	0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	46191	0.00
ESSER III - Learning Loss	15,000	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
0010	14,074.36
0TRM	8,100.00
4EEF	500.00
ESSER III - Learning Loss	15,000.00
ESSER III - Other Allowable Uses	25,784.00
Other	0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	46,191.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	27,507.36
2000-2999: Classified Personnel Salaries	70,250.00
4000-4999: Books And Supplies	4,832.00
5000-5999: Services And Other Operating Expenditures	4,775.00

5800: Professional/Consulting Services And Operating Expenditures	2,285.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
None Specified		0.00
1000-1999: Certificated Personnel Salaries	0010	6,657.36
2000-2999: Classified Personnel Salaries	0010	525.00
4000-4999: Books And Supplies	0010	2,232.00
5000-5999: Services And Other Operating Expenditures	0010	2,875.00
5800: Professional/Consulting Services And Operating Expenditures	0010	1,785.00
2000-2999: Classified Personnel Salaries	OTRM	8,100.00
5000-5999: Services And Other Operating Expenditures	4EEF	500.00
1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	7,500.00
2000-2999: Classified Personnel Salaries	ESSER III - Learning Loss	7,500.00
1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	13,350.00
2000-2999: Classified Personnel Salaries	ESSER III - Other Allowable Uses	11,034.00
5000-5999: Services And Other Operating Expenditures	ESSER III - Other Allowable Uses	1,400.00
1000-1999: Certificated Personnel Salaries	Other	0.00
4000-4999: Books And Supplies	Other	0.00
2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	43,091.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	2,600.00
5800: Professional/Consulting Services And Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	31,729.00
Goal 2	8,100.00
Goal 3	41,895.36
Goal 4	27,925.00

School Site Council Membership and Assurances

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 (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 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
Michele McDonald	Principal
Patti McRae	Other School Staff
Lisa Ross	Classroom Teacher
Christine Hardison	Classroom Teacher
Meredith Wright	Classroom Teacher
Gladys Koscak	Parent or Community Member
Sloan Winkelman	Parent or Community Member
Andrea Yusim	Parent or Community Member
Ali Mroue	Parent or Community Member
Sloan Winkelman	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.

Advisory Council Recommendations

While some CVUSD advisory council representatives may not be voting members of SSC, individuals from advisory councils provide an important voice to reflect the diverse needs of all students in CVUSD and at the school site. The SSC sought and considered all recommendations from the following representatives 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
	African American District Advisory Council Representative
	Lesbian, Gay, Bisexual, Transgender and Queer or Questioning (LGBTQ+) Advisory Council 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 8/30/2023.

Attested:

	Principal, Michele McDonald on 8/30/2023
	SSC Chairperson, Ali Mroue on 8/30/2023

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.

[Educational Partner 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.

Educational Partner 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 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 Educational Partner 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 (Educational Partner 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/guidanceuseseinvestment.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 (Educational Partner 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/guidanceuseseinvestment.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/>

Developed by the California Department of Education, January 2019