

School Year: **2024-25**



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cypress Elementary School	56 73759 6093165	August 30th, 2024	September

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 (LCAP) process.

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (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 64001(g)(1), 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.

This plan is being used by Cypress Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Cypress Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

? A comprehensive needs assessment (pursuant to ESSA)

? Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals

? May include local data

? An identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals

All schools within the CVUSD complete a Comprehensive Needs Assessment as part of the SPSA development process. Part of this needs assessment includes the analysis of California State Dashboard data as well as local assessment data including benchmark assessments, attendance data, survey data, and grade mark reports. In the spring of 2021, based on state guidelines, CVUSD elected to use local data to monitor student progress and inform SPSA plans and site goals. School sites will include the 2021-22 and 2022-23- CAASPP data as an important reference, and they will also include local data from the 2022-23 school year.

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

June 2023- met as a School Site Council. Reviewed and updated bylaws. Discussed overall data from Trimester 2, addressed learning loss/accelerated learning, and reviewed site goals.

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

September 2023- Met as a Site Council and reviewed any feedback for the SPSA for the 2023-2024 school year.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

N/A

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Cypress Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	1.45%	0.34%	0.34%	4	1	1
Asian	5.45%	6.16%	6.16%	15	18	18
Filipino	0.36%	0%	%	1	0	
Hispanic/Latino	14.55%	18.15%	21.92%	40	53	64
Pacific Islander	0.36%	0%	%	1	0	
White	67.27%	65.07%	65.41%	185	190	191
Multiple/No Response	10.55%	10.27%	6.16%	29	30	18
Total Enrollment				275	292	292

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	51	61	41
Grade 1	35	43	44
Grade 2	53	44	44
Grade3	43	59	46
Grade 4	51	43	59
Grade 5	42	42	37
Total Enrollment	275	292	292

Conclusions based on this data:

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

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	16	18	15	3.4%	5.8%	5.1%
Fluent English Proficient (FEP)	11	15	15	4.1%	4.0%	5.1%
Reclassified Fluent English Proficient (RFEP)				22.2%		

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	44	59	47	43	59	47	43	59	47	97.7	100.0	100
Grade 4	51	42	59	47	38	59	47	38	59	92.2	90.5	100
Grade 5	41	43	37	41	39	31	41	39	31	100.0	90.7	84
All Grades	136	144	143	131	136	137	131	136	137	96.3	94.4	95

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2468.	2475.	2502	30.23	40.68	62	32.56	35.59	23	30.23	18.64	9	6.98	5.08	6
Grade 4	2529.	2528.	2522	55.32	44.74	51	23.40	31.58	22	12.77	13.16	20	8.51	10.53	7
Grade 5	2548.	2580.	2569	31.71	48.72	32	46.34	35.90	55	12.20	5.13	7	9.76	10.26	7
All Grades	N/A	N/A	N/A	39.69	44.12	50	33.59	34.56	30	18.32	13.24	13	8.40	8.09	7

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	27.91	28.81		69.77	64.41		2.33	6.78	
Grade 4	51.06	34.21		44.68	63.16		4.26	2.63	
Grade 5	34.15	38.46		60.98	61.54		4.88	0.00	
All Grades	38.17	33.09		58.02	63.24		3.82	3.68	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.93	20.34		62.79	67.80		16.28	11.86	
Grade 4	25.53	21.05		68.09	73.68		6.38	5.26	
Grade 5	24.39	35.90		63.41	51.28		12.20	12.82	
All Grades	23.66	25.00		64.89	64.71		11.45	10.29	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	18.60	22.03		76.74	72.88		4.65	5.08	
Grade 4	12.77	23.68		80.85	71.05		6.38	5.26	
Grade 5	26.83	17.95		68.29	74.36		4.88	7.69	
All Grades	19.08	21.32		75.57	72.79		5.34	5.88	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	25.58	33.90		65.12	62.71		9.30	3.39	
Grade 4	19.15	26.32		76.60	68.42		4.26	5.26	
Grade 5	17.07	48.72		68.29	46.15		14.63	5.13	
All Grades	20.61	36.03		70.23	59.56		9.16	4.41	

Conclusions based on this data:

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

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

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

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

It is important to notate the following factors when analyzing this data: 1. In 2019-2020 we did not have state testing due to the pandemic and school closures. 2. Students currently placed in grades 3-5 have never

participated in state assessments. 3. In 2020-2021 our school district elected to use local assessments to measure student achievement. 2. Cypress staff remains committed to improving the overall percentage of student performance in the area of research and inquiry and we remain committed to teaching students research and inquiry skills through our continued commitment to International Baccalaureate Education.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	44	59	47	43	59	47	43	59	47	97.7	100.0	100
Grade 4	51	42	59	47	38	59	47	38	59	92.2	90.5	100
Grade 5	41	43	38	41	38	31	41	38	37	100.0	88.4	84
All Grades	136	144	144	131	135	137	131	135	143	96.3	93.8	95

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2481.	2484.	2501	30.23	40.68	57	51.16	42.37	30	11.63	8.47	9	6.98	8.47	4
Grade 4	2519.	2519.	2524	31.91	31.58	37	40.43	26.32	34	17.02	39.47	25	10.64	2.63	3
Grade 5	2546.	2569.	2524	41.46	44.74	26	17.07	31.58	23	24.39	15.79	26	17.07	7.89	26
All Grades	N/A	N/A	N/A	34.35	39.26	42	36.64	34.81	30	17.56	19.26	20	11.45	6.67	9

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	34.88	47.46		60.47	45.76		4.65	6.78	
Grade 4	40.43	39.47		51.06	55.26		8.51	5.26	
Grade 5	39.02	34.21		43.90	60.53		17.07	5.26	
All Grades	38.17	41.48		51.91	52.59		9.92	5.93	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	37.21	40.68		51.16	50.85		11.63	8.47	
Grade 4	27.66	36.84		55.32	55.26		17.02	7.89	
Grade 5	31.71	36.84		58.54	55.26		9.76	7.89	
All Grades	32.06	38.52		54.96	53.33		12.98	8.15	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	34.88	47.46		60.47	49.15		4.65	3.39	
Grade 4	40.43	31.58		53.19	55.26		6.38	13.16	
Grade 5	29.27	31.58		63.41	60.53		7.32	7.89	
All Grades	35.11	38.52		58.78	54.07		6.11	7.41	

Conclusions based on this data:

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

96.2% of 3rd-grade students met or exceeded standards.	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

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://www.elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	5	7	5
1	*	*	*	*	*	*	*	*	*	*	4	6
2	*	*	*	*	*	*	*	*	*	*	*	4
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										14	14	18

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.71	7.14	33.33	7.14	50.00	55.56	0.00	35.71	11.11	57.14	7.14	0.00	14	14	18

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.71	14.29	44.44	7.14	64.29	44.44	7.14	14.29	11.11	50.00	7.14	0.00	14	14	18

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.43	7.14	11.11	21.43	50.00	44.44	0.00	42.86	44.44	57.14	0.00	0.00	14	14	18

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.57	42.86	61.11	42.86	50.00	33.33	28.57	7.14	5.56	14	14	18

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.57	14.29	50.00	14.29	64.29	50.00	57.14	21.43	0.00	14	14	18

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.71	14.29	22.22	14.29	78.57	72.22	50.00	7.14	5.56	14	14	18

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.29	42.86	27.78	50.00	57.14	72.22	35.71	0.00	0.00	14	14	18

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

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
292	13	6.2	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Cypress Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	18	6.2
Foster Youth		
Homeless	3	1
Socioeconomically Disadvantaged	38	13
Students with Disabilities	22	7.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.3
Asian	18	6.2
Hispanic	53	18.2
Two or More Races	30	10.3
White	190	65.1

Conclusions based on this data:

- Our percentages for the specific subgroups are small. The staff takes into consideration of the different subgroups and works collaboratively to identify specific barriers. Additionally, when staff looks at achievement data and tiered interventions, we are inclusive of offering appropriate interventions to all students in accordance with the needs of the students.

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



2023 Fall Dashboard Overall Performance for All Students

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

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

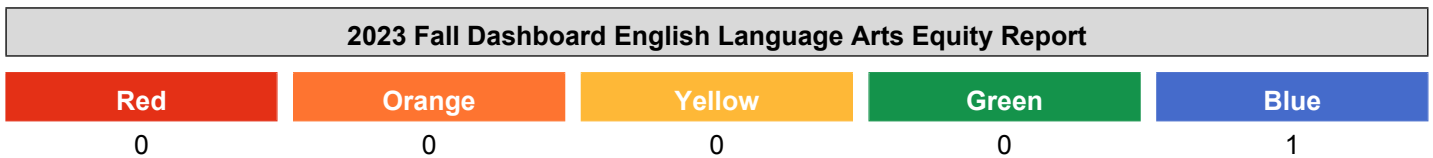
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>53 points above standard</p> <p>Increased +3.7 points</p> <p>136 Students</p>	<p>English Learners</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>25.6 points below standard</p> <p>Decreased Significantly -27.2 points</p> <p>17 Students</p>	<p>Students with Disabilities</p> <p>28.9 points below standard</p> <p>Increased Significantly +55.3 points</p> <p>19 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 5 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
34.2 points above standard Increased Significantly +32.5 points 23 Students	17.4 points above standard Decreased -9.5 points 18 Students	 No Performance Color 0 Students	 Blue 56.6 points above standard Increased +5.5 points 90 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 2 Students	Less than 11 Students 3 Students	53.2 points above standard Increased +6.9 points 125 Students

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

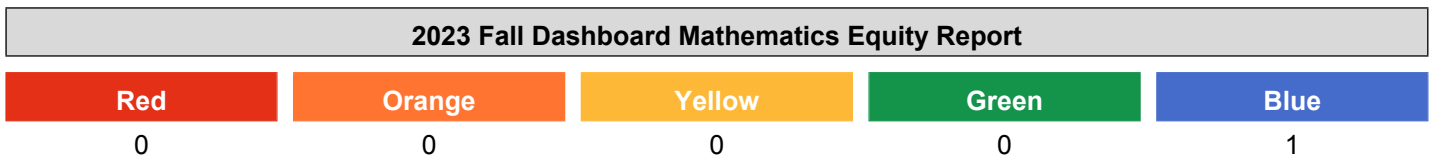
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Blue 37 points above standard Increased +3.1 points 136 Students	English Learners Less than 11 Students 5 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged 53.9 points below standard Decreased Significantly -47.6 points 17 Students	Students with Disabilities 24.4 points below standard Increased Significantly +71.4 points 19 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 5 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
26.3 points above standard Increased Significantly +56.2 points 23 Students	18.4 points above standard Maintained +1.8 points 18 Students	 No Performance Color 0 Students	 37.4 points above standard Maintained +0.1 points 90 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 2 Students	Less than 11 Students 3 Students	35.9 points above standard Increased +3.2 points 125 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance English Learner Progress

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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.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
58.3% making progress towards English language proficiency
Number of EL Students: 12 Students
Performance Level: No Performance Level

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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
2	3	0	7

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance College/Career Report

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

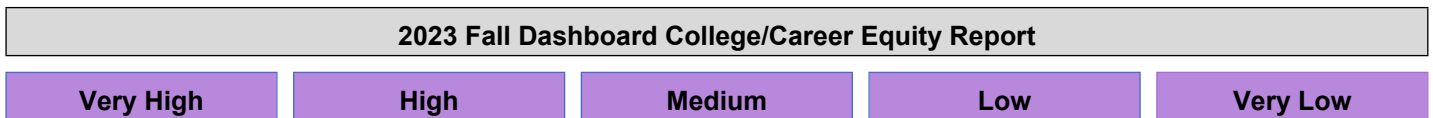
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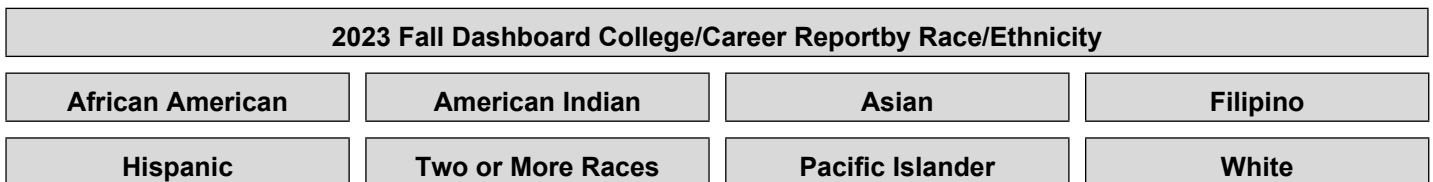
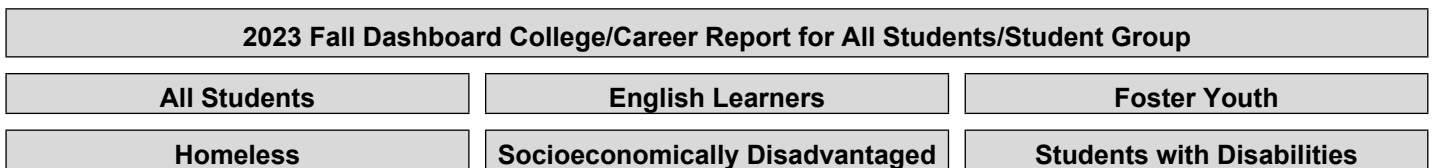
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
--------------------------------	-----	--------	------	----------------------------------

This section provides number of student groups in each level.



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



Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Orange 8.4% Chronically Absent Increased Significantly 4.1 297 Students	English Learners 0% Chronically Absent Maintained 0 18 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged Orange 20% Chronically Absent Increased 5.3 40 Students	Students with Disabilities 8.8% Chronically Absent Declined -2.3 34 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p align="center">1 Student</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center">0% Chronically Absent</p> <p align="center">Maintained 0</p> <p align="center">18 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Orange</p> <p align="center">13.2% Chronically Absent</p> <p align="center">Increased 5.7</p> <p align="center">53 Students</p>	<p align="center">10% Chronically Absent</p> <p align="center">Increased 6.6</p> <p align="center">30 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center"></p> <p align="center">Orange</p> <p align="center">7.2% Chronically Absent</p> <p align="center">Increased 3</p> <p align="center">195 Students</p>

Conclusions based on this data:

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

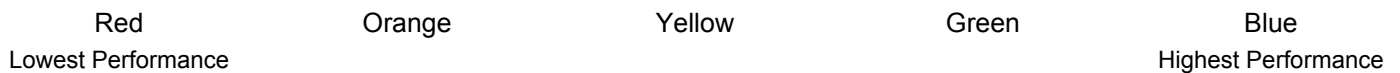
School and Student Performance Data

Academic Engagement Graduation Rate

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

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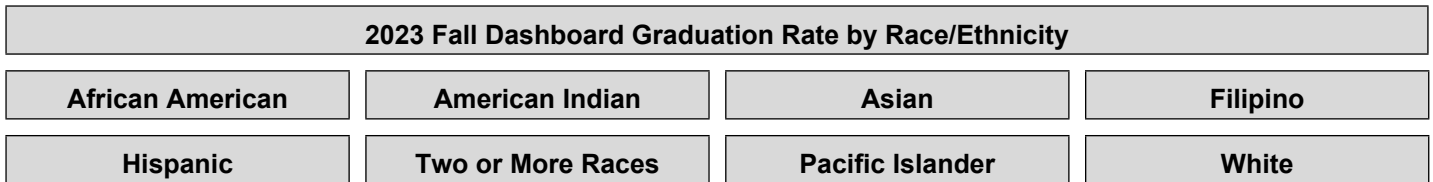
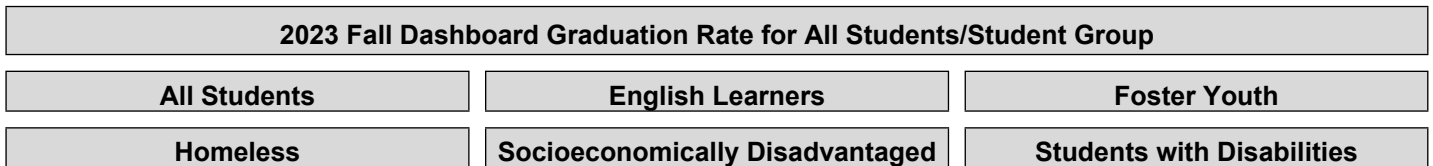
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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



Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

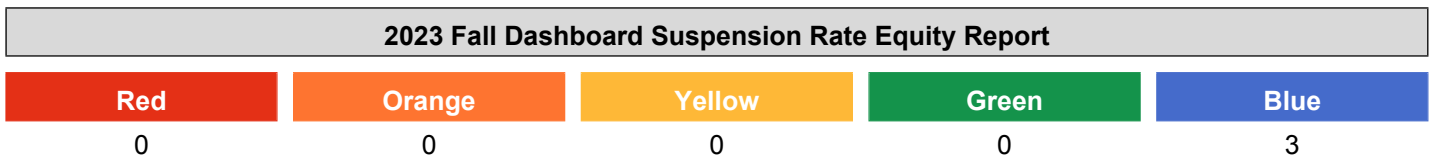
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined Significantly -1.4 301 Students</p>	<p>English Learners</p> <p>0% suspended at least one day</p> <p>Maintained 0 18 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students 3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined -2.9 41 Students</p>	<p>Students with Disabilities</p> <p>0% suspended at least one day</p> <p>Maintained 0 34 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 2 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center">0% suspended at least one day</p> <p align="center">Maintained 0 18 Students</p>	<p align="center"> No Performance Color 0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Blue</p> <p align="center">0% suspended at least one day</p> <p align="center">Declined -2.5 53 Students</p>	<p align="center">0% suspended at least one day</p> <p align="center">Maintained 0 31 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center"> Blue</p> <p align="center">0% suspended at least one day</p> <p align="center">Declined Significantly -1.6 197 Students</p>

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 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Success and Achievement in English Language Arts

During the 2024-2025 school year, 3rd-5th staff will continue to focus on improving overall SBAC ELA scores, Scholastic Reading Inventory (SRI) scores, and reading and writing report card grades. Staff will also continue to work to improve TK-2nd grade's targeted ELA standards on trimester report cards. Students with disabilities (SWD), English language learners (ELL), and Homeless/Foster youth and socio-economically disadvantaged (SED) students will be monitored closely to determine growth.

Progress will be measured through benchmark data and data provided through web-based reports on student progress. Students that are not demonstrating success in these areas will receive ongoing targeted Tier 2 intervention to support academic progress measured by district benchmarks. We will use this data to target learning loss during our overall intervention time. Additionally, for students that have met or exceeded benchmark standards, they will receive tier one enrichment within the classroom through the use of UDL strategies.

Goals:

1. By June of 2025, 70% of identified English learners (EL) will increase overall ELD proficiency levels by 1 level as indicated on the ELPAC exam for each student that is currently receiving designated English Language Instruction. In addition, we will continue to target additional reinforcements to underperforming English Language Learners through small group instruction. Additionally, any underperforming EL student will demonstrate 10% growth in at least one of the following areas: progress towards proficiency on SBAC ELA assessments (grades 3-5), Scholastic Reading Inventory (SRI) scores (grades 3-5), Trimester D/F rates in reading and writing (3-5), and/or trimester report card targeted standards (grades TK-2).
2. By June of 2025, D/F rates in grades 3-5 for trimester 3 will remain at 5% or below. This applies to the subgroups SWD, SED, and EL as well.
3. By June 2025, 35% percent of Cypress' 3rd-5th grade students will increase at least one level. This applies to the subgroups SWD, SED, and EL as well.
4. By June 2025, the percentage of Cypress' 3rd-5th grade students who are score at the proficient or advanced levels on the Scholastic Reading Inventory will increase by 3% or maintain 85%. This applies to the subgroups SWD, SED, and EL as well.
5. By June 2025, the percentage of Cypress' K-2nd grade students who score a 3 (meeting benchmarks) in targeted ELA report card standards will increase by 3% or maintain 90%. This applies to the subgroups SWD, SED, and EL as well.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

1. ELPAC scores show that 36% of a students increased at least one level.

2. 3rd-5th grade D/F rates for reading

2022/ 2023 trimester 3 data:

- In grade 3, 6% of students received a D/F
- In grade 4, 7% of students received a D/F
- In grade 5, 8% of students received a D/F

23/24 trimester 3 data:

- In grade 3, 13% of students received a D/F
- In grade 4, 3% of students received a D/F
- In grade 5, 3% of students received a D/F

3. The 2023 SBAC results:

ELA 2023 2024 Growth

3rd all 76% 85% +9%

3rd SED 50% 80%. +30%

3rd EL 100% 50%. -50% (less than 4 students represented)

3rd SWD 67%. 60%. -7% (less than 4 students represented)

4th all 76% 75% -2%

4th SED 83% 57%. -26%

4th EL 100% ---- (no students in this group)

4th SWD 83%. 40%. -43%

5th all 85% 87% +2%

5th SED 100% 83%. -17%

5th EL ---- ----- (no students in this group)

5th SWD 34% 100%. +66% (less than 4 students represented)

4. Scholastic Reading Inventory (SRI) (percent of students at least at the basic level in trimester 3.

22/23 trimester 3:

- In grade 3, 85% were at least at the basic level.
- In grade 4, 82% were at least at the basic level.
- In grade 5, 89% were at least at the basic level.

23/24 trimester 3:

- In grade 3, 85% were at least at the basic level.
- In grade 4, 84% were at least at the basic level.
- In grade 5, 86% were at least at the basic level.

5. Targeted report card ELA standards were compare from 2023-2024 for Kindergarten to second grade.

- In kindergarten, the overall population increased by 14%, SED students decreased by 20%. There are not enough EL students to report data (1). There were no SWD students.
- In first grade, the overall population remained at 91%, SED students increased by 30%, There were no EL students in first grade. There are not enough SWD to report data (2).
- In second grade, the overall population decreased by 23%%, SWD decreased by 25%, EL maintained at 100%, SED decreased by 14%

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. ELPAC Data	<p>For the 21/22 school year, 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</p> <p>For the 22/23 school year, Eighteen students were identified as an English Learner (EL). Of those students: 5 students received baseline data 1 student decreased one level 4 students did not increase or decrease a level 5 students made the targeted one level growth 3 students made two levels of growth 0 student made three levels of growth</p> <p>For the 23/24 school year, seventeen students were identified as an English Learner (EL). Of those students: 6 students received baseline data 1 student decreased one level 6 students did not increase or decrease a level 4 students made the targeted one level growth 4 student were reclassified</p>	<p>By June of 2025, 70% of identified English learners (EL) will increase overall ELD proficiency levels by 1 level as indicated on the ELPAC exam for each student that is currently receiving designated English Language Instruction.</p>
2. 3rd-5th grade trimester 3 D/F rates	<p>2022/ 2023 trimester 3 data:</p> <ul style="list-style-type: none"> • In grade 3, 6% of students received a D/F • In grade 4, 7% of students received a D/F • In grade 5, 8% of students received a D/F <p>23/24 trimester 3 data:</p> <ul style="list-style-type: none"> • In grade 3, 13% of students received a D/F • In grade 4, 3% of students received a D/F • In grade 5, 3% of students received a D/F 	<p>By June 2025 The D/F rate will remain below 5% for the 3rd trimester</p>
3. SBAC data	<p>ELA SBAC results were compared to the 2023 test scores The data below</p>	<p>By June 2025, the percentage of Cypress' 3rd-5th grade students who are score at the proficient or advanced</p>

	<p>shows where there was growth and a decline in scores.</p> <table border="1"> <thead> <tr> <th>ELA</th> <th>2023</th> <th>2024</th> <th>Growth</th> </tr> </thead> <tbody> <tr> <td>3rd all</td> <td>76%</td> <td>85%</td> <td>+9%</td> </tr> <tr> <td>3rd SED</td> <td>50%</td> <td>80%.</td> <td>+30%</td> </tr> <tr> <td>3rd EL (less than 4 students rep)</td> <td>100%</td> <td>50%.</td> <td>-50%</td> </tr> <tr> <td>3rd SWD 7% (less than 4 students rep)</td> <td>67%.</td> <td>60%.</td> <td>-</td> </tr> <tr> <td>4th all</td> <td>76%</td> <td>75%</td> <td>-2%</td> </tr> <tr> <td>4th SED</td> <td>83%</td> <td>57%.</td> <td>-26%</td> </tr> <tr> <td>4th EL (no students in this group)</td> <td>100%</td> <td>----</td> <td>(no)</td> </tr> <tr> <td>4th SWD</td> <td>83%.</td> <td>40%.</td> <td>-43%</td> </tr> <tr> <td>5th all</td> <td>85%</td> <td>87%</td> <td>+2%</td> </tr> <tr> <td>5th SED 17%</td> <td>100%</td> <td>83%.</td> <td>-</td> </tr> <tr> <td>5th EL (no students in this group)</td> <td>----</td> <td>-----</td> <td>(no)</td> </tr> <tr> <td>5th SWD (less than 4 students rep)</td> <td>34%</td> <td>100%.</td> <td>+66%</td> </tr> </tbody> </table>	ELA	2023	2024	Growth	3rd all	76%	85%	+9%	3rd SED	50%	80%.	+30%	3rd EL (less than 4 students rep)	100%	50%.	-50%	3rd SWD 7% (less than 4 students rep)	67%.	60%.	-	4th all	76%	75%	-2%	4th SED	83%	57%.	-26%	4th EL (no students in this group)	100%	----	(no)	4th SWD	83%.	40%.	-43%	5th all	85%	87%	+2%	5th SED 17%	100%	83%.	-	5th EL (no students in this group)	----	-----	(no)	5th SWD (less than 4 students rep)	34%	100%.	+66%	<p>levels on the CAASP will increase by 3% or maintain 85%. This applies to the subgroups SWD, SED, and EL as well.</p>
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<p>4. Scholastic Reading Inventory Results</p>	<p>Scholastic Reading Inventory (SRI) results (Grades 3-5) The data represented below reflect students who met or exceeded grade level benchmark for the SRI.</p> <p>2021-2022 5th Grade: 89% 4th Grade: 82% 3rd Grade 85%</p> <p>2022-2023 5th Grade: 93% 4th Grade: 95% 3rd Grade 95%</p> <p>2023-2024 (This year the program changed and new benchmark numbers were set so this data can be seen as baseline data) 5th Grade: 85% 4th Grade: 84% 3rd Grade 86%</p>	<p>By June 2025, the percentage of Cypress' 3rd-5th grade students who are score at the basic, proficient or advanced levels on the Scholastic Reading Inventory will increase by 3% or maintain 85%. This applies to the subgroups SWD, SED, and EL as well.</p>																																																				
<p>5. Report Card Data for K-2 students</p>	<p>The district has identified three targeted standards for grades K-2 in math and ELA. The results of the data create a baseline to build improvements upon. These targeted standards are reflected in the trimester 3 report card using a 1-3 scale, 3 indicating meeting standards.</p>	<p>By June 2025, the percentage of Cypress' K-2nd grade students who score a 3 (meeting benchmarks) in targeted ELA report card standards will increase by 3% or maintain 90%. This applies to the subgroups SWD, SED, and EL as well.</p>																																																				

	<p>In kindergarten, the targeted standards for ELA are, 'fluently names letters', 'blends sounds', and 'knows high frequency words'.</p> <p>21/22: All students 91%, EL students 93%, SED students 100%, and SWD 67%</p> <p>22/23: All students 83%, EL students 83%, SED students 86%, and SWD no students</p> <p>23/24: All students 97%, EL students 50%, SED students 80%, and SWD no students</p> <hr/> <p>In first grade the targeted standards in ELA are, 'blends', phonics', high frequency words', and fluency.</p> <p>21/22: All students 93%, EL students 81%, SED no students, SWD no students</p> <p>22/23: All students 91%, EL students 100%, SED 88%, SWD 38%</p> <p>23/24: All students 91%, EL students none, SED 80%, SWD 67%</p> <hr/> <p>In second grade, the targeted standards for second grade are, 'phonics', reads accurately', 'reads fluently', and 'Knows high frequency words'.</p> <p>21/22: All students 92%, EL students 100%, SED students 0%, SWD students 0%</p> <p>22/23: All students 93%, EL students 100%, SED students 90%, SWD students 94%</p> <p>23/24: All students 70%, EL students 100%, SED students 86%, SWD students 75%</p>	
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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. Wonders, 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.	English language learners	District Funded 1000-1999: Certificated Personnel Salaries EL Advisor Stipend Other 1000-1999: Certificated Personnel Salaries EL facilitator salary

<p>1.2</p>	<p>2. Cypress will employ English Language Arts Academic specialists to provide targeted intervention to students (including, ELD, SED, SWD, and homeless/ foster). They will work with small groups of Tier II students to provide targeted intervention in their areas of need. They will also receive 1 hour paid prep per week. The administration will meet with the Academic Specialist to share student progress data to assist them in designing lessons to target specific skills/ goals with research-based interventions. At-risk students will be identified via assessment data and have continuous progress monitoring to determine their eligibility for support and area of need.</p>	<p>all academically at-risk students</p>	<p>2,500 OTRM 1000-1999: Certificated Personnel Salaries Academic Specialist .25 2,500 OTRM 1000-1999: Certificated Personnel Salaries Academic Specialist .25</p> <p>5,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1000-1999: Certificated Personnel Salaries Academic Specialist .50 4,413 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1000-1999: Certificated Personnel Salaries Academic specialist .50 200 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Supplies for interventionists</p>
<p>1.3</p>	<p>3. Cypress staff will be involved in UDL (universal Design for Learning) walks. Staff meeting discussions will include review of UDL strategies. Cypress teachers will also attend three district-lead UDL professional development workshops.</p>	<p>all students</p>	<p>0 None Specified Staff and teachers will participate in UDL walks to improve and support effective best practices.</p>
<p>1.4</p>	<p>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, homeless/ foster and SWD student population. Site admin will work with all staff members in targeting learning acceleration for students not making gains in reading, and/ or language development.</p>	<p>all academically at-risk students</p>	<p>District Funded 4000-4999: Books And Supplies See-Saw, IXL, ESGI</p> <p>District Funded 4000-4999: Books And Supplies Smarty Ants, Imagine math and literature (ELD)</p> <p>Other 4000-4999: Books And Supplies Reading Counts program</p>

1.5	5. Teachers will meet each trimester with intervention specialists to monitor growth towards goals and revise tier 2 support.	all academically at-risk students	387 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1000-1999: Certificated Personnel Salaries 1,350 0010 1000-1999: Certificated Personnel Salaries Cost of 6 subs for teachers to attend intervention data meetings.
1.6	6. The learning center teacher and the school-based psychologist will meet with the principal and teachers with identified SWD to provide background, context, and support and assist with differentiation and accommodations to support each of the students appropriately. The IEP team will evaluate yearly, while discussing the offer of FAPE, metrics to increase the least restrictive environment.	Students with disabilities	337.50 0010 1000-1999: Certificated Personnel Salaries 1.5 roving subs for SST meetings @\$225 each.
1.7	7. Purchase of Lexia for 130 students @\$33.00 to support intervention	all academically at-risk students	4290 0010 5800: Professional/Consulting Services And Operating Expenditures Lexia \$33 x 130
1.8	8. The principal will develop D/F goal-setter groups to support struggling students.	students receiving a D/F each trimester in 4th and 5th grades	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall, the strategies listed for the 2023/2024 school year were implemented and effective. The interventionists worked closely with general education teachers to address deficiencies in language arts. They met at the end of the first and second trimesters to reassess who needed intervention. The EL facilitator assessed language learners and tracked their progress. Two of the three upper grade levels decreased the third trimester D/F rate.

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

One difference between the plan and implementation was that the UDL walks did not occur. Another difference was the mid-year implementation of D/F goal-setters group to improve grades.

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.

One change that has occurred between last year and this year's SPSA is the omission of the Wonders unit assessments to track growth. As an IB World school, we teach the Wonders curriculum in an alternative order so the assessments do not align to our instruction and do not provide a valid growth measure. Another big change will be the decrease in

intervention specialists. With a decrease of ESR-3 funds, this SPSA plan includes only 2 intervention specialists instead of 4. A staff discussion will occur to brainstorm in-class intervention strategies.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Success and Achievement in Mathematics

1. By June 2025, the percentage of Cypress' K-2nd grade students who score a 3 (meeting benchmarks) in targeted math report card standards will increase by 3% or maintain 90%. This applies to the subgroups SWD, SED, and EL as well.
2. By June 2025, the percentage of Cypress' 3rd-5th grade students who are score at the proficient or advanced levels on the CAASP Math will increase by 3% or maintain 85%. This applies to the subgroups SWD, SED, and EL as well.
3. By June 2025, 3rd- 5th graders will decrease the number of all general education, students with disabilities (SWD), English Learners (EL), and Socioeconomically Disadvantaged (SED) receiving a D/F in Math on trimester 3 report card by 3%.
4. By June 2025, 3rd-5th grade students will have a 3% or less D/f rate.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

1. 3rd-5th grade trimester 3 math benchmark scores:

2022-2023:

- Third grade overall math benchmark scores increased 5%, EL increased by 11%, SED increased by 6%, and SWD decreased by 16%.
- Fourth grade overall math benchmark scores decreased 2%, EL decreased by 20%, SED increased by 4%, and SWD decreased by 16%.
- Fifth grade overall math benchmark scores decreased 2%, EL is a baseline of 85%, SED remained at 67%, and SWD decreased by 20%.

2023-2024:

- Third grade overall math benchmark scores decreased 13%, EL decreased by 27%, SED decreased by 6%, and SWD decreased by 24%.
- Fourth grade overall math benchmark scores decreased 20%, EL (no students), SED decreased 12%, and SWD decreased by 50%.
- Fifth grade overall math benchmark scores decreased 19%, EL increased 11%, SED decreased 14%, and SWD decreased by 24%.

2. CAASP scores from 2022 and 2023

2023 2024 growth

3rd all 83% 87% +4%

3rd SED 50% 100%. +50%

3rd EL 100% 50% -50% (less that 4 students rep.)

3rd SWD 78% 60% -18% (less that 4 students rep.)

4th all 58% 71% +13%

4th SED 50% 57% +7%

4th EL 100% ----- (No students)

4th SWD 50% 40% -10%

5th all 76% 48%. -28%

5th SED 0% 17% +17%

5th EL 100% ----- (No students)

5th SWD 67% 100% 33% (less that 4 students rep.)

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

3. Targeted report card math standards for Kindergarten to second grade.

2022-2023:

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

2023-2024:

- In kindergarten, the overall population decreased by 6%, SED decreased by 20%, EL decreased by 50%. There were no SWD students.
- In first grade, the overall population increased by 1%, SWD increased by 50%, and EL remained at 100%, SED decreased by 10%.
- In second grade, the overall population decreased by 6%, SWD remained at 75%, EL remained at 100%, SED remained at 100%.

4. trimester 3 3rd-5th grade D/F rates

2022-2023

3rd: 5%

4th: 14%

5th: 9%

2023-2024

3rd: 0%

4th: 2%

5th: 0%

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

<p>1. 3rd- 5th grade students math benchmark exam scores.</p>	<p>Math benchmark exams are administered each trimester. The data below reflects the average scores for grades 3rd-5th for each trimester.</p> <p>All students 3rd Grade: 21/22 Tri. 1-3 average: 81% 22/23 Tri 1-3 average: 86% 23/24 Tri 1-3 average: 85%</p> <p>4th Grade: 20/22 Tri. 1-3 average: 80% 22/23 Tri. 1-3 average: 78% 23/24 Tri 1-3 average: 75%</p> <p>5th Grade: 20/22 Tri. 1-3 average: 79% 22/23 Tri. 1-3 average: 81% 23/24 Tri 1-3 average: 72%</p> <p>Students with disabilities 3rd Grade (9 students in 22/23): 21/22 Tri. 1-3 average: 85% 22/23 Tri 1-3 average: 68% 23/24 Tri 1-3 average:71%</p> <p>4th Grade 3 students in 22/23): 20/22 Tri. 1-3 average: 58% 22/23 Tri. 1-3 average: 89% 23/24 Tri 1-3 average: 68%</p> <p>5th Grade (5 students in 22/23): 20/22 Tri. 1-3 average: 46% 22/23 Tri. 1-3 average: 66% 23/24 Tri 1-3 average: 63%</p> <p>Socioeconomically disadvantaged 3rd Grade (7 students in 22/23): 21/22 Tri. 1-3 average: 71% 22/23 Tri 1-3 average: 77% 23/24 Tri 1-3 average: 82%</p> <p>4th Grade (6 students in 22/23): 20/22 Tri. 1-3 average: 82% 22/23 Tri. 1-3 average: 86% 23/24 Tri 1-3 average: 68%</p> <p>5th Grade (3 students in 22/23): 20/22 Tri. 1-3 average: 67% 22/23 Tri. 1-3 average: 67% 23/24 Tri 1-3 average: 57%</p> <p>English Language learners 3rd Grade (1 student in 22/23): 21/22 Tri. 1-3 average: 91% 22/23 Tri 1-3 average: 80% 23/24 Tri 1-3 average: 78%</p> <p>4th Grade (1 student in 22/23): 20/22 Tri. 1-3 average: 93% 22/23 Tri. 1-3 average: 73%</p>	<p>The trimester benchmark scores will show a 3% increase in scores or maintain an 85%.</p>
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	<p>23/24 Tri 1-3 average: no students to count</p> <p>5th Grade (1 student in 22/23): 20/22 Tri. 1-3 average: 79% 22/23 Tri. 1-3 average: 81% 23/24 Tri 1-3 average: 83%</p>																																																					
<p>2. Math CAASPP test scores</p>	<p>SBAC scores from 2022 and 2023</p> <table border="0"> <thead> <tr> <th>2023</th> <th>2024</th> <th>growth</th> <th></th> </tr> </thead> <tbody> <tr> <td>3rd all</td> <td>83%</td> <td>87%</td> <td>+4%</td> </tr> <tr> <td>3rd SED</td> <td>50%</td> <td>100%</td> <td>+50%</td> </tr> <tr> <td>3rd EL</td> <td>100%</td> <td>50%</td> <td>-50% (less that 4 students rep.)</td> </tr> <tr> <td>3rd SWD</td> <td>78%</td> <td>60%</td> <td>-18% (less that 4 students rep.)</td> </tr> <tr> <td>4th all</td> <td>58%</td> <td>71%</td> <td>+13%</td> </tr> <tr> <td>4th SED</td> <td>50%</td> <td>57%</td> <td>+7%</td> </tr> <tr> <td>4th EL</td> <td>100%</td> <td>----</td> <td>(No students)</td> </tr> <tr> <td>4th SWD</td> <td>50%</td> <td>40%</td> <td>-10%</td> </tr> <tr> <td>5th all</td> <td>76%</td> <td>48%</td> <td>-28%</td> </tr> <tr> <td>5th SED</td> <td>0%</td> <td>17%</td> <td>+17%</td> </tr> <tr> <td>5th EL</td> <td>100%</td> <td>----</td> <td>(No students)</td> </tr> <tr> <td>5th SWD</td> <td>67%</td> <td>100%</td> <td>33% (less that 4 students rep.)</td> </tr> </tbody> </table>	2023	2024	growth		3rd all	83%	87%	+4%	3rd SED	50%	100%	+50%	3rd EL	100%	50%	-50% (less that 4 students rep.)	3rd SWD	78%	60%	-18% (less that 4 students rep.)	4th all	58%	71%	+13%	4th SED	50%	57%	+7%	4th EL	100%	----	(No students)	4th SWD	50%	40%	-10%	5th all	76%	48%	-28%	5th SED	0%	17%	+17%	5th EL	100%	----	(No students)	5th SWD	67%	100%	33% (less that 4 students rep.)	<p>The trimester CAASP scores will show a 3% increase in scores or maintain an 85%.</p>
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<p>3. Grades 3-5 trimester 3 report card math grades</p>	<p>Baseline data for student in 22/23 that received a D or F in math in the third trimester</p> <p>All students 3rd grade: 1% 4th grade: 14% 5th grade: 10%</p> <p>English language learners: 3rd grade: 0% 4th grade: 0% 5th grade: 25%</p> <p>Socioeconomically disadvantaged: 3rd grade: 0% 4th grade: 0% 5th grade: 25%</p> <p>Students with disabilities: 3rd grade: 33% 4th grade: 33% 5th grade: 25%</p> <p>23/24 data:</p> <p>All students 3rd grade: 0% 4th grade: 2% 5th grade: 0%</p>	<p>On the trimester 3 report card, 3rd-5th grade students will have a 3% or less D/f rate</p>																																																				

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<p>4. Grades K-2 trimester 3 targeted math scores</p>	<p>All students Kindergarten: 21/22 Tri. 3 average: 94% 22/23 Tri. 3 average: 91% 23/24 Tri. 3 average: 97%</p> <p>1st Grade: 20/22 Tri. 3 average: 95% 22/23 Tri. 3 average: 91% 23/24 Tri. 3 average: 92%</p> <p>2nd Grade: 20/22 Tri. 3 average: 88% 22/23 Tri. 3 average: 90% 23/24 Tri. 3 average: 84%</p> <hr/> <p>Students with disabilities Kindergarten: (none)</p> <p>1st grade (1): 20/22 Tri. 3 average: 95% 22/23 Tri. 3 average: 50% 23/24 Tri. 3 average: 100%</p> <p>2nd Grade (3): 20/22 Tri. 3 average: 33% 22/23 Tri. 3 average: 90% 23/24 Tri. 3 average: 75%</p> <hr/> <p>English language learners Kindergarten(2): 21/22 Tri. 3 average: 100% 22/23 Tri. 3 average: 100% 23/24 Tri. 3 average: 50%</p> <p>1st Grade (4): 20/22 Tri. 3 average: 75% 22/23 Tri. 3 average: 100% 23/24 Tri. 3 average: 100%</p> <p>2nd Grade (2): 20/22 Tri. 3 average: 100% 22/23 Tri. 3 average: 83% 23/24 Tri. 3 average: 100%</p>	<p>The trimester 3 targeted math scores will show a 3% increase in scores or maintain an 85%.</p>

	<p>Socioeconomically disadvantaged Kindergarten(7): 21/22 Tri. 3 average: 100% 22/23 Tri 3 average: 100% 23/24 Tri. 3 average: 80%</p> <p>1st Grade (6): 20/22 Tri. 3 average: none 22/23 Tri. 3 average: 91% 23/24 Tri. 3 average: 90%</p> <p>2nd Grade (7): 20/22 Tri. 3 average: none 22/23 Tri. 3 average: 83% 23/24 Tri. 3 average: 100%</p>	
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	1. Cypress will employ math Academic specialists to provide targeted intervention to students (including, ELD, SED, SWD, and homeless/foster). They will work with small groups of Tier II students to provide targeted intervention in their areas of need. The administration will meet with the Academic Specialist to share student progress data to assist them in designing lessons to target specific skills/goals with research-based interventions. At-risk students will be identified via assessment data and have continuous progress monitoring to determine their eligibility for support and area of need.	all academically at-risk students	2,500 OTRM 2000-2999: Classified Personnel Salaries interventionist .25 1,410 OTRM 2000-2999: Classified Personnel Salaries Interventionist \$1410 of the .25 377 0010 2000-2999: Classified Personnel Salaries Interventionist \$1090 of the .25
2.2	2. Cypress staff will be involved in UDL (universal Design for Learning) walks. Staff meeting discussions will include review of UDL strategies. Cypress teachers will also attend three district-lead UDL professional development workshops.	all students	0 None Specified Staff and teachers will participate in UDL walks to improve and support effective best practices.
2.3	3. Teachers/ Academic Specialist and Administration will utilize reports from the web-based platform to inform Tier 1, Tier 2, Tier 3 instruction and assist in the development of lesson plans to support positive student outcomes for all students which include our EL, SED, homeless/foster, and SWD student population. Site admin will work with all staff members in targeting learning acceleration for students not making gains in math development.	all academically at-risk students	0 Other 4000-4999: Books And Supplies IXL

2.4	4. Teachers and Academic specialists will meet each trimester to review data and determine need for intervention.	all academically at-risk students	0010 1000-1999: Certificated Personnel Salaries cost is listed in goal 1
2.5	5. Principal will develop a D/F goal-setter groups	all academically at-risk students	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall, the strategies listed for the 2023/2024 school year were implemented and effective. The interventionists worked closely with general education teachers to address deficiencies in language arts. They met at the end of the first and second trimesters to reassess who needed intervention. Two of the three upper grade levels decreased the third trimester D/F rate.

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

One difference between the plan and implementation was that the UDL walks did not occur. Another difference was the mid-year implementation of D/F goal-setters group to improve grades.

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.

A big change will be the decrease in intervention specialists. With a decrease of ESR-3 funds, this SPSA plan includes only 2 intervention specialists instead of 4. A staff discussion will occur to brainstorm in-class intervention strategies.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

International Baccalaureate Program

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1.Attendance of general education teachers at a 6-hour extra duty day to refocus on the year's IB goals:	In August of 2024 100% of teachers attended this one-day training.	In August of 2025 100% of teachers will attend the one day training.
2.Maintain a staff of highly qualified and IB trained teachers	In 2023-2024, 6 teachers, the principal, IB coordinator and 5 academic specialists attended an official IB training	In the 2024-2025 school year, 3 new teachers, the new IB Coordinator, the principal, and the two 5th grade teachers will attend IB training.
3. Attendance at weekly grade-level IB planning sessions, evidence of meeting minutes, and improvements to the POI.	In the 2023-2024 school year, the general education teachers met with the IB coordinator weekly for one hour.	In the 2024-2025 school year, Cypress teachers will meet as a grade level with the IB coordinator one hour every other week or one 1/2 hour weekly to further develop their IB units and input lesson plans, data, evidence, and reflections into Toddle (IB online planning and documentation platform.)
4.Purchase and use of Toddle, online IB documentation platform.	In the 23-24 school year, all general education teachers and some	Cypress will purchase Toddle, an IB online planning and documentation

	specialists used Toddle, an IB online planning and documentation platform.	platform. In the 24-25 school year, the use of Toddle will increase to involve all specialists along with the general education teacher and the IB coordinator.
5.Collaboration minutes between general education teacher and specialists	In the 23-24 school year, 5 days were set aside for collaboration between gen. Ed. teachers and specialists	In the 24-25 school year, 6 days will be used for collaboration between gen. Ed. teachers and specialists
6.Collaboration minutes between IB coordinator and specialists.	In the 23-24 school year, specialists received 30 minutes each week they worked for the second half of the school year.	In the 24-25 school year, Specialists will be provided with 30 minutes each week they work to meet with the IB coordinator. They will also be provided three hours each collaboration time with the IB coordinator at the beginning of the year (August).
7.Attendance at Back-to-School Night IB discussion and at monthly IB coffee talks	In the 23-24 school year, one IB presentation from provided to the Cypress Community at Back-to-School Night. Some coffee talks were held but had very low attendance	In the 24-25 school year, Cypress will hold one IB discussion at Back-to-School Night. In addition, four coffee talks will be run by the principal after regular assemblies.
8.Site specific survey of specialist classes	In the 23-24 school year, some surveys were conducted on the specialists.	In the 24-25 school year, a survey of students and staff will be conducted to evaluate the specialist programs.
9.Use of the Makerspace to support IB units and Inquiry.	In the 23-24 school year, the Makerspace was put into use all year. IB Unit specific activities were facilitated..	In the 24-25 school year, the Makerspace will be used monthly to support IB Unit specific activities during the entire school year.
10. Use of Outdoor Learning Lab to support IB unit and inquiry.	All teachers utilized the OLL. On average, teachers used the space for about three of their units.	All classrooms will utilize the Outdoor Learning Lab to support their IB units at least three times per trimester.
11. During the second half of the school year, Cypress will hold recognition assemblies to identify individual strengths in IB Learner Profile Attributes.	5 recognition assemblies were held to recognize all students.	Cypress will hold 5 assemblies to recognize all students.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	1. Conduct a 6-hour IB collaboration day with all general education teachers to address learning loss and year-long planning	all	3000 0010 1000-1999: Certificated Personnel Salaries salary for 16 teachers (\$30 x 6hrs. x 16 teachers) (credentialed music and PE

			<p>teacher \$30 x 2 hrs. x 2 teachers) 356.46 0010 2000-2999: Classified Personnel Salaries salary for Spanish, art, PE, makerspace, library, and music (2 x hourly rate for each teacher)</p>
3.2	<p>2. -Send 2 new teachers to IB training.</p> <ul style="list-style-type: none"> • Send the IB coordinator to IB Coordinator training. • Send principal and 2 fifth grade teachers to exhibition training. 	all	<p>1,758</p> <p>5000-5999: Services And Other Operating Expenditures cost of 2 new teacher's IB training (covered by district) 1,080 0010 1000-1999: Certificated Personnel Salaries Teacher hourly rate (2 gen. Ed teachers) for 2 new teachers (\$30x18 hrs x 2 teachers)</p> <p>5000-5999: Services And Other Operating Expenditures cost of training for 2 teachers, and principal for exhibition. District paid. 1620 0010 1000-1999: Certificated Personnel Salaries cost of 3 teacher extra duty pay (\$30X18hrs. x 2) (IB coordinator and exhibition training) \$1080+\$540 825 0010</p> <p>Cost of 2 nights hotel for principal, and 2 fifth grade teachers for exhibition training. 450 0010 1000-1999: Certificated Personnel Salaries cost of IB coordinator training 500 4EEF 1000-1999: Certificated Personnel Salaries cost of IB coordinator training</p>
3.3	3. Purchase Toddle	all	<p>1,390 0010 5800: Professional/Consulting Services And Operating Expenditures IB online platform</p>

			500 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5800: Professional/Consulting Services And Operating Expenditures IB online Platform
3.4	4. Schedule 6 days for collaboration sessions between gen. Ed. teachers and IB specialists.	all	0010 2000-2999: Classified Personnel Salaries Cost is included in their regular pay 1,350 0010 1000-1999: Certificated Personnel Salaries 6 substitutes to cover for teachers (6 x 225)
3.5	5. Organization and advertisement of IB discussion and coffee talks (w/ IB coordinator)	none	None Specified monthly parent meetings
3.6	6. Create, conduct, and evaluate survey of specialists	all	None Specified site survey None Specified
3.7	7. IB candidacy Fees	all	9,260 None Specified fees for yearly candidacy. Paid for by district.
3.8	8. Maintain staffing of the Makerspace	all	4,500 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2000-2999: Classified Personnel Salaries This specialist will create enriching IB activities for all students involving the Makerspace.
3.9	9. Maintain staffing of Spanish Teacher as required at an IB World School	K-5	17,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2000-2999: Classified Personnel Salaries Spanish teacher salary
3.10	10. Support staff for Outdoor Learning Lab	all	6,000

			Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2000-2999: Classified Personnel Salaries Learning Lab staff salary
3.11	11. Purchase texts that incorporate diversity, equity and inclusion to support literacy connection to the attributes of the IB learner profile as well as highlight people from diverse backgrounds during the implementation of units.	all	2,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Purchase Books that incorporate the learner profile attributes, diversity, equity and inclusion
3.12	12. 4 hours of 5th grade IB collaboration	5th grade students	360 0010 1000-1999: Certificated Personnel Salaries 2 teachers x \$30 x 6 hrs.
3.13	13. 4 hours of summer IB coordinator training	all	120 0010 1000-1999: Certificated Personnel Salaries 1 teacher x \$30 x 4 hours
3.14	14. Purchase Spanish textbook for 3rd grade and new students	3rd grade and new students	2,400 0010 4000-4999: Books And Supplies cost of Spanish texts. \$34 each for 68 books.
3.15	15. Purchase IB Learner Profile Attribute Certificates	all students	120 0010 5000-5999: Services And Other Operating Expenditures cost of printing certificates

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall, the strategies listed for the 2023/2024 school year were implemented and effective. A successful 6-hour IB collaboration day was conducted. Untrained teachers were IB trained. Toddle was purchased and utilized by all teachers. Gen. ed. teachers and specialists met three times during the year to collaborate on IB Units of Inquiry. Some specialist surveys were conducted. Yearly IB fees were paid. The Makerspace was open and supported all grade levels. Spanish textbooks were purchased for third grade and new students. New texts were purchased for the library to diversify the titles.

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

Cypress did not employ an Outdoor Learning Lab specialist and not all specialist surveys were conducted.

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 no major changes to this year's SPSA. Our focus will be to employ an Outdoor Learning Lab support person and to conduct periodic surveys of specialists.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

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

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

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

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

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

100% of staff will feel that Cypress embraces inclusion.

70% involvement of staff and student in dress days.

Cypress will decrease suspension rates from 1.4% to 0%.

Increase average daily attendance to 96%.

Decrease chronic absenteeism to 6.5%. (Hispanic, socioeconomically disadvantaged, and white student groups fall in the orange category)

Maintain that 100% of teachers will teach at least 45 minutes weekly of SEL lessons.

A school-wide "No Place for Hate" campaign will commence.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

➤ Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Cypress staff and SSC examined the LCAP Student survey for students in grades 4 and 5. Areas were chosen where we felt there was a need for improvement based on the results.

As reported on the California Dashboard, Cypress has a 4.1% increase in chronic absenteeism from the 2021/2022 to the 2022/ 2023 school year, bringing the chronic absenteeism rate to 8.4%. From district data, there has been a 1.35% decrease in chronic absenteeism from 2022/2023 to 2023/2024 school year bringing the school's chronically absent rate to 7.05%. A specific goal has been added to address chronic absenteeism. The specific steps taken to address these areas are attendance award programs, school-wide activities that promote student connection, counselor push-in lessons, and a speaker to address diversity, equity, and inclusion.

There was a 1.4% decline in suspension rates from the 2021/2022 to the 2022/ 2023 school year. This goal still includes a goal to maintain a low suspension rate.

This goal has also been created with the added importance of UDL, SEL, and DEI practices.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. LCAP Student Survey Responses	<p>In 23/24 95% of 4th and 5th grade students reported that they felt that the staff at Cypress work to create an inclusive environment.</p> <p>In 23-24 75% of 4th and 5th grade students reported that they are excited to go to school each day.</p> <p>In 23/24 94% of students reported that they know of adults they can go to for help on campus when they are feeling upset, sad, or worried.</p> <p>In 23/24, 96% of students reported that they know how to report bullying.</p>	<p>In 24/25, at least 95% of 4th and 5th grade students will report that they felt that the staff at Cypress work to create an inclusive environment.</p> <p>In 24-25, at least 80% of 4th and 5th grade students will report that they are excited to go to school each day.</p> <p>In 24/25, at least 95% of students will report that they know of adults they can go to for help on campus when they are feeling upset, sad, or worried.</p> <p>In 24/25, at least 95% of students will report that they know how to report bullying.</p>
2. LCAP Staff Survey responses	<p>(14 staff members filled out the staff survey)</p> <p>100% of staff feel that working for CVUSD is a positive experience</p> <p>100% of staff feel that Cypress embraces inclusion</p> <p>100% of staff feel that Cypress embraces diversity</p>	<p>50% increase in staff members filling out the survey.</p> <p>95% or more of staff will feel that working for CVUSD is a positive experience.</p> <p>95% or more of staff will feel that Cypress embraces inclusion.</p> <p>95% or more of staff will feel that Cypress embraces diversity.</p>
3. Site-Specific Survey	<p>In 23-24, no baseline. Will be new.</p>	<p>In 24/25, 90% or more 4th and 5th graders will feel a strong connection to the school community</p> <p>In 24/25, 90% or more of 4th and 5th graders will know what to do when they are frustrated at school.</p>

		In 24/25, 90% of 4th and 5th graders feel like they have an adult on campus they can go to with a problem
4. Suspension Rate	In 2023-2024 Cypress had a suspension rate of 0.33%	Cypress will maintain the suspension rate. A specific focus will be on SED students (socially economically disadvantaged students)
5. Average Daily Attendance/ Chronic absenteeism	2022-2023 school ADA (Average Daily attendance) was 95.36%. 2023-2024 school ADA (Average Daily attendance) was 95.69%. 2023-2024 school chronic absenteeism was 7.67%	2024-2025 school ADA (Average Daily Attendance) will grow to 96.5% or higher. In 2024-2025, chronic absenteeism will decrease to 6.00% or lower. The California Dashboard showed that all sub-groups were in the orange range so all sub-groups will be tracked.
6. Participation in Cypress spirit and dress days	For the 2023-2024 school year an average of 50.4% of students participated in dress up days.	Cypress will have a 70% participation rate in spirit days and dress days.
7. All elementary students will participate in at least 45 minutes/week of SEL lessons and activities.	In the 2023-2024 school year, 8 of the 13 Cypress teachers self report that they teach SEL weekly for at least 45 minutes.	All teachers will self report that they teach SEL lessons for at least 45 minutes per week.
8. The percentage of elementary students who receive targeted SEL interventions based on identified needs in a small group or individual setting.	In the 23-24 school year, 43 students (14%) of elementary students will receive targeted SEL interventions based on identified needs in a small group or individual setting.	15-20% of elementary students will receive targeted SEL interventions based on identified needs in a small group or individual setting.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	1. Cypress will hold a monthly House Assembly to promote school connectedness, good attendance, diversity, equity, and inclusion as well as cross grade-level collaboration. House activities will foster camaraderie and connection to the school community. The year will culminate with a house scavenger hunt and field day.	all	500 0010 5000-5999: Services And Other Operating Expenditures School-wide monthly activities including scavenger hunt supplies and district treat
4.2	2. Teachers will dedicate 45 minutes weekly to social emotional learning. This works to create an inclusive, equitable, and diverse environment and works to increase our ADA.	all	0 Weekly SEL lessons
4.3	3. The Makerspace will be open for some recesses to provide students in 1st through 5th grade alternative activities. This works to increase students' excitement to come to school each day and to increase our ADA	1st-5th graders	4,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2000-2999: Classified Personnel Salaries Recess activities

4.4	4. Monthly awards will be given out starting in January to highlight students' identified IB learner profile traits. This works to support an inclusive school environment and to help create a strong connection to the school community. It also builds confidence in student learners.	all	100 0010 5000-5999: Services And Other Operating Expenditures student recognitions
4.5	5. Bring in a speaker to support diversity, equity, and inclusion./ Add classroom discussions using "No Hate" materials	1st-5th	0010 Guest speaker assemblies
4.6	6. Enrich the school day with art, music and PE. This works to increase our ADA, and support students being excited to come to school each day.	all	6,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2000-2999: Classified Personnel Salaries art teacher salary 9,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2000-2999: Classified Personnel Salaries PE teacher salary (partial) 1,500 0010 2000-2999: Classified Personnel Salaries PE teacher salary (partial) 2,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2000-2999: Classified Personnel Salaries Music teacher salary 0 Other 1000-1999: Certificated Personnel Salaries district Music for 1st-5th grades 30 minutes weekly 0 Other 1000-1999: Certificated Personnel Salaries district PE for 1st-5th grades 30 minutes weekly 1,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Supplies for art 500

			Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies supplies for Makerspace
4.7	7. Student council advisor stipend to support school events, CubTV, and House Activities. This works to support students having a strong connection to the school community, improve our ADA, and increase participation in dress days.	all	1,856.04 0010 1000-1999: Certificated Personnel Salaries Stipend for 2 teachers
4.8	8. Work with the counselor to develop grade-level push-in lessons. This will work to make sure can identify a support adult on campus, identify an adult to go to when they feel frustrated, and decrease suspension rates.	all	
4.9	9. Incorporate "No Place for Hate" lessons and programs throughout campus.	all	
4.10	10. The Cypress principal and one teacher will create a student committee to work toward becoming a "No Place for Hate" school. This committee will work to address diversity, equity, and inclusion (DEI).	all	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The overall implementation of the goals was as planned. There were no changes to budgeted items. The strategies/activities in the 2023-2024 SPSA were effective to maintain an inclusive school environment, increase Cypress' ADA and chronic absenteeism. It also maintained students' excitement to attend school.

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

The major difference between intended implementation to meet the articulated goal was the omission of a student survey. The SSC decided to rely solely on the district student survey results.

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

This year, the SSC has chosen to omit a site-based student survey.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$106,310.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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 (\$)
	\$11,018.00
0010	\$23,382.00
OTRM	\$8,910.00
4EEF	\$500.00
Other	\$0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$62,500.00

Subtotal of state or local funds included for this school: \$106,310.00

Total of federal, state, and/or local funds for this school: \$106,310.00

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
OTRM	8,910	0.00
0010	23,382	0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	62,500	0.00
4EEF	500	0.00

Expenditures by Funding Source

Funding Source	Amount
	11,018.00
0010	23,382.00
OTRM	8,910.00
4EEF	500.00
Other	0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	62,500.00

Expenditures by Budget Reference

Budget Reference	Amount
	825.00
1000-1999: Certificated Personnel Salaries	26,823.54
2000-2999: Classified Personnel Salaries	54,643.46
4000-4999: Books And Supplies	6,100.00
5000-5999: Services And Other Operating Expenditures	2,478.00
5800: Professional/Consulting Services And Operating Expenditures	6,180.00
None Specified	9,260.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
5000-5999: Services And Other Operating Expenditures		1,758.00
None Specified		9,260.00
	0010	825.00
1000-1999: Certificated Personnel Salaries	0010	11,523.54
2000-2999: Classified Personnel Salaries	0010	2,233.46
4000-4999: Books And Supplies	0010	2,400.00
5000-5999: Services And Other Operating Expenditures	0010	720.00
5800: Professional/Consulting Services And Operating Expenditures	0010	5,680.00
1000-1999: Certificated Personnel Salaries	OTRM	5,000.00
2000-2999: Classified Personnel Salaries	OTRM	3,910.00
1000-1999: Certificated Personnel Salaries	4EEF	500.00
1000-1999: Certificated Personnel Salaries	Other	0.00
4000-4999: Books And Supplies	Other	0.00
1000-1999: Certificated Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	9,800.00
2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	48,500.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	3,700.00
5800: Professional/Consulting Services And Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	500.00

Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1	20,977.50
Goal 2	4,287.00
Goal 3	54,589.46
Goal 4	26,456.04

School Site Council Membership

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






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

Name of Members	Role
Michele McDonald	Principal
Crista Tennant	Other School Staff
Lisa Ross	Classroom Teacher
Christine Hardison	Classroom Teacher
Meredith Wright	Classroom Teacher
Gladys Koscak	Parent or Community Member
Bonnie Rockey	Parent or Community Member
Andrea Yusim	Parent or Community Member
Neptune Mizrahi	Parent or Community Member
Sloan Winkelman	Parent or Community Member

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

Advisory Council Recommendations

While some CVUSD advisory council representatives may not be voting members of SSC, individuals from advisory councils provide an important voice to reflect the diverse needs of all students in CVUSD and at the school site. The SSC sought and considered all recommendations from the following representatives before adopting this plan::


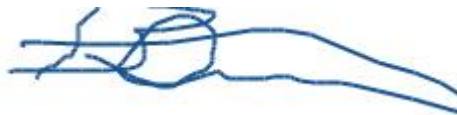
Signature	Committee or Advisory Group Name
	District Advisory Committee Representative
	English Learner Advisory Committee Representative
	Gifted and Talented Education Program Advisory Committee Representative
	School Site Representative
	Special Education Advisory Committee Representative
	African American District Advisory Council Representative
	Lesbian, Gay, Bisexual, Transgender and Queer or Questioning (LGBTQ+) Advisory Council Representative
	Other:

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 8/28/24.

Attested:

	Principal, Michele McDonald on 8/28/24
	SSC Chairperson, Ali Mroue on 8/28/24

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 EC 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.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - 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 LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

Authority Cited: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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/>

Updated by the California Department of Education, October 2023