School Year: | 2022-23

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 continue to include 2019-20 CAASPP data as an important reference, and they will also include the updated, local data from the 2020-21 school year.

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

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Comprehensive Needs Assessment Components

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

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

CVUSD conducts an annual LCAP Survey that is accessible through the district and each school's website. The LCAP Survey for 2021-22 reflects the following: Students in grades 4-5 (1483), 7-8 (1721), and 10-11 (1199); certificated (331) and classified staff (170); as well as parents (2439) participated in the survey.
86% of parents saying their children enjoy coming to school
91% of parents report that the school creates a positive environment for learning
86% of parents report indicating that they are informed of their students' academic progress.
87% of parents report feeling comfortable on campus and participating in school events
83% of parents report that students' differences were treated with respect.
96% of elementary students feel their teachers care about them
89% of elementary students said they knew who to go to at school if they have a problem
59% of middle school students and 68% of high school students feel comfortable going to their counselor
88% of middle school students and 87% of high school students report that a counselor is available when needed.
93% of certificated staff know what to look for in students experiencing depression.
92% of certificated staff feel confident that they can meet their students' learning needs.
87% of certificated staff feel their school's climate fosters social emotional learning for students and staff.
79% of certificated staff feel students are engaged and motivated
Add Cypress survey data

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

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

CVUSD schools engage in both informal and formal classroom observations to provide feedback as well as guide instructional practices and professional learning. Following observations, administrators hold conferences with teachers to share reflections on the observations. Based on hire date, administrators conduct teacher evaluations including a key standards and elements conference based on the California Standards for the Teaching Profession (CSTP) within the first 60 days of school starting to set three goals. Progress on these goals is monitored both informally and formally throughout the year and culminates in a formal evaluation and conference. CVUSD continues to provide coaching and guidance with UDL practices in the classroom. Administrators also monitor and model best practices for considering Diversity, Equity, and Inclusion (DEI) in instructional planning and delivery. Teachers participating in the CVUSD Teacher Induction

Program also meet regularly with support providers for goal-setting, observation, and reflection on alignment with the CSTP.

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

International baccalaureate coordinator conducts classroom visits to guide adherence to IB standards. Teachers meet weekly with the IB coordinator to work on Units of inquiry that are aligned to IB standards.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

CVUSD TK-2 Teachers administer district trimester benchmarks in reading, writing and math to guide instruction and plan for differentiation. Grade 3-5 Teachers use SRI, unit tests and theme tests as pre and post assessments for students to measure progress and determine areas for pre-teaching and reteaching. Principals and teachers analyze student benchmark assessment data at the end of each trimester. For the 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 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 essential 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.

CVUSD Elementary Teachers attended grade level professional Development for grade level pacing guides in ELA and Math, building connections in the elementary classroom, and updated assessments and record keeping. Teachers in TK-2 were also offered refresher training on ESGI for assessing and record keeping to inform instruction, as well provide families with tools to understand their student's current progress toward standards.

From August 14-18, 2021, CVUSD teachers were provided with a range of optional, professional learning opportunities, including UDL, Social-emotional learning, Canvas, SeeSaw, trauma-informed classrooms, Math IXL, ESGI, Unique, DEI, social-emotional learning practices, and Special Education report writing. Additionally, secondary English teachers facilitated professional learning opportunities for colleagues, sharing curriculum and units built over the summer to provide continuity regarding diverse core literature titles.

On August 22nd, certificated staff participated in a districtwide Professional Learning Day. Site leadership provided a professional development based on connecting DEI and UDL, specifically diving deeper into UDL and how it aligns with practices in DEI and SEL. On November 1st, 2021 staff engaged in video and follow up discussions regarding DEI. Elementary teachers participated in ELA curriculum PLCs, while middle and high school teachers engaged in grade span or site collaboration focused on SEL. At the completion of the 2021-22 school year, all sites have received training on Gender Diverse students and affirming and supportive practices for teachers.

During the 2021-22 school year on-going professional learning was provided by district office staff, including the district's Teachers on Special Assignment for Educational Technology, GATE, Inclusion, VAPA, SEL, UDL, and Alternative Programs. This training came in the form of weekly communications to all teachers, "virtual office hours", opportunities for teachers to schedule appointments, and larger group training on specific topics.

Additionally, selected teachers from each school site participated in T3 training on utilizing technology for learning in the classroom. Sonny Magana provided teachers with Eduprotocols and other strategies for engaging students in demonstrating learning using technology. Elementary teachers participated in a breakout group focused on strategies for elementary students as well.

In addition, during the 2021-22 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.
The CVUSD Professional Learning Hub is also available for teachers to utilize asynchronously. The Hub includes professional learning resources on a variety of topics, including Wonders, Canvas, Mastery Connect, Eduprotocols, UDL, GATE, assessment, and student engagement strategies.

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 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.
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 SCACs, MTSS, SEL, LGBTQ+, 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 12th International Baccalaureate staff development day, where 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 assessment, curriculum development, identifying essential standards, assessing student work, and developing collective action that responds to student performance data. Through PLCs, teachers collaborate to focus on implementing the school site and district focus areas of Universal Design for Learning, Diversity, Equity, and Inclusion, and social-emotional learning.

Teaching and Learning

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

CVUSD uses state-approved instructional materials in all subject areas including ELA and Mathematics. For the 2021-22 School Year, All TK-5 teachers are implementing the newly adopted ELA/ELD Wonders Program. In addition, CVUSD teachers and administrators created grade level pacing guides 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.

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

The following research-based educational practices are utilized: 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, and cooperative learning.

Parental Engagement

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

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

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

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

Cypress employs intervention specialists to work with under-achieving students.

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.

<u>Funding</u>

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

Categorical Funds in CVUSD:
EIA funds are used to provide additional support and technology in the classroom.
EEF funds are used to provide professional development opportunities for teachers. ELAC has approved the use of these funds.
LCFF monies are all tied to LCAP goals and approved by our leadership team and school site council.
See goals and budget pages as part of SPSA

Fiscal support (EPC)

The site receives federal funding in the form of EIA, 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.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

June 2022- 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 2022- met again as a Site Council. Had breakout groups to analyze site programs and evaluate the previously established goals. Each group discussed ways to improve overall achievement.
August 2022- met with Site Leadership to review and discuss site-based achievement goals. Leadership met with respective grade levels for input and feedback and reported back to site administrator on proposed LCAP goals.
September 2022- Met again as a Site Council and reviewed the SPSA for the 2021-2022 school year. The Site Council will vote on the proposed SPSA for the upcoming year.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

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

Conclusions based on this data:

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

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

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

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

	Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with**			**% of Enrolled Students**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
Grade 3		52	44		0	43		0	43		0.0	98
Grade 4		40	51		0	47		0	47		0.0	92
Grade 5		47	41		0	41		0	51		0.0	100
All		139	136		0	131		0	131		0.0	96

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

	Overall Achievement for All Students											
Grade Level	**Mean Scale Score**			**% Standard**			**% Standard Met**			**% Standard Nearly**			**% Standard Not**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
Grade 3			2468.			30.23			32.56			30.23			6.98
Grade 4			2529.			55.32			23.40			12.77			8.51
Grade 5			2548.			31.71			46.34			12.20			9.76
All Grades	N/A	N/A	N/A			39.69			33.59			18.32			08.40

Conclusions based on this data:

1. 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.

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.

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

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

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

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

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 3		52	44		0	42		0	42		0.0	95
Grade 4		40	51		0	47		0	47		0.0	92
Grade 5		47	41		0	41		0	41		0.0	100
All		139	136		0	130		0	130		0.0	96

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 3			2481.			30.95			50.00			11.90			7.14
Grade 4			2519.			31.91			40.43			17.02			10.64
Grade 5			2546.			41.46			17.07			24.39			17.07
All Grades	N/A	N/A	N/A			34.62			36.15			17.69			11.54

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**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	7	5
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										13	15	14

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*		*	*		*	*		*	*	*	*	*
2	*	*	*		*	*		*	*		*	*	*	*	*
3		*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*		*	*		*	*		*	*	*	*	*
All Grades	*	40.00	35.71	*	33.33	7.14	*	26.67	0.00	*	0.00	57.14	13	15	14

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Oral Language Percentage of Students at Each Performance Level for All Students														
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*		*	*	*	*	*
1	*	*	*		*	*		*	*		*	*	*	*	*
2	*	*	*		*	*		*	*		*	*	*	*	*
3		*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*		*	*		*	*		*	*	*	*	*
All Grades	*	46.67	35.71	*	33.33	7.14	*	20.00	7.14	*	0.00	50.00	13	15	14

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Written Language Percentage of Students at Each Performance Level for All Students														
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*		*	*		*	*		*	*	*	*	*
2	*	*	*		*	*		*	*		*	*	*	*	*
3	*	*	*		*	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*		*	*		*	*	*	*	*
All Grades	*	33.33	21.43	*	46.67	21.43	*	13.33	0.00	*	6.67	57.14	13	15	14

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*		*	*		*	*	*	*	*
2	*	*	*		*	*		*	*	*	*	*
3		*	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*		*	*	*	*	*
All Grades	*	60.00	28.57	*	40.00	42.86	*	0.00	28.57	13	15	14

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*		*	*		*	*	*	*	*
2	*	*	*		*	*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*		*	*		*	*	*	*	*
All Grades	*	13.33	28.57	*	86.67	14.29	*	0.00	57.14	13	15	14

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*		*	*		*	*	*	*	*
2	*	*	*		*	*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*		*	*	*	*	*
All Grades	*	33.33	35.71	*	60.00	14.29	*	6.67	50.00	13	15	14

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*		*	*	*	*	*
2		*	*	*	*	*		*	*	*	*	*
3		*	*	*	*	*	*	*	*	*	*	*
4	*	*	*		*	*		*	*	*	*	*
All Grades	*	66.67	14.29	*	26.67	50.00	*	6.67	35.71	13	15	14

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 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.

2. 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.

3. 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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.
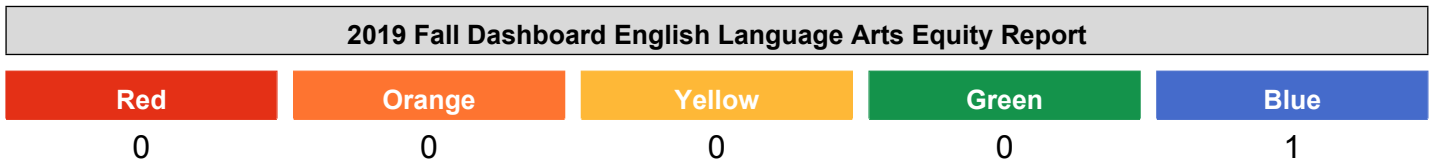
To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
266	**7.5**	**3.4**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	9	3.4
Foster Youth		
Homeless	2	0.8
Socioeconomically Disadvantaged	20	7.5
Students with Disabilities	22	8.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.8
American Indian or Alaska Native		
Asian	17	6.4
Filipino	1	0.4
Hispanic	34	12.8
Two or More Races	25	9.4
Native Hawaiian or Pacific Islander	2	0.8
White	185	69.5

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

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2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Blue	**Chronic Absenteeism** Green	**Suspension Rate** Blue
Mathematics Green		

Conclusions based on this data:

1. Our dashboard for the 2018 school year in the area of English Language Arts increased from Green to Blue.

2. Our dashboard for the 2018 school year in the area of Chronic Absenteeism decreased from Blue to Green.

3. All other areas of our dashboard maintained in the green indicator.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	1

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

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
1		5	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	Blue
11.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	55.5 points above standard
Declined Significantly -26 points	10		Increased Significantly ++16.4 points
19			88

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	44.8 points above standard
1	4	Increased ++3.5 points
		116

Conclusions based on this data:

1. In the area of Language Arts there was an increase in academic performance by all students.

2. There was an increase in the following subgroups: socioeconomically disadvantaged, white, and English Only population increased.

3. There was a decrease in academic performance by our Hispanic population and our SWD are below standards. We will continue to monitor these groups in our interventions.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.
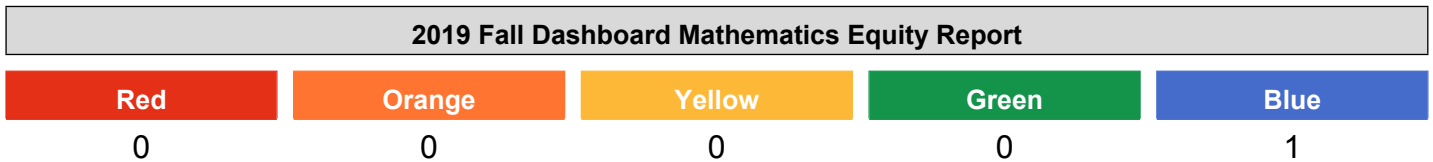
To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	1

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	
29.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy	
Increased ++7.2 points	5	
122		

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	No Performance Color	No Performance Color
	34.8 points above standard	32.8 points below standard
	Increased Significantly ++47.8 points	13
	14	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

1 | | No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

5 | |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| No Performance Color

9.2 points below standard

Declined -6.3 points

19 | No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

10 | | Blue

33.7 points above standard

Increased Significantly ++15.6 points

87 |

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy

1 | Less than 11 Students - Data Not Displayed for Privacy

4 | 28.9 points above standard

Increased ++4 points

115 |

Conclusions based on this data:

1. There were gains in the area of math for all students.

2. When analyzing the growth made in specific subgroups there were gains in the following areas: English Only, White and Socioeconomically Disadvantaged.

3. We will continue to monitor our Hispanic Subgroup which indicates a decrease in academic performance for this subgroup & our SWD population which is currently performing below standard.

School and Student Performance Data

Academic Performance
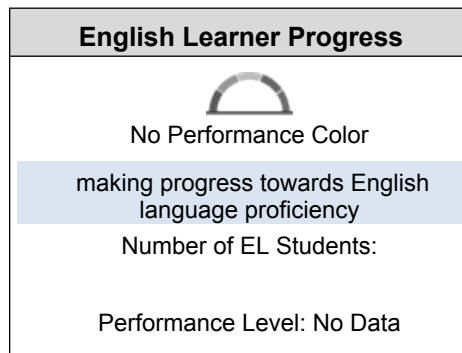## English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
making progress towards English language proficiency
Number of EL Students:
Performance Level: No Data

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

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
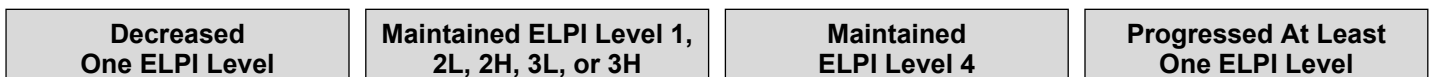
Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*	This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*	This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.
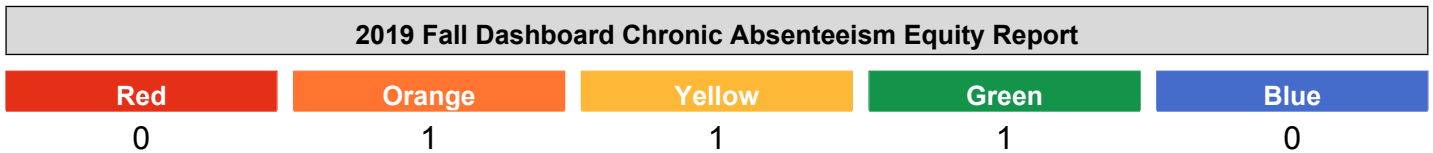
To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
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.

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
2	0	Maintained 0	1
		21	

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

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 Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org
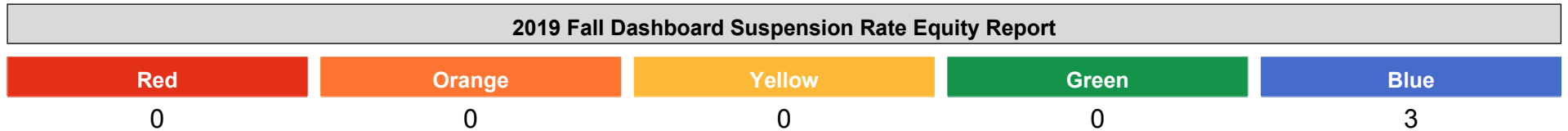
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	3

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	
0.3	0	
Maintained 0	Maintained 0	
320	15	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0	5.3
2	Maintained 0	Increased +5.3
	33	19
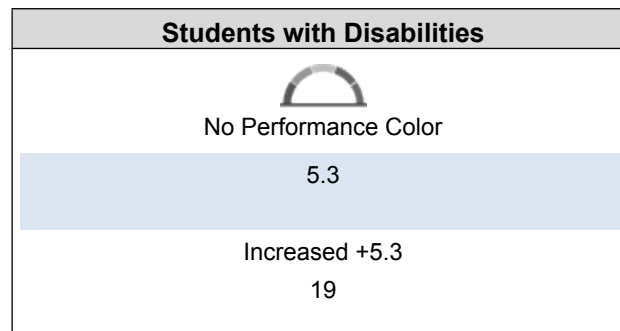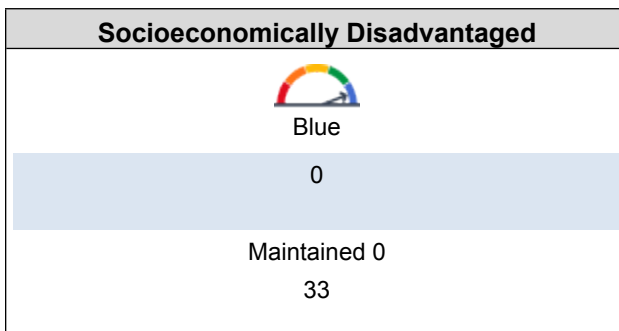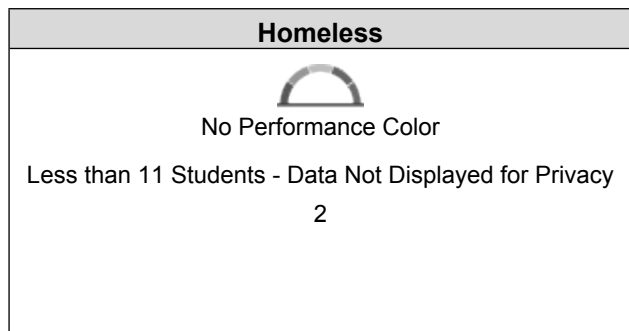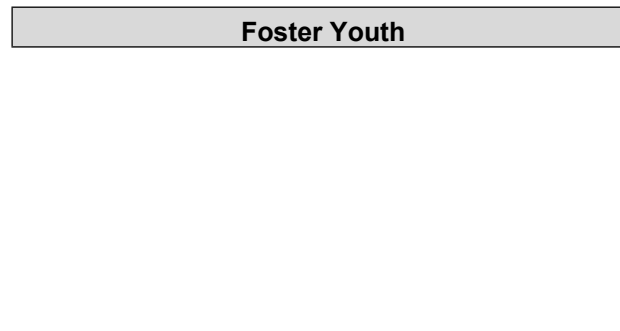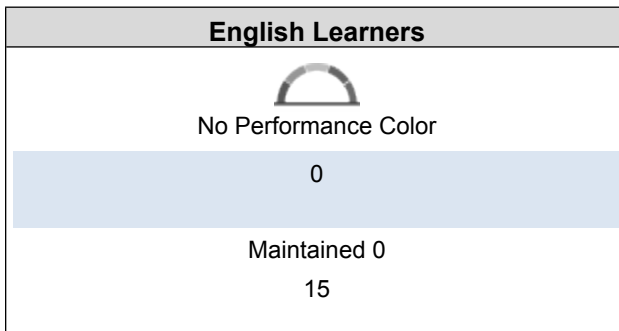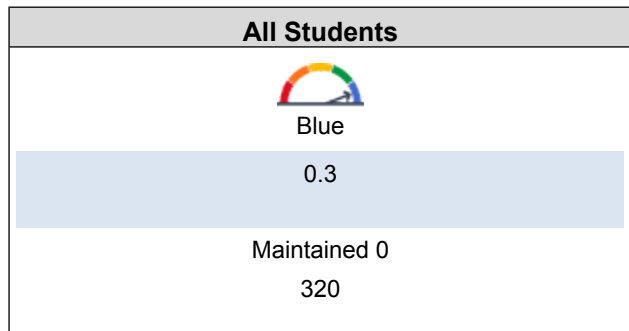
2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		No Performance Color	No Performance Color
Less than 11 Students - Data Not		0	Less than 11 Students - Data Not
2		Maintained 0	1
		21	

Hispanic	Two or More Races	Pacific Islander	White
Blue	No Performance Color	No Performance Color	Blue
0	0	Less than 11 Students - Data Not	0.4
Maintained 0	Maintained 0	1	Maintained 0
42	25		228

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.3	0.3

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

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

LEA/LCAP Goal

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

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

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

Goal 1

During the 2022-2023 school year, 3rd-5th teachers will continue to focus on improving overall SBAC ELA and Math scores, Scholastic Reading Inventory (SRI) scores, and Wonders Unit assessment scores and trimester math benchmark exams. Students in grades TK-2nd grades will continue to improve targeted standards on trimester report card overall ELA and Math scores. 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.

1. By June of 2023, 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 and Math assessments (grades 3-5), Scholastic Reading Inventory (SRI) scores (grades 3-5), Wonders Unit assessment scores (grades 3-5), grade-level math benchmarks (grades 3-5), and/or trimester report card targeted standards (grades TK-2).

2. By June of 2023 any previously underperforming student will demonstrate 10% growth in at least one of the following areas: progress towards proficiency on SBAC ELA and Math assessments (grades 3-5), Scholastic Reading Inventory (SRI) scores (grades 3-5), Wonders Unit assessment scores (grades 3-5), grade-level math benchmarks (grades 3-5), and/or trimester report card targeted standards (grades TK-2).

3. By June of 2023, students with disabilities (SWD) that have been identified through IEPs and are not currently meeting standards will demonstrate 10% growth in at least one of the following areas: progress towards proficiency on SBAC ELA and Math assessments (grades 3-5), Scholastic Reading Inventory (SRI) scores (grades 3-5), Wonders Unit assessment scores (grades 3-5), grade-level math benchmarks (grades 3-5), trimester report card targeted standards (grades TK-2), and/or Tier 3 interventions aligned to the individual student IEP goals (TK-5). Cypress will work to maintain 100% LRE as it applies to each of its students with disabilities and student learning.

4. By June of 2023 underperforming Socio-economically disadvantaged (SED) students will demonstrate 10% growth in at least one of the following areas: progress towards proficiency on SBAC ELA and Math assessments (grades 3-5), Scholastic Reading Inventory (SRI) scores (grades 3-5), Wonders Unit assessment scores (grades 3-5), grade-level math benchmarks (grades 3-5), and/or trimester report card targeted standards (grades TK-2).

Underperforming is defined as not meeting or exceeding the benchmark on ELA and Math SBAC assessments (grades 3-5), Not meeting grade-level minimum requirements on the SRI test (3-5), not meeting or exceeding grade-level scores on Wonders Unit assessments (grades 3-5), not meeting or exceeding the benchmark for math trimester assessments (grades 3-5), and not receiving a 3 in the targeted standards on the trimester report cards (grades Tk-2).

5. By June 2023, students who are meeting benchmarks will increase scores will demonstrate 3% growth in at least one of the following areas: progress towards proficiency on SBAC ELA and Math assessments (grades 3-5), Scholastic Reading Inventory (SRI) scores (grades 3-5), Wonders Unit assessment scores (grades 3-5), grade-level math benchmarks (grades 3-5), and/or trimester report card targeted standards (grades TK-2).

Identified Need

The 2022 initial SBAC results show a slight decline in 5th grade ELA achievement (-6%), and a slight incline in 3rd (+5%) and 4th (+3%) grade ELA results compared to the 2019 school year (the last time the SBAC was administered). Students in 4th (-8%) and 5th (-5%) grade also showed a decline in achievement scores in math compared to 2019. 3rd (+12%) grade showed a substantial increase in Math.

Three Wonders unit assessments were averaged for ELA and the benchmark exams for math in grades 3rd-5th.
- In math, 3rd grade scored an average of 73% on the unit tests, 4th grade scored an average of 68%, and 5th scored an average of 79%. This is below where we want our students to score.

- In ELA, 3rd grade scored an average of 81%, 4th grade scored an average of 80%, and 5th grade scored an average of 79%. This is below where we would want our students to perform.

In grade 3, 85% of students scored at or above grade level on the Scholastic Reading Inventory (SRI). In 4th grade, 82% of students scored at or above grade level on the SRI assessment. In 5th grade 89% of students scored at or above grade level on the SRI assessment. These scores are higher than the Wonders and math benchmarks, but still have room for growth.

Kindergarten showed a 1% increase in ELA and a -5% decrease in math. First grade showed an 11% increase in ELA and a 5% increase in math. Second grade showed a 5% increase in ELA and a 1% increase in math. Although some areas showed growth, an increase across all areas is needed.

ELPAC scores show that some students did make a one-level increase. This will continue to be a need as some students did not make this growth and new students will be added this year.

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. 3rd Grade: All students 74%, EL students 40%, SED students 67%, and SWD 72% 4th Grade: All students 75%, EL students 52%, SED students 63%, and SWD 50% 5th Grade: All students 73%, EL students (no 5th graders fit this category), SED 67%, and SWD 73%	Grades 3-5 will show a 3% increase in average scores that are between 70% and 95% from 3 different unit assessments. 3rd-5th grade students will maintain scores 95% or higher. With targeted intervention, it is expected that underperforming (below 70%) SWD, ELL, SED, and at-risk students will increase scores by 10%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2. Report Card Data for K-2 students	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. For the data below, it is important to note the total population of the sub groups. Kindergarten; All students 36, EL 5, SED 1, SWD 1 First grade; All students: 36, EL 4, SED 0, SWD 0 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'. For math, the targeted standards are, 'counts', counts 1:1 correspondence', and recognizes numbers'. The scores below reflect the average percentage of kindergarten students who received a 3 in the targeted math areas on the trimester 3 report card. All students 94%, EL students 100%, SED students 100% and SWD 67% The scores below reflect the average percentage of kindergarten students who received a 3 in the targeted ELA areas on the trimester 3 report card. All students 91%, EL students 93%, SED students 100%, and SWD 67%	It is expected that student's K-2 math and ELA scores will increase by 3% in the targeted areas. K-2 students will maintain scores that exceed 95%. With interventions, it is expected that underperforming (less than 70%) SWD, ELL, and SED students will make a 10% increase in report card scores in the main targeted areas.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	In first grade the targeted standards in ELA are, 'blends', phonics', high frequency words', and fluency. For math, the targeted standards are, 'adds/ subtracts accurately', counts, reads, writes', add/ subtracts fluently', and 'solves word problems'. The scores below reflect the average percentage of First grade students who received a 3 in the targeted math areas on the trimester 3 report card. All students 95%, EL students 83%, SED no students, and SWD no students The scores below reflect the average percentage of First Grade students who received a 3 in the targeted ELA areas on the trimester 3 report card. All students 93%, EL students 81%, SED no students, SWD no students In second grade, the targeted standards for second grade are, 'phonics', reads accurately', 'reads fluently', and 'Knows high frequency words'. For math, the targeted standards are, add/subtracts fluently', solves word problems', and 'understands numbers to 1,000'. The scores below reflect the average percentage of Second grade students who received a 3 in the targeted math areas on the trimester 3 report card.	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	All students 88%, EL students 100%, SED students 0%, and SWD 33% The scores below reflect the average percentage of Second Grade students who received a 3 in the targeted ELA areas on the trimester 3 report card. All students 92%, EL students 100%, SED students 0%, SWD students 0%	
3. Scholastic Reading Inventory Results	Scholastic Reading Inventory (SRI) results (Grades 3-5) The data represented below reflect students who met or exceeded grade level benchmark for the SRI. 5th Grade: 89% 4th Grade: 82% 3rd Grade 85%	The percentage of students meeting or exceeding grade level benchmark will increase by 3% or maintain a 90%.
4. ELPAC Data	Thirteen students were identified as an English Learner (EL). Of those students: 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	Students who are identified as EL will make one level of growth this school year.
5. California Dashboard and Chronic Absenteeism	No students were designated as chronically absent in the 2022-2023 school year. The attendance clerk and	The Cypress staff will continue to monitor for students with chronic absenteeism.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	site administrator will monitor ongoing student attendance for the 2022-2023 school year and provide outreach as needed to each family.	
6. SBAC data	ELA SBAC results were compared to the 2019 test scores (the last time the test was administered). The data below shows where there was growth and a decline in scores. 5th all students 78% (-6%) 41 students in 2022 5th SED 43% (-32%) 7 students in 2022 5th EL no students 5th SWD 33% (-67%) 3 students in 2022 4th all 79% (+3%) 47 students 4th SED 67% (+42%) 3 students in 2022 4th EL 100% (no change) 1 student in 2022 4th SWD 33% (+8%) 3 students in 2022 3rd all 63% (+5%) 43 students in 2022 3rd SED 29% (-34%) 7 students in 2022 3rd EL 0% (-100%) 1 student in 2022 3rd SWD 50% (+36%) 2 students in 2022 Math SBAC results were compared to the 2019 test scores (the last time the test was administered) 5th all 69% (+5%) 41 students in 2022 5th SED 14% (-86%) 7 students in 2022 5th EL no students 5th SWD 0% (-100%) 3 students in 2022	Increase overall, SED, EL and SWD math and ELA SBAC scores by 3% for those areas that are above 70% (or maintain for scores above 90%). Increase overall SED, SWD, ELL math and ELA SBAC scores by 10% for those areas that are less than 70%,

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	4th all 72% (-8%) 47 students 4th SED 67% (-8%) 3 students in 2022 4th EL 100% (no change) 1 student in 2022 4th SWD 33% (+85%) 3 students in 2022 3rd all 81% (+12%) 43 students in 2022 3rd SED 72% (-3%) 7 students in 2022 3rd EL 100% (no change) 1 student in 2022 3rd SWD 100% (+86%) 2 students in 2022	
7. Math benchmark exams. Grades 3-5	Math benchmark exams are administered each trimester. The data below reflects the scores for grades 3rd-5th for each trimester. 3rd Grade: Trimester 1: 75% Trimester 2: 85% Trimester 3: 83% 4th Grade: Trimester 1: 85% Trimester 2: 85% Trimester 3: 70% 5th Grade: Trimester 1: 82% Trimester 2: 80% Trimester 3: 76%	The trimester scores will show a 3% increase in scores.

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 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.	October	Staff, Administration	EL Advisor Stipend	1000-1999: Certificated Personnel Salaries	District Funded	
			2 days roving substitute	1000-1999: Certificated Personnel Salaries	0860	424.00
			Supplies and Materials	4000-4999: Books And Supplies	0010	500
2. Cypress will employ 3 Academic specialists to provide targeted intervention to students (including, ELD, SED, SWD). They will work 3.5 hours 3 times per week 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	September-May	Staff, Administration	Academic Specialist	1000-1999: Certificated Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	15,000
			Academic Specialist for combo support	1000-1999: Certificated Personnel Salaries	0TRM	5,994.00
			Intervention Materials	4000-4999: Books And Supplies	0010	1,000.00
			Academic specialist for intervention	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	24,000
			Academic specialist for combo support	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	2,401

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
continuous progress monitoring to determine their eligibility for support and area of need. Cypress will provide additional funding in supplies and curriculum support per teacher/academic specialist participating in MTSS for the year. One academic specialist will provide 1.5 hours daily to support the 4/5 combination class.						
3. Cypress grade level teams will meet during PLC time or as a teacher release days to identify targeted student groupings for intervention based on targeted data through benchmark assessments and additional progress monitoring tools. EL, SWD, and SED students will be closely monitored for growth.	October/January/March	Staff/Administration	3 days roving sub. 1/ trimester	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	636.00
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	4000-4999: Books And Supplies	District Funded	
			Smarty Ants, Imagine math and literature (ELD)	4000-4999: Books And Supplies	District Funded	
			Read Live (SWD)	4000-4999: Books And Supplies	0010	203.00
			Reading Counts program	4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	750.00
5. During PLC time, teachers will continue to work on their action plans created on August 22nd, 2022 which focuses on student engagement. Their designed action plans target academic and	August 22, November 1st and March 17th	Staff & Administration	UDL guidelines engagement	None Specified		0.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
social-emotional learning.						
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
7. The district will employ one Instructional Assistant or Academic Specialist to support the literacy development of our transitional kindergarten class.	August-June	Staff, Administration	Academic Specialist/ district funded	2000-2999: Classified Personnel Salaries	Other	0.00
8. EL information night with dinner	October	Admin, EL coordinator	Provide a meal for families of EL students to attend an informational night.	None Specified	0860	216.00

Annual Review

SPSA Year Reviewed: 2021-22

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.

Two years ago, we started to move instruction towards inquiry-based learning. Teachers have also implemented UDL strategies that support all students as tier 1 intervention. As we review the previous goal from last year and re-evaluate the intentions of keeping our overall targets with the SBAC the major implication we encountered was that we did not utilize the SBAC test last year for students in grades 3-5 because we were permitted to use local assessments. Therefore, our data analysis is reflecting back to 2019 and the assessments have been altered some since then. This year we will continue to set goals and incorporate goals that will align to

either format of testing (SBAC or local benchmark assessments). Additionally, we recognize that with the return to in-person full-day instruction we will be able to assess student achievement for respective grade levels with specific benchmarks. Our constituents would like to keep the targeted goals to get two consecutive years of SBAC data.   Also, as we look at UDL guidelines and center conversations that connect to learning and identify potential barriers we begin to foster an overall commitment to equity towards learning for all students. In 2022-2023 we will look at the knowledge gained pertaining to digital instruction and identify what instructional strategies enhance learning and continue to refine them.

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

There were no major changes to the budgeted expenditures. This was the first school year with full-day instruction since the pandemic, so the 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. We would like to continue the goal we agreed to target last year with the slight modification of shifting from providing MTSS targeted intervention from all students to our most vulnerable students. We will utilize data from Trimester 3 in 2022 and initial diagnostic tools from 2021 to help identify our overall students' achievement in math and reading. We will continue to target inquiry and research. This will be targeted through the implementation of our IB program and the specific practices we are expected to follow as outlined by the IB organization. This year we will look at the UDL guidelines and focus on student engagement in order to strengthen our instruction.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Cypress Elementary International Baccalaureate Program

LEA/LCAP Goal

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

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

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

Goal 2

Cypress staff members will participate in many professional development opportunities which will not just be limited to International Baccalaureate. However, the professional development for IB will continue to be our main priority and focus for the 2022-2023 school year, so that we may be granted authorization in the fall of 2022. During the summer of 2022, three more teachers and the new principals attended the required 15 hour IB training. The IB coordinator also attended an additional training to better align the schools assessments to IB policies. Teachers came together in August to have a refresher course in IB, which was taught by our IB Coordinator. She focused the training on the knowledge she gained from the summer assessment training. Teachers also worked to improve their first units or inquiry. Last year, teachers wrote all six units of inquiry and will meet regularly throughout the year to improve upon these units.   The IB Coordinator will visit classrooms and assist by supporting teachers with modeling the inquiry action cycle, so teachers can continue to develop inquiry into their transdisciplinary lessons. The IB Coordinator will work with the teachers in updating their Units of Inquiry onto the digital platform, Toddle, as well as complete reflections at the end of their units. This will help teachers continue to refine their lessons. Toddle will also be used by the IBO (International baccalaureate Organization) as they examine the required elements in an overall unit and program of inquiry.   The IB Coordinator will also work with the teachers on developing a way to assess student progress on their units. The Cypress Leadership Team and School Site Council will continue to work together to create policies that align with the district and IB policies to ensure we have the required documentation for our Site Authorization Visit prior to the fall of 2022.   This year the IB Coordinator and Consultant will work together to create a stronger understanding of how teacher specialists also align their program to the site Program of Inquiry. Two more teachers and several specialists will attend IB trainings Fall 2022.

Identified Need

According to our 2019 CAASPP data 29.3% of Cypress students are above the standard in Research & Inquiry. Collectively as a school we will continue to grow in this CAASPP indicator as we continue to work towards our authorization of becoming an IB World School. Increasing overall student achievement in the area of research and inquiry will be monitored and measured with site walk throughs, student work and student participation in the classroom. At the end of the 3rd year in the journey to becoming an IB school, the staff provided feedback as to what support was needed to become more successful with inquiry-based learning. They asked for one teacher release day per trimester to meet with all stakeholders that affect that grade-levels education. This includes collaborating with all of the specialists to better align the instruction received from specialists to IB standards. We also received feedback from IB that our specialists that service our students weekly need to be IB trained.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Growth toward Inquiry-based education aligned with Universal Design for Learning (UDL)	The most recent SBAC testing from 2019 indicated a need for growth in the area of inquiry-based learning. From this baseline, unfortunately the SBAC scores have not been available to measure this growth.	It would be expected that students in grade TK through 5th grade will grow in the area of inquiry. Evidence of this growth can be gathered in SBAC data for grades 3-5 and principal observations for grades TK-5.
IB final site visit for accreditation. The verification visit is scheduled for Oct. 24th and 25th.	At this time, most of the Cypress teaching staff is IB trained and have created all 6 units of inquiry.	After the verification visit this Fall, it is planned that Cypress will be a fully accredited IB School.
IB Foreign Language Component	As the school moves forward with Spanish as its designated language of choice, Spanish will be taught to all TK through fifth graders twice a week for 30 minutes.	The Spanish teacher will have attended the required 15 hour IB training and will implement the comprehensive plan for Spanish Language Development according to the POI for students in grades TK-5

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A more diverse library	In the 2021-2022 school year, 150 new titles were purchased to enrich the library and reflect texts that support the 10 traits of the learner profile.	For the 2022-2023 school additional books will be purchased to ad more diversity and continue to grow the collection of books to support the 10 traits of the learner profile.
Improvement of the mandatory 6 IB units of Inquiry	By the end of the 2022-2021 school year, all grade levels had 6 Units of Inquiries written and uploaded into Toddle.	By the end of the 2022-2023 school year, the teachers will have met weekly to improve their units of inquiry during teacher release time with the support of the IB coordinator. The units and reflection of the units will be uploaded into Toddle.
A fully IB trained staff	At the end of the 2021-2022 school year, four teachers, the new principal and all but one specialist had not been IB trained.	By the end of the 2022-2023 school year, all teachers, the principal and the specialists will have attended the mandatory IB training.

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. Three teachers will attend IB training. 6 other specialists will also attend IB training. IB coordinator will also attend an additional training this year. IB training focuses on student agency, learner attributes, approaches to learning and student action. All of these concepts covered in the trainings support the districts initiative toward UDL (Universal Design for Learning)	July-June	Teacher, IB Tosa, specialists	Professional Development - Payment for 15 hours of IB training	5800: Professional/Consulting Services And Operating Expenditures	ESSER III - Other Allowable Uses	6,696.00
			Teacher Release to attend training on a work day	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	636.00
			Extra Duty Pay for teachers to attend on the weekend	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	1,080
			Mileage for 3 teacher	3000-3999: Employee Benefits	ESSER III - Other Allowable Uses	97.20

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			6 specialists paid time to attend virtual IB training	2000-2999: Classified Personnel Salaries	ESSER III - Other Allowable Uses	2,700.00
			2 hotel rooms for trainings for three nights and meals.	5000-5999: Services And Other Operating Expenditures	Other	1,200.00
			IB coordinator additional training	1000-1999: Certificated Personnel Salaries	4EEF	500
			IB coordinator and Principal additional training	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	827.80
2. During PLC time, Cypress staff will work during PLC groups and Site based specialist times (VPA and PE) and the IB Coordinator to design two additional units of inquiry in order to prepare for the Site Visit in October. In addition, teachers will receive dedicated time to plan IB units for their own class during art, Spanish, and music.	August-June	Teachers	Spanish Specialist	1000-1999: Certificated Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	17,000.00
			IB TOSA	1000-1999: Certificated Personnel Salaries	District Funded	
			PE Specialist		Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	10,000
			Art specialist		Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	6,000
			Music Specialist		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
3. Identify stories that incorporate diversity, equity and inclusion when looking for ways to provide a literacy connection to the attributes of the IB learner profile as well as identify influential people from diverse backgrounds during the implementation of units.	August-June	IB Coordinator, Teachers and IMT	Purchase Books that incorporate the learner profile attributes, diversity, equity and inclusion.	4000-4999: Books And Supplies	0010	2000.00
4. Cypress Teachers and IB Coordinator will utilize Toddle platform as a place to document and reflect on Units of Inquiry.	August- June	Staff, IB TOSA, Administrator and IB Consultant	Toddle IB Platform	4000-4999: Books And Supplies	0010	1,580.00
5. Teachers will be provided time during the summer to reevaluate their Units of Inquiry.	August	Administration, IB Tosa and Teachers	Extra Duty Pay 6 hours	1000-1999: Certificated Personnel Salaries	0010	3,050.00
6. IB Candidacy fees 4th year	September	Administration and IB Coordinator	Fees	5800: Professional/Consulting Services And Operating Expenditures	0010	9,500
7. Three 1/2 day teacher release days for collaboration with specialists. Pay for specialists to attend collaboration time.	September, January, and March	Teacher, specialists, and IB coordinator	teacher release	1000-1999: Certificated Personnel Salaries	0010	689.00
			Specialist pay	2000-2999: Classified Personnel Salaries	0010	500

Annual Review

SPSA Year Reviewed: 2021-22

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.

Last year, the teachers with support from the administration and IB coordinator, wrote the first draft of the six required units of inquiry utilizing the platform Toddle and the teacher release time provided. The IB coordinator met with the staff weekly to build the units. By June, the final application for accreditation to become an IB school was approved and dates have been submitted for the school visit to determine the school's IB status. The staff also worked to create a language policy an update out mission, vision, and values to properly align with IB requirements.

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

It was planned for 4 teachers and the IB coordinator to attend the 15-hour IB training. After dates were reserved, COVID restriction in January canceled trainings and the teachers were not able to reschedule as planned.

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.

As a result of this analysis, there will not be many changes made. The goal has brought the school much closer to becoming a fully accredited IB school.The professional development that teachers have attended and the many hours of planning have begun to create an educational environment that is student-centered. The CVUSD school district has continued to support all teachers with professional development in Universal Design for Learning, Diversity Equity and Inclusion as well as social-emotional learning. The concepts, teaching structures, and inquiry-based learning that underpin the IB philosophy of instruction fully support the philosophical direction of the district.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Rebuilding its sense of community through ongoing communications and activities

LEA/LCAP Goal

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

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

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

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Goal 3

The Cypress Community would like to reconnect and rebuild the overall community as we return to regular campus activities. Last year the majority of the Cypress students returned to full-day in-person learning for the first time since closures in 2020. Based on previous surveys we would like to increase parent participation with school, cluster, and district events. Our 4th and 5th grade student leaders will work together to continue the success of the schoolwide house system. They will lead activities at Friday morning assemblies and plan for school-wide spirit days Then for the duration of the year, our House Leaders will gather in their respective houses to lead community circles and ice breakers where students and staff members will continue to build community and focus on social and emotional learning for 30 minutes once a month.

This will be in addition to the time the teachers are using in the classroom dedicated to SEL.   Cypress Stakeholders will continue to provide communication updates to families informing them of upcoming events each month. In addition, our newly appointed Media Leader will update our social media accounts to keep Cypress stakeholders informed of events during school hours as well as events outside of school hours. In response to the parent survey from 2019, Cypress Elementary will focus on parent engagement opportunities for parents. There will be 15-minute breakout sessions prior to our Back To School Night teacher sessions to provide families information about our IB program and progress.

A specialist will be utilized to provide enrichment activities to all students through the use of the Makerspace and other enriching activities.

Identified Need

After many discussions with teachers, staff and parents, the need for community-building activities is apparent. Parent involvement is down and student conflicts were much higher than before the pandemic.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1.Parent Survey	Based on the district LCAP survey administered in 2021, only 4 families from Cypress filled out the survey. This does not provide enough data for a baseline. This school year, Cypress will advertise this survey much better and or create a site-based survey.	We will improve involvement in the survey to monitor growth in the area of student, parent, and community involvement.
2.Attendance at Back-to-school Night	This will be baseline data this year.	We are expecting a 75% attendance rate.
3.The Cypress "House System" activities will consider the students' social-emotional well-being, diversity, equity, and inclusion. Every staff and student will be connected to 1 of 4 houses among the school.	This was a successful program this past year as data from discussions with teachers. There was no end-of-year survey conducted to determine actual effectiveness. This will be included in the program this school year.	At the end of the year students will have participated in equitable, diverse, inclusive monthly activities planned by our student leadership team. A survey will collect data on how the activities improved the sense of community at Cypress.
4.Enrichment specialist	During the 2021-2022 school year, a dedicated "Tiger Time" enrichment specialist facilitated each trimester with the teachers and specialists. Students were either identified as in need of academic support, on grade level, or in need of enrichment. With feedback from staff and students, the at-risk students never got to participate in enriching activities.	This year an enrichment specialist will create enriching activities for all students at least once a month (Sept- May) involving the Makerspace.
5.Active involvement of students in a student council.	Last year, student council was revamped to move away from elected officers to a	During the 2022-2023 school year, students in grades will 4th-5th will

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	more inclusive model where any student who wanted to be involved could be. The planned dress days and activities for the houses during monthly assemblies.	participate in monthly student council meetings They will work with the students to create house activities that are inclusive of all students.
6.Use of the SEL lessons as well as the diversity and inclusion activities that are created for the use of teachers in their classrooms.	Over the past several years, the school counselors in the district have created classroom activities to support SEL learning. There have also been specific attention given to the creation of in-class activities to expand student's understanding of diversity and inclusion.	Teachers will use the SEL lessons provided by the counselor to support social emotional growth throughout the year. Teachers will also utilize the activities that work toward our schools being more diverse and inclusive. The school will participate in weekly celebrations such as activities during black history month.
7.Parent survey at the end of the year that will inquire about communication.	The PTA and staff of Cypress expressed the need for more clear communication from the school.	A weekly Smore newsletter will be sent out that will inform parents of school events as well as let parents know about activities that are happening on the Cypress campus. This communications will also include IB updates, as well as what students are learning in music, art, SEL activities, and diversity and inclusion weekly celebrations.
8.Attendance at EL information night/ dinner.	Typically, families of English language learners struggle to know how to support their child as they fully acquire English.	Near the beginning of the year, all EL families will be invited to attend an information night that will include dinner and an activity for children to do while parents have the opportunity to learn about the supports available to them as well as answer any questions they may have.
9.Improve suspension rates	In 2020-2021 school year, no students were suspended. In the 2021-2022 school year, 2 students were suspended.	With in-class SEL lessons, positive school environment promoted by the house system, and an emphasis on teacher training in the area of equity, diversity and inclusion, there will be no more than 1

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		suspension for the 2022-2023 school year.

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 staff will work with the PTA to support campus-wide events that will support community-building efforts.	August-June	Administration, teachers, PTA	PTA sponsored events to build community	None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	
2. Student Council will create activities centered around leadership and promote activities to support a positive school climate and culture. Leaders will greet new students at a new student orientation. The student leaders will spend the day with the site administrator to plan community-building and ice breaker activities. The administration will work with a group of teachers in designing a house system to promote a positive culture among the community. Our houses will meet one time a month for thirty minutes and participate in Social Emotional Learning led by our student leaders and staff members.	August-June	Upper grade teachers	Teacher Stipend	1000-1999: Certificated Personnel Salaries	0010	1850.00
			Pizza lunch	4000-4999: Books And Supplies	0010	150.00
3. Cypress staff will use Sanford Harmony to support the social and emotional learning for students-Teachers will focus on units connected to empathy, diversity, inclusion, communication, peer relationships, problem-solving and	August-June	Administration, Staff	None Specified			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
critical thinking. The counselor will work with teachers each month on their implementation of Sanford Harmony and support with supplemental lessons in the classroom. In addition to modeling community circles as a way to promote inclusion and build a sense of community.						
4. Staff will implement Board Resolutions which provide students instruction connected to Hispanic Heritage, Anti Bullying, Inclusivity, Black History, Women in History, and Asian Pacific Islanders. The Cypress IMT will incorporate activities and diverse literature during the students' assigned library times. The principal will provide activities and resources in Family Communications.	August-June	Administration, Teachers and Counselor		4000-4999: Books And Supplies	0010	100
5. Every Sunday, the Site Administrator will communicate via Blackboard different events for parents and students that are offered by PTA, Newbury Park School Clusters, and District. For example, each year our Newbury Park Cluster holds a Cluster ELAC meeting in the spring, so we would collectively communicate. Also, we provide communications to our 5th-grade parents about events connected to Sequoia's incoming 6th grade students.	August-June	Administration, PTA, GATE Facilitator, ELD facilitator, teachers	None Specified			
6. Cypress will host an informational night for our English Language Parents. This will inform our parents about the ELPAC tests, the services offered,	September, January and March	Administration, DELAC parent volunteer, ELD facilitator and ELD advisor,	None Specified None Specified			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
additional interventions such as Lexia, Smarty Ants, Imagine Math and Literature.		Academic Specialist and parents.				
7. Enrichment specialist	September -May	Specialist/ Admin.	This specialist will create enriching activities for all students involving the Makerspace.	2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	10,000

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The pandemic limited us in what we could do as a community. As we return to pre-pandemic activities, building back up the sense of community became very important. After the first full year of full-day class sessions, there have been several successes. The PTA was able to hold its jog-a-thon. The newly formed houses allowed all students who were interested in being a school leader, were able to get involved. These students collaborated on school dress days and monthly activities that built relationships across all grade levels. The house system culminated with a field day at the end of the year that built belonging and confidence in all students.

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

Although the plan was for the houses to meet twice a month, it became more practical to only meet once a month.

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.

There are a couple changes to this SPSA Goal for the 2022-2023 school year. One change is the addition of an EL information night to support families with English language learners. Another change is the addition of an enrichment specialist that will provide

enrichment to all students. This year there are also additional plans to improve communications through the use of Smore newsletters.

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	$134,552.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

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	$22,394.00
0860	$640.00
0TRM	$5,994.00
4EEF	$500.00
ESSER III - Learning Loss	$27,037.00
ESSER III - Other Allowable Uses	$12,037.00
Other	$1,200.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	$64,750.00

Subtotal of state or local funds included for this school: $134,552.00

Total of federal, state, and/or local funds for this school: $134,552.00

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	5,994.00	0.00
0010	22,394	0.00
0860	640.00	0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	64,750	0.00
ESSER III - Learning Loss	27,037	0.00
ESSER III - Other Allowable Uses	12,037	0.00
4EEF	500	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
0010	22,394.00
0860	640.00
0TRM	5,994.00
4EEF	500.00
ESSER III - Learning Loss	27,037.00
ESSER III - Other Allowable Uses	12,037.00
Other	1,200.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	64,750.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	75,359.80
2000-2999: Classified Personnel Salaries	13,200.00
3000-3999: Employee Benefits	97.20

4000-4999: Books And Supplies	6,283.00
5000-5999: Services And Other Operating Expenditures	1,200.00
5800: Professional/Consulting Services And Operating Expenditures	16,196.00
None Specified	216.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified		0.00
1000-1999: Certificated Personnel Salaries	0010	6,861.00
2000-2999: Classified Personnel Salaries	0010	500.00
4000-4999: Books And Supplies	0010	5,533.00
5800: Professional/Consulting Services And Operating Expenditures	0010	9,500.00
1000-1999: Certificated Personnel Salaries	0860	424.00
None Specified	0860	216.00
1000-1999: Certificated Personnel Salaries	0TRM	5,994.00
1000-1999: Certificated Personnel Salaries	4EEF	500.00
1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	27,037.00
1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	2,543.80
2000-2999: Classified Personnel Salaries	ESSER III - Other Allowable Uses	2,700.00
3000-3999: Employee Benefits	ESSER III - Other Allowable Uses	97.20
5800: Professional/Consulting Services And Operating Expenditures	ESSER III - Other Allowable Uses	6,696.00
2000-2999: Classified Personnel Salaries	Other	0.00
5000-5999: Services And Other Operating Expenditures	Other	1,200.00
	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	22,000.00
1000-1999: Certificated Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	32,000.00

| 2000-2999: Classified Personnel Salaries | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 10,000.00 |
| 4000-4999: Books And Supplies | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 750.00 |

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	52,396.00
Goal 2	70,056.00
Goal 3	12,100.00

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
Tammy Sherrard	Classroom Teacher
Alex Robothon	Parent or Community Member
Gladys Koscak	Parent or Community Member
Andrea Yusim	Parent or Community Member
Sarah Rosas	Parent or Community Member
Ali Mroue	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**
[signature]	District Advisory Committee Representative
[signature]	Gifted and Talented Education Program Advisory Committee Representative
[signature] Lisa Ross	School Site Representative
[signature] Gladys Katch	Special Education Advisory Committee Representative
	African American District Advisory Council Representative
[signature]	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 8/31/22.

Attested:

[signature]	Principal, Michele McDonald on 8/31/2022
[signature]	SSC Chairperson, Ali Mroue on 8/31/2022

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.

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

  A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

   1. The comprehensive needs assessment of the entire school shall:

      a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

      b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

         i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

         ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

         iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

         iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

         v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

  B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

  A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        i. strategies to improve students' skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/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 (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/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/

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