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	19 64436 6012470	February 28, 2024/December 2, 2024	August 15, 2024/January 9, 2025

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
> Additional Targeted Support and Improvement

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
> ⟩ Additional Targeted Support and Improvement

Purpose:

The School-Wide Plan (SWP) aims to elevate student achievement for all students, with a particular focus on those not meeting academic standards. By fostering innovative, positive environments, the SWP enhances connections between students and their learning experiences.

Components:

1. **Comprehensive Needs Assessment**: Identifying areas requiring urgent attention and resources.
2. **Reform Strategies:** Implementing methods to close achievement gaps and boost proficiency levels.
3. **Highly Qualified Teachers**: Ensuring all instructors meet high professional standards.
4. **Professional Development:** Providing continuous learning opportunities for staff.
5. **Parental Involvement:** Engaging families in educational processes and decision-making.
6. **Transition Plans:** Supporting students during key educational transitions.
7. **Teacher Assessment Involvement:** Engaging educators in developing and reviewing assessments.
8. **Coordination of Programs:** Efficient integration of various educational services and programs.

Governance and Educational Partner Engagement:

The School Site Council (SSC) plays a critical role in developing, reviewing, and annually updating the School Plan for Student Achievement (SPSA), including managing the budget and making necessary plan adjustments. Involvement extends to parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, as mandated by 5 California Code of Regulations (3932).

CSI and ATSI Planning:

- **CSI Planning:** This plan is specifically designed to meet federal CSI planning requirements for a school eligible for CSI. It details targeted strategies and interventions aimed at addressing the needs identified through comprehensive assessments, focusing on substantial improvements in academic outcomes.
- **ATSI Planning**: For a school eligible for ATSI, this plan serves to meet federal ATSI planning requirements, focusing on targeted supports for subgroups of students identified as underperforming to ensure that disparities in achievement are addressed effectively.

Parent and Community Involvement:

- **Support for Parental Activities:** Parental involvement activities are shaped by annual input from the District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), District Town Hall Meetings, and LCAP Advisory groups. This input helps identify family engagement needs, leading to collaborative district priorities and initiatives planning.

- **Informed Parent Participation:** Parents have opportunities for informed participation, with accommodations for those with disabilities. School documents and meetings are accessible in Spanish and other languages upon request, ensuring ADA compliance.
- **Communication:** The district uses translators for school communications and employs outreach liaisons and EL Specialists to facilitate parent education and information sessions in Spanish at school sites.

Alignment with Federal and State Mandates:
The SPSA aligns with ESSA requirements and integrates elements of Compensatory Education, focusing on maximizing federal investments to support underserved students. It aligns with district priorities outlined in the LCAP, focusing on data-driven professional development and instructional planning to promote equitable outcomes.

Title I Implementation:
All nine elementary schools, three middle schools, and one continuation high school operate school-wide Title I programs. Each school conducts an annual needs assessment, reviewing data to identify strengths and weaknesses and brainstorming improvement strategies. These assessments inform each site's SPSA, which outlines the use of Title I funds for initiatives like reading and math interventions, professional development, and supplemental learning materials.

This comprehensive approach ensures that our school meets state and federal requirements and aligns with our commitment to providing a high-quality, equitable education for all students, with robust involvement from our educational partners and the community.

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

At Cypress Elementary, we are committed to ensuring that every student's needs are met through a collaborative and transparent School Plan for Student Achievement (SPSA). Our involvement process begins with the formation of a diverse School Site Council (SSC), comprising educators, parents, and community members. This council actively participates in the development, implementation, and annual review of the SPSA.

We encourage broad participation by hosting regular SSC meetings that are open to the public, where educational partners come together and can provide input and feedback. Additionally, we conduct surveys and community forums to gather insights and suggestions from the wider school community. The Annual Review and Update process involves a thorough analysis of student performance data, assessment of current strategies, and identification of areas for improvement. This review ensures that our SPSA is a living document that evolves to meet the changing needs of our students.

Through this inclusive process, Cypress Elementary ensures that all voices are heard and that our strategies are aligned with our commitment to academic excellence and student success.

Meaningful involvement of parents, students, faculty, staff, and the broader community is essential to the development and continual improvement of the Single Plan for Student Achievement (SPSA). Our district engages a diverse array of educational partners to ensure the plan is comprehensive and responsive to the needs of all students.

Annual Cycle of Engagement

August - September: Review and Identify Needs

- The School's Leadership Team, comprising administrators and teachers, reviews student achievement data to identify critical areas for improvement and summarize significant findings.
- The School Site Council (SSC), English Learner Advisory Committee (ELAC), and Title I parents provide input on the SPSA goals and the strategies/activities planned, including Title I expenditures.

- Notices in multiple languages facilitate communication with parents, and meetings are scheduled at various times to ensure broad participation.

October/November: Define Goals and Strategies

- The entire school faculty engages in discussions about the impact of various activities on student achievement, fostering a collaborative environment for sharing insights and strategies.
- Input continues to be gathered from district liaisons, SSC, ELAC, and Title I parents to refine the SPSA goals and corresponding strategies/activities.

December/January: Plan Approval

- The finalized plan, incorporating all stakeholder feedback, is submitted for approval to the SSC. District personnel assist with necessary revisions to ensure compliance and quality before submission to the local governing board in January.

January - April: Implementation and Monitoring

- Following approval, the specified purchases and implementations of the plan are executed. The effectiveness of the SPSA is monitored through the use of observational tools and focused classroom walkthroughs.
- Meetings with the SSC and district liaisons discuss ongoing updates and modifications to the plan to ensure it remains effective and relevant.

May/June: Annual Review and Program Evaluation

- At the end of the academic year, school leaders conduct a thorough review of the plan's effectiveness using evidence from educational partner surveys, classroom walkthroughs, and district formative assessments.
- Feedback from this evaluation is shared with the SSC and ELAC, who provide further recommendations. This crucial step informs the refinement of goals and the adjustment of strategies/activities for the next academic year.

Additional Requirements for CSI and ATSI

For schools undergoing Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI), the district ensures that the development and implementation of the SPSA are in close partnership with the school and its educational partners, aligning with specific requirements to support these statuses.

This framework outlines a comprehensive and inclusive approach to involving educational partners in the SPSA process, ensuring that the plan reflects diverse community needs and is a strategic tool for enhancing student achievement.

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.

The ESSA states that resource inequities may include a review of LEA and school-level budgets and that those inequities can be addressed by implementing the school plan. Potential inequities were identified based on California Dashboard metrics and ESSA requirements. Cypress Elementary qualified for ATSI because Homeless and Students with Disabilities student groups met the criteria for determining Low Performing student groups on Chronic Absenteeism and ELA and Math Academic indicators on the California School Dashboard. Local, state, and federal resources are allocated to the schools based on a fair and equitable formula that provides opportunities for site input and flexibility and also provides means to address identified areas for support and improvement. Title I and Supplemental and Concentration Grant funds are allocated based on a qualifying per-pupil allocation. Sites are allocated LCFF Base Funds based on a per-pupil allocation as well. As part of the identified Comprehensive Needs Assessment, detailed information was provided to educational partners on local, state, and federal budgets.

As an ATSI school, Cypress Elementary School monitors site data and budgeting to determine potential inequities at the site level.

Cypress Elementary School's comprehensive needs assessment, conducted in accordance with ATSI and CSI requirements under ESSA, has identified resource inequities, particularly impacting our White student group, which qualified for ATSI based on Chronic Absenteeism rates.

Key Inequities Identified:

Support for Students: Limited support provided by teachers specifically to students with a high absentee rate
After-School Assistance: Limited or no access to after-school homework help due to transportation issues
Instructional Materials: Lack of follow-up from missed instructional materials and inconsistent implementation of curricula, creating gaps/holes
Housing and Transportation: Issues with stable housing and insufficient, inconsistent transportation
Nutritional Needs: Limited access to nutritional meals outside of those provided at school
Tutoring: No additional tutoring opportunities specifically for students with more significant gaps or students that require intervention
Extracurricular Activities: Limited access to extracurricular activities
Support Systems: Limited support systems at home and access to mental health support or regular healthcare

Budget Review Findings:
Local, state, and federal resources, including Title I and Supplemental and Concentration Grant funds, are allocated based on a fair and equitable per-pupil formula. Despite the identified needs, district staff concluded that there are no resource allocation inequalities in the site budgets at Cypress Elementary School. Ongoing site data and budgeting monitoring continue to address emerging inequities and support areas requiring improvement.

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.

According to the 2023 California School Dashboard (Dashboard), Cypress Elementary was categorized in the "Red" performance level for Chronic Absenteeism among all students. There were no other performance indicators in the "Red" or "Orange" categories for Cypress Elementary.

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.

On the 2023 California School Dashboard (Dashboard) for Cypress Elementary School, the following state indicators show performance for specific student groups that were two or more performance levels below the "all student" performance:

Chronic Absenteeism for English Learners (EL)
Chronic Absenteeism for Hispanic Students (HI)
Chronic Absenteeism for Socioeconomically Disadvantaged Students (SED)
Chronic Absenteeism for Students with Disabilities (SWD)
Chronic Absenteeism for White Students (WH)

These performance gaps indicate a need for targeted interventions to improve attendance and support these student groups.

Other Needs

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

Locally collected data identified additional needs:

Behavioral and Emotional Support: Increased counseling and mental health services.
Academic Interventions: Enhanced programs for struggling students.
Parent and Community Partnerships: Stronger support networks for students.

These targeted interventions aim to improve attendance, close performance gaps, and enhance student outcomes.

Steps Taken to Address These Areas:
1. Enhanced Monitoring and Communication: Daily attendance tracking and parent communication.
2. Community and Family Engagement: Outreach and resources for families.
3. Support and Interventions for Student Success: Tutoring, homework help, counseling, and social-emotional learning.
4. Attendance Incentive Programs: School-wide programs to encourage daily attendance.

Data Analysis

Please refer to the School and Student Performance Data section, where analysis with conclusions is provided.

In creating this plan, we conducted thorough data analyses using a variety of outcome, process, perceptual, and demographic data. Careful attention is paid to California Dashboard Data and the goals related to data found in our district LCAP. Teachers have been provided collaborative data analysis and planning time utilizing Focused Schools Instructional Leadership Teams, Du Four's Professional Learning Communities model.

Surveys

This section describes the surveys (e.g., Student, Parent, and Teacher) used during the school year and summarizes the survey(s)'s results.

Information collected was shared with educational partners through Superintendent Town Hall meetings, DELAC and LCAP advisory groups, and Parent Square updates. A review of the data provided the district with feedback in preparing multiple plans.

Additionally, a district-wide parent survey was administered in English and Spanish each spring. Survey questions included parent feedback and opinions in the following areas:
- Student participation in school activities
- Parent participation in school activities
- District and school priorities
- Parent communication preferences

Information collected was shared with staff and the SSC/ELAC. A review of all surveys provided the district with areas of strength and need. In the present school year, we plan to focus on the following areas in addition to the goals specified within this plan:
- Writing and Mathematics
- Student academic support
- Social-emotional support

The TK-12 parent survey and WASC parent survey findings are utilized to celebrate successes and to determine parent involvement needs. Parents, community representatives, classroom teachers, and other school personnel are involved in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932).

Classroom Observations

Throughout the year, teachers, principals, and district administrators participate in classroom walk-throughs and coaching activities. Teachers visit classrooms to verify evidence of site best teaching practices.
Administrators visit classrooms for both formal and informal observations. Highlights identifying best practices from walkthroughs are shared with all staff. Classrooms are also monitored through the formal evaluation process. Observation and evaluation forms are based on the California Standards for the Teaching Profession.

Analysis of Current Instructional Program

In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant student groups as well as individual students who are:
- Not meeting performance goals
- Missing performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on data. Each school plan examines the status of these findings and note the progress made. Special consideration is given to any practices, policies, or procedures found to be non-compliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability
Use of state and local assessments to modify instruction and improve student achievement (ESSA).

At the beginning of the school year, teachers, the School Site Council, ELAC, and the principal review and analyze state-mandated test results from the previous year. Where applicable, multi-year trends are identified. Focus groups are identified. This is a powerful part of the school's Annual Review of the SPSA.

Data is used to monitor student progress on curriculum-embedded assessments and modify instruction.

Teachers meet during collaborative team meetings to do the following:
- Establish instructional focus, best practices, and SMART goals
- Develop common formative assessments
- Review student data as well as student work samples
- Plan for ongoing differentiated instruction
- Establish strategic and intensive interventions for students who need extra time to meet proficiency standards

Teacher collaboration by grade level/department level occurs through both regular planning time and dedicated staff meetings.

Staffing and Professional Development
Status of meeting requirements for highly qualified staff (ESSA)

Covina-Valley strives to provide highly qualified staff for all students at all school sites. Teacher qualifications are monitored using data from the California Department of Education and our Covina-Valley Personnel Department. The California Equity Tools were completed for all Covina-Valley Unified School District schools. The District's goal is to hire teachers with the appropriate credentials for their given assignment using hiring and recruitment strategies included in the Equitable Access Strategy Development Resource available from the California Department of Education. In addition, new teachers in Covina-Valley participate in additional professional development, are assigned a mentor teacher at the school site to provide support, and are closely monitored by site administrators to ensure effective teaching. If ineffective/mis-assigned or out-of-field teachers become a concern in the future, the Personnel Department would develop a plan with the site administrator, School Site Council, Site Leadership Team, and Board of Education to assist teachers in completing credential work or reassigning the teachers. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional material) (EPC).

Covina-Valley's goal is to hire highly qualified staff with full credentials for the subjects they teach, including those for teaching English Learners. (CLAD) Teachers are provided professional development that includes, as appropriate, SBE-adopted instructional materials. Title I Professional Development is provided to teachers and administrators in the following areas: Focused Schools-Instructional Leadership Teams, best teaching practices, goal setting, and goal monitoring (Title II Funded), Steve Ventura- Achievement Team/PLC Training, standards analysis, pre- and post-assessments (Title II /LCAP Funded). LCAP funds are used to expand Professional Development, including UCI Math Project-Standards analysis, pacing, hands-on math instruction (LCAP Funded), Thinking Maps and Write from the Beginning and Beyond- 8 Thinking Maps linked to thought processes, writing instruction based on Thinking Maps (LCAP Funded), Science, Technology, Engineering, and Mathematics (LCAP Funded), ELD Coach- Coach provides training, assistance with planning, and in-class coaching for teachers in the area of English Language Development (LCAP and Title III
Funded), and much more, including Google, Microsoft, NGSS, supplemental programs, dual language, social/emotional, behavioral, and Career Technical Education (LCAP Funded).

Alignment of staff development to content assessed student performance, and professional needs (ESSA).

Covina-Valley Unified provides robust professional learning for all staff. Each year, professional development is planned using the District's three LCAP goals: research on best teaching practices, data on student performance, and additional

Dashboard data. This information is teamed with professional development feedback surveys and session evaluations from teachers, administrators, and classified staff. Covina-Valley's professional development system focuses on long-term commitments to research-based programs like professional learning communities, Thinking Maps, and goal setting. Training is differentiated for new and
veteran teachers within these professional development areas. The long-term programs are evaluated and adjusted yearly based on feedback and student performance data. For example, the district has completed training all K-5 teachers on the use of Thinking Maps; however, new teachers are hired each year that need training. We have developed a training cycle, and new teachers receive professional development each year until they are fully trained. Professional growth is measured through teacher session evaluations and student growth in the areas of professional development.

All staff development is aligned to the Local Control Accountability Plan (LCAP) and Common Core State Standards, assessed student performance and professional needs.

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

High-quality professional development and coaching for site instructional leadership teams, made up of teachers and administrators, is provided by Focused Schools. This professional development involves the strategic implementation of focused, evidence-based strategies. Additional professional development is offered depending on grade level, subject, and related experience. New teachers are linked with a veteran teacher-coach to welcome them to the district and assist with the completion of the teacher's university-based induction program and the navigation of district expectations. New teachers receive training on the curriculum and supplemental programs, including Thinking Maps and Write from the Beginning and Beyond. All teachers and administrators participate in 3 district-wide professional development days and additional training according to their school site, grade level, or subject area. Administrators: All principals receive one-on-one coaching, and new principals receive additional coaching, and a Focused Schools change of principal workshop with site staff. All principals participate in monthly professional development and four district-wide administrator professional development days. In addition, administrators learn alongside teachers by participating in teacher professional development opportunities. Covina-Valley builds leadership capacity by offering teacher leadership opportunities outside the classroom, including PLC leaders, Tech Mentors, ELD Coordinators, etc. All teacher leaders work closely with their site principal to develop leadership skills. We also added entry-level leadership positions, including an elementary assistant principal and a secondary dean. Entry-level administrators are paired with a veteran administrator coach to help guide them through the transition to leadership. All teachers
and administrators participate in 3 district-wide professional development days and additional training for their school site, grade level, or subject area.

Teacher collaboration by grade level (K through grade 8 and department (grades 9-12).

Teachers meet during collaborative team meetings to do the following:
- Establish instructional focus, best practices, and SMART goals
- Develop common formative assessments
- Review student data as well as student work samples
- Plan for ongoing differentiated instruction
- Establish strategic and intensive interventions for students who need extra time to meet proficiency standards

Teacher collaboration by grade level/department level occurs through both regular planning time and dedicated staff meetings.

Teaching and Learning
Alignment of curriculum, instruction, and materials to content and performance standards (ESSA).

Curriculum, instruction, and materials are aligned to Common Core State Standards for content areas. The curriculum is adapted from the state-approved adoption list and vetted by a committee of teachers and administrators for alignment with standards and academic rigor.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K-12).

Instructional minutes for reading/language arts and mathematics adhere to, and many exceed, state recommendations (ESSA, see K-5 SARC).

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

District pacing guides (TK-5) and master schedules (6-12) allow for student intervention and reteaching throughout the school year. Tier I Intervention is provided by classroom teachers. At K-5 schools, a Title I Intervention Teacher provides Tier 2 and 3 Intervention.

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

All instructional materials are standards-based and available to all staff and students. Covina-Valley continues to receive sufficient reports on Williams requirments.

Availability of SBE-adopted and standards-aligned instructional materials, including intervention materials, and high school students, access to standards-aligned core courses.

SBE-adopted and standards-aligned instructional materials, including intervention materials, are available for all subjects and grade levels. (see RTI Pyramids and SARC) Transition plans to Next Generation Science Standards are created and utilized by teams of TK-12 teachers.

Opportunity and Equal Educational Access
Services provided by the regular program that enable underperforming students to meet standards (ESSA).

Services provided to enable underperforming students to meet standards (see Intervention Pyramids)
- Differentiated instruction allows for additional time and support for students who are not meeting standards
- Students benefit from the Response to Intervention (RTI) model, in which student outcomes are routinely reviewed to determine student needs in terms of strategic or intensive interventions, academic enhancement, and/or referral to the Student Success Team
- Student Success Teams ensure that an individual plan is developed so that underperforming students receive the resources and services needed
- TK-5 learning specialists and TK-12 classroom teachers provide strategic interventions to assist students in meeting standards
- Counseling services are provided on campus and through a variety of community resources
- Opportunities for increased learning time (Title I SWP)
- Use of highly qualified instructional aides to support classroom instruction
- Interventions are provided during the school day whenever possible; additional interventions are provided before and after school.

Evidence-based educational practices to raise student achievement.

Effective Research Models are articulated in the Research Foundation Section of the SPSA. The research is rated according to the adopted ESSA ratings. All of our district programs are rated Strong or Moderate by ESSA research agencies. Our RTI Intervention Pyramids for English Language Arts and Math are also crucial for raising our student achievement.

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**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
American Indian	0.2%	0.35%	0.18%	1	2	1
African American	4.3%	3.52%	3.37%	26	20	19
Asian	3.9%	4.58%	3.55%	24	26	20
Filipino	2.6%	3.35%	3.72%	16	19	21
Hispanic/Latino	81.4%	80.28%	80.14%	498	456	452
Pacific Islander	%	%	0.18%		0	1
White	6.4%	5.28%	6.56%	39	30	37
Multiple/No Response	1.1%	2.29%	1.77%	7	13	10
			Total Enrollment	612	568	564

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Kindergarten	96	108	102
Grade 1	98	76	86
Grade 2	107	93	81
Grade3	111	89	97
Grade 4	97	114	90
Grade 5	103	88	108
Total Enrollment	612	568	564

Conclusions based on this data:

1. The majority of students at Cypress Elementary School are Hispanic/Latino, with this group consistently comprising around 80% of the total enrollment across the three years analyzed. This indicates a stable demographic trend in the student population.

2. The total student enrollment at Cypress Elementary School has slightly declined from 612 in 2020-21 to 564 in 2022-23. This decrease might suggest a trend of declining enrollment, which could impact resource allocation and planning.

3. The school has a small but diverse representation of other ethnic groups, including African American, Asian, Filipino, and White students. Each of these groups constitutes a relatively small percentage of the total student population, with slight fluctuations in their respective proportions over the years.

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**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners (EL)	84	92	85	13.7%	16.2%	15.1%
Fluent English Proficient (FEP)	51	33	33	8.3%	5.8%	5.9%
Reclassified Fluent English Proficient (RFEP)	6			7.1%		

Conclusions based on this data:

1. The number of students identified as English Learners (EL) fluctuated over the three years, increasing from 84 in 2020-21 to 92 in 2021-22, and then slightly decreasing to 85 in 2022-23. The percentage of EL students also shows minor fluctuations, peaking at 16.2% in 2021-22 before decreasing to 15.1% in 2022-23.

2. The number of students classified as Fluent English Proficient (FEP) has consistently decreased, from 51 students (8.3%) in 2020-21 to 33 students (5.9%) in 2022-23. This trend indicates a decline in the number of students achieving FEP status.

3. The report lacks detailed data for Reclassified Fluent English Proficient (RFEP) students, with only the percentage (7.1%) provided without specific student numbers. This gap suggests a need for better data tracking and reporting for this group.

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	91	92	89	91	92	87	91	92	87	100.0	100.0	97.8
Grade 4	107	90	91	106	88	90	106	88	90	99.1	97.8	98.9
Grade 5	82	102	100	82	100	100	82	100	100	100.0	98.0	100
All Grades	280	284	280	279	280	277	279	280	277	99.6	98.6	98.9

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	2377.	2404.	2385.	15.38	16.30	13.79	15.38	25.00	21.84	19.78	28.26	22.99	49.45	30.43	41.38
Grade 4	2437.	2463.	2463.	19.81	23.86	31.11	17.92	26.14	21.11	25.47	20.45	14.44	36.79	29.55	33.33
Grade 5	2470.	2479.	2474.	9.76	19.00	12.00	31.71	27.00	24.00	25.61	13.00	30.00	32.93	41.00	34.00
All Grades	N/A	N/A	N/A	15.41	19.64	18.77	21.15	26.07	22.38	23.66	20.36	22.74	39.78	33.93	36.10

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	9.89	17.39	13.79	56.04	55.43	47.13	34.07	27.17	39.08
Grade 4	8.49	12.50	22.22	65.09	70.45	54.44	26.42	17.05	23.33
Grade 5	14.63	13.00	9.00	64.63	58.00	66.00	20.73	29.00	25.00
All Grades	10.75	14.29	14.80	62.01	61.07	56.32	27.24	24.64	28.88

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	7.69	7.61	5.75	43.96	58.70	50.57	48.35	33.70	43.68
Grade 4	17.92	11.36	15.56	53.77	60.23	61.11	28.30	28.41	23.33
Grade 5	9.76	12.00	11.00	64.63	55.00	58.00	25.61	33.00	31.00
All Grades	12.19	10.36	10.83	53.76	57.86	56.68	34.05	31.79	32.49

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	6.59	13.04	10.34	79.12	73.91	73.56	14.29	13.04	16.09
Grade 4	9.43	13.64	10.00	74.53	78.41	72.22	16.04	7.95	17.78
Grade 5	1.22	16.00	9.00	80.49	69.00	72.00	18.29	15.00	19.00
All Grades	6.09	14.29	9.75	77.78	73.57	72.56	16.13	12.14	17.69

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	7.69	9.78	5.75	60.44	67.39	74.71	31.87	22.83	19.54
Grade 4	14.15	13.64	16.67	61.32	71.59	61.11	24.53	14.77	22.22
Grade 5	15.85	16.00	15.00	54.88	64.00	58.00	29.27	20.00	27.00
All Grades	12.54	13.21	12.64	59.14	67.50	64.26	28.32	19.29	23.10

Conclusions based on this data:

1. Grade 4 shows the most consistent improvement, with students exceeding standards increasing from 19.81% in 21-22 to 31.11% in 23-24, and having the lowest "Not Met" percentage (33.33%) among all grades in 23-24.

2. Grade 3 performance peaked in 22-23 (with highest mean score of 2404.4 and lowest "Not Met" rate of 30.43%) but declined in 23-24, returning closer to 21-22 levels.

3. Grade 5 shows concerning volatility in achievement levels, particularly in the "Nearly Met" category which fluctuated dramatically from 25.61% to 13.00% to 30.00% across the three years, suggesting inconsistent performance or possible instructional gaps.

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	91	92	89	91	92	89	91	92	89	100.0	100.0	100
Grade 4	107	90	91	106	90	91	106	90	91	99.1	100.0	100
Grade 5	82	102	100	82	100	100	82	100	100	100.0	98.0	100
All Grades	280	284	280	279	282	280	279	282	280	99.6	99.3	100

* 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	2377.	2414.	2411.	3.30	15.22	11.24	27.47	26.09	25.84	19.78	28.26	32.58	49.45	30.43	30.34
Grade 4	2440.	2451.	2470.	10.38	8.89	19.78	16.98	32.22	28.57	38.68	25.56	26.37	33.96	33.33	25.27
Grade 5	2449.	2468.	2458.	3.66	14.00	12.00	10.98	12.00	10.00	37.80	28.00	31.00	47.56	46.00	47.00
All Grades	N/A	N/A	N/A	6.09	12.77	14.29	18.64	23.05	21.07	32.26	27.30	30.00	43.01	36.88	34.64

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	14.29	13.04	14.61	37.36	53.26	50.56	48.35	33.70	34.83
Grade 4	7.55	7.78	15.38	57.55	57.78	56.04	34.91	34.44	28.57
Grade 5	6.10	7.00	8.00	52.44	52.00	51.00	41.46	41.00	41.00
All Grades	9.32	9.22	12.50	49.46	54.26	52.50	41.22	36.52	35.00

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	6.59	16.30	10.11	58.24	61.96	67.42	35.16	21.74	22.47
Grade 4	12.26	11.11	27.47	52.83	63.33	45.05	34.91	25.56	27.47
Grade 5	1.22	12.00	2.00	63.41	56.00	64.00	35.37	32.00	34.00
All Grades	7.17	13.12	12.86	57.71	60.28	58.93	35.13	26.60	28.21

Conclusions based on this data:

1. Grade 3 showed dramatic improvement from 21-22 to 22-23 (percent of students not meeting standards dropped from 49.45% to 30.43%), but this progress plateaued in 23-24.

2. Grade 4 demonstrates the strongest current performance, with a steady upward trend in mean scores across all three years (2440.3 ? 2451.4 ? 2470.5) and the highest percentage of students exceeding standards in 23-24 (19.78%).

3. Grade 5 has shown persistent challenges, with consistently high percentages of students not meeting standards across all three years (47.56%, 46%, and 47%), suggesting this grade level may need targeted intervention.

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)](#) web page or the [ELPAC.org](#) website for more information about the ELPAC.

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of 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
K	1401.5	1416.0	1380.9	1414.4	1421.5	1390.0	1371.2	1402.6	1359.3	15	21	14
1	1451.6	*	1387.7	1456.6	*	1398.6	1445.9	*	1376.3	16	10	19
2	1485.9	1469.9	1452.9	1482.2	1468.5	1451.4	1489.3	1470.7	1454.0	15	16	11
3	*	1513.5	1455.9	*	1514.9	1464.3	*	1511.6	1447.0	9	14	15
4	1498.5	1493.7	1507.0	1503.4	1491.6	1501.6	1492.9	1495.1	1512.0	16	11	12
5	*	1544.1	*	*	1547.2	*	*	1540.7	*	8	14	10
All Grades										79	86	81

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
K	7.14	19.05	7.14	14.29	28.57	50.00	57.14	33.33	14.29	21.43	19.05	28.57	14	21	14
1	6.25	*	0.00	43.75	*	10.53	25.00	*	52.63	25.00	*	36.84	16	*	19
2	13.33	6.25	9.09	53.33	50.00	27.27	33.33	31.25	36.36	0.00	12.50	27.27	15	16	11
3	*	21.43	0.00	*	57.14	26.67	*	21.43	40.00	*	0.00	33.33	*	14	15
4	6.25	18.18	33.33	37.50	36.36	33.33	43.75	27.27	25.00	12.50	18.18	8.33	16	11	12
5	*	21.43	*	*	71.43	*	*	7.14	*	*	0.00	*	*	14	*
All Grades	6.41	15.12	9.88	37.18	46.51	27.16	42.31	29.07	35.80	14.10	9.30	27.16	78	86	81

Overall Language
Percentage of Students at Each Performance Level for All Students

	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		
	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
K	7.14	14.29	7.14	28.57	38.10	50.00	42.86	33.33	14.29	21.43	14.29	28.57	14	21	14
1	12.50	*	5.26	43.75	*	36.84	43.75	*	31.58	0.00	*	26.32	16	*	19
2	26.67	12.50	9.09	46.67	50.00	36.36	26.67	31.25	45.45	0.00	6.25	9.09	15	16	11
3	*	57.14	13.33	*	35.71	40.00	*	7.14	20.00	*	0.00	26.67	*	14	15
4	18.75	45.45	41.67	56.25	27.27	41.67	25.00	9.09	8.33	0.00	18.18	8.33	16	11	12
5	*	42.86	*	*	57.14	*	*	0.00	*	*	0.00	*	*	14	*
All Grades	14.10	27.91	17.28	46.15	46.51	40.74	35.90	18.60	22.22	3.85	6.98	19.75	78	86	81

	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		
	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
K	7.14	4.76	7.14	0.00	33.33	14.29	50.00	47.62	57.14	42.86	14.29	21.43	14	21	14
1	6.25	*	0.00	25.00	*	15.79	37.50	*	15.79	31.25	*	68.42	16	*	19
2	13.33	12.50	9.09	33.33	18.75	45.45	33.33	43.75	0.00	20.00	25.00	45.45	15	16	11
3	*	0.00	0.00	*	71.43	13.33	*	14.29	40.00	*	14.29	46.67	*	14	15
4	6.25	0.00	8.33	12.50	18.18	33.33	43.75	45.45	25.00	37.50	36.36	33.33	16	11	12
5	*	14.29	*	*	0.00	*	*	85.71	*	*	0.00	*	*	14	*
All Grades	6.41	5.81	3.70	16.67	26.74	19.75	44.87	50.00	33.33	32.05	17.44	43.21	78	86	81

	Listening Domain Percentage of Students by Domain Performance Level for All Students														
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	7.14	28.57	42.86	71.43	61.90	28.57	21.43	9.52	28.57	14	21	14
1	37.50	*	31.58	62.50	*	42.11	0.00	*	26.32	16	*	19
2	40.00	18.75	18.18	60.00	75.00	81.82	0.00	6.25	0.00	15	16	11
3	*	42.86	33.33	*	50.00	60.00	*	7.14	6.67	*	14	15
4	50.00	27.27	41.67	43.75	36.36	41.67	6.25	36.36	16.67	16	11	12
5	*	28.57	*	*	71.43	*	*	0.00	*	*	14	*
All Grades	34.62	30.23	34.57	58.97	60.47	49.38	6.41	9.30	16.05	78	86	81

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	9.52	0.00	71.43	52.38	78.57	28.57	38.10	21.43	14	21	14
1	0.00	*	0.00	93.75	*	68.42	6.25	*	31.58	16	*	19
2	26.67	18.75	9.09	73.33	75.00	72.73	0.00	6.25	18.18	15	16	11
3	*	71.43	20.00	*	28.57	46.67	*	0.00	33.33	*	14	15
4	12.50	54.55	50.00	87.50	27.27	41.67	0.00	18.18	8.33	16	11	12
5	*	100.00	*	*	0.00	*	*	0.00	*	*	14	*
All Grades	11.54	41.86	16.05	78.21	43.02	61.73	10.26	15.12	22.22	78	86	81

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	7.14	9.52	7.14	50.00	80.95	71.43	42.86	9.52	21.43	14	21	14
1	12.50	*	5.26	56.25	*	15.79	31.25	*	78.95	16	*	19
2	6.67	0.00	9.09	86.67	87.50	45.45	6.67	12.50	45.45	15	16	11
3	*	7.14	0.00	*	78.57	33.33	*	14.29	66.67	*	14	15
4	6.25	9.09	0.00	50.00	54.55	66.67	43.75	36.36	33.33	16	11	12
5	*	14.29	*	*	85.71	*	*	0.00	*	*	14	*
All Grades	6.41	6.98	3.70	61.54	79.07	44.44	32.05	13.95	51.85	78	86	81

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	7.14	30.00	7.14	50.00	50.00	50.00	42.86	20.00	42.86	14	20	14
1	6.25	*	0.00	68.75	*	68.42	25.00	*	31.58	16	*	19
2	13.33	31.25	45.45	73.33	37.50	36.36	13.33	31.25	18.18	15	16	11
3	*	35.71	0.00	*	64.29	80.00	*	0.00	20.00	*	14	15
4	0.00	0.00	8.33	68.75	72.73	83.33	31.25	27.27	8.33	16	11	12
5	*	7.14	*	*	92.86	*	*	0.00	*	*	14	*
All Grades	7.69	20.00	8.64	65.38	63.53	65.43	26.92	16.47	25.93	78	85	81

Conclusions based on this data:

1. Fluctuating Written Proficiency: Written language scores exhibited variability, with notable dips in the well-developed level for Kindergarten and first grade in the latest year but improvement in grade 2. This fluctuation highlights areas where additional support for early writing development could improve consistency and elevate student performance in literacy skills.

2. Listening and Reading Challenge: While listening shows some increase in the well-developed category, reading remains largely moderate to beginning across grades, especially for younger students. The high beginning and

moderate levels across both domains signal a need for targeted listening and reading interventions to foster comprehension and boost overall language proficiency in these foundational domains.

3. For primary grades, especially Kindergarten and grade 1, there is notable inconsistency in performance, with students frequently scoring in lower proficiency levels across all domains. This pattern emphasizes a need for early intervention programs that focus on foundational skills, particularly in reading and writing, to establish a stronger base as students advance.

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**
564	**73.6**	**15.1**	**1.2**
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.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	85	15.1
Foster Youth	7	1.2
Homeless	1	0.2
Socioeconomically Disadvantaged	415	73.6
Students with Disabilities	91	16.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	19	3.4
American Indian	1	0.2
Asian	20	3.5
Filipino	21	3.7
Hispanic	452	80.1
Two or More Races	10	1.8
Pacific Islander	1	0.2
White	37	6.6

Conclusions based on this data:

1. Cypress Elementary serves a diverse student body of 564, with the majority (80.1%) identifying as Hispanic, followed by smaller populations across other racial and ethnic groups, including 6.6% White and 3.5% Asian.

2. A significant portion of the student population (73.6%) is socioeconomically disadvantaged, and 15.1% are English learners, highlighting the need for targeted support and resources to address diverse learning needs.

3. With 16.1% of students identified as having disabilities, Cypress Elementary has an opportunity to further strengthen its inclusive practices, ensuring tailored support and accessibility to meet the unique needs of all learners.

School and Student Performance Data

Overall Performance

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. For the 2023 academic year, student performance in English Language Arts and Mathematics is at the "Yellow" level, suggesting moderate proficiency with potential for improvement. English Learner Progress achieved the highest rating, "Blue," reflecting strong progress in this group.

2. Chronic absenteeism is rated "Red," indicating a significant challenge that may impact overall student achievement and engagement, requiring targeted intervention to improve attendance rates.

3. The school received a "Red" performance level for Chronic Absenteeism, indicating high rates of absenteeism. This is a critical area for the school to address, as chronic absenteeism can significantly impact student learning and overall academic outcomes

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	3	0	0

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

All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	Less than 11 Students
18.5 points below standard	43.6 points below standard	
Increased Significantly +21.4 points	Increased +9.8 points	2 Students
278 Students	51 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Orange
	27.8 points below standard	72.2 points below standard
1 Student	Increased Significantly +23.8 points	Increased Significantly +23.2 points
	223 Students	54 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
55 points below standard 13 Students	Less than 11 Students 1 Student	Less than 11 Students 5 Students	Less than 11 Students 10 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 18.7 points below standard Increased Significantly +24.1 points 227 Students	Less than 11 Students 2 Students	No Performance Color 0 Students	17.6 points below standard Increased Significantly +19.3 points 20 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**
82.6 points below standard	34.4 points above standard	14 points below standard
Increased +9.7 points	Increased +5.5 points	Increased Significantly +23.5 points
34 Students	17 Students	219 Students

Conclusions based on this data:

1. Focus on English Learners: Current English learners continue to face significant challenges, performing 82.6 points below standard. This underscores the importance of implementing tailored instructional strategies and resources to better support their learning needs.

2. Equity Considerations: The data reveals disparities in performance among various student demographics, particularly for African American students and students with disabilities, indicating a need for equitable support and targeted interventions to address these gaps.

3. Socioeconomically disadvantaged students improved by 23.8 points but still scored 27.8 points below standard. Similarly, Hispanic students increased by 24.1 points, now 18.7 points below standard. These gains indicate effective interventions but also underscore the need for further efforts to reach proficiency levels.

School and Student Performance Data
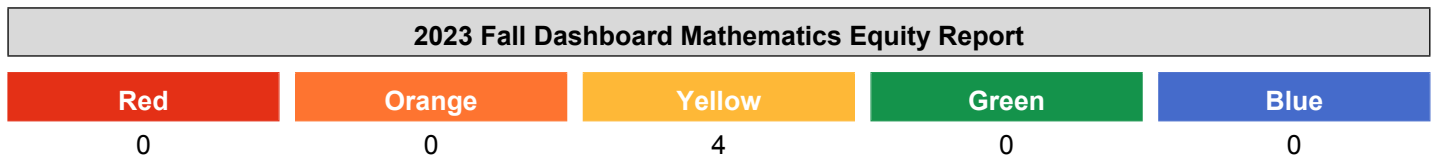
Academic Performance
Mathematics

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	4	0	0

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	**English Learners**	**Foster Youth**
Yellow	Yellow	Less than 11 Students
37 points below standard	55.5 points below standard	
Increased Significantly +22 points	Increased Significantly +16.2 points	2 Students
278 Students	51 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Yellow
	47 points below standard	76.2 points below standard
1 Student	Increased Significantly +21.8 points	Increased Significantly +35.8 points
	223 Students	54 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
78.5 points below standard 13 Students	Less than 11 Students 1 Student	Less than 11 Students 5 Students	Less than 11 Students 10 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 38.4 points below standard Increased Significantly +24.5 points 227 Students	Less than 11 Students 2 Students	No Performance Color 0 Students	32 points below standard Decreased -6.3 points 20 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**
87.9 points below standard Increased +4.3 points 34 Students	9.5 points above standard Increased Significantly +37.4 points 17 Students	33.4 points below standard Increased Significantly +23.1 points 219 Students

Conclusions based on this data:

1. Overall Academic Improvement: Despite being below standard, there has been a significant increase in mathematics performance across various student groups, indicating positive momentum. For instance, all students improved by 22 points, while socioeconomically disadvantaged students showed a notable increase of 21.8 points. This upward trend suggests effective strategies are being implemented to enhance student learning outcomes.

2. Equity in Performance: The data highlights disparities among different student demographics, particularly with English learners and students with disabilities, who performed 55.5 and 76.2 points below standard, respectively. While all groups showed improvement, targeted interventions may be necessary to address the significant gaps and ensure equitable access to quality education for all students.

3. Performance varied among different ethnic groups, with Hispanic students scoring 38.4 points below standard (improving by 24.5 points) and White students scoring 32 points below standard, with a decrease of 6.3 points. This indicates both progress and areas needing attention, emphasizing the importance of tailored strategies to support each group's unique needs.

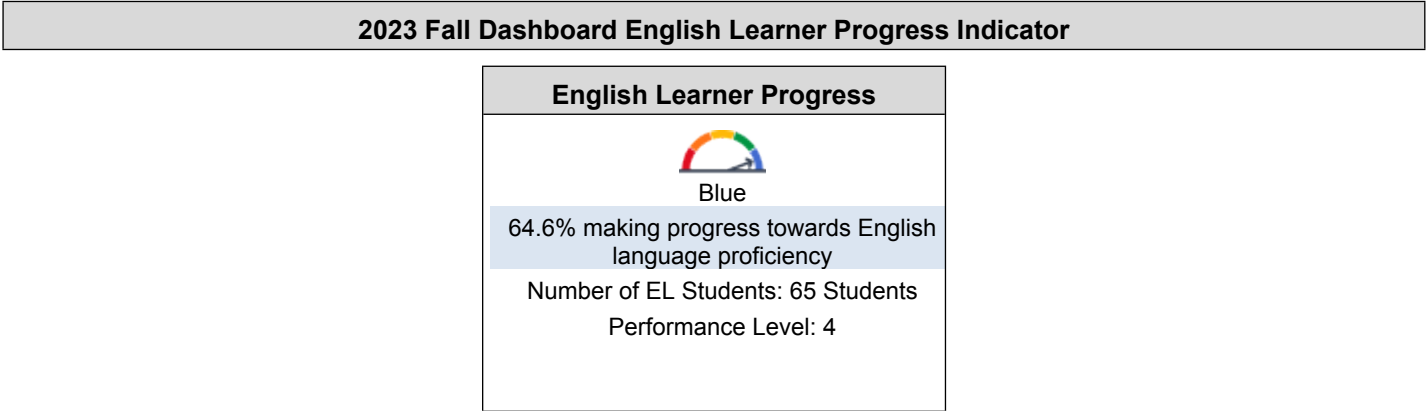# School and Student Performance Data

Academic Performance
English Learner Progress

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 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
Blue
64.6% making progress towards English language proficiency
Number of EL Students: 65 Students
Performance Level: 4

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
4	16	0	41

Conclusions based on this data:

1. Overall Positive Progress for English Learners: The data indicates that a significant majority (64.6%) of English Learner (EL) students are making progress towards English language proficiency, which is an encouraging sign of effective instructional strategies and support systems in place. The performance level of 4 reflects strong outcomes for the district's efforts in meeting the needs of its EL population..

2. Need for Continued Focus on Student Support: Despite the positive progress reported, a notable portion of EL students—16 out of 65—maintained lower English Language Proficiency Indicator (ELPI) levels, suggesting that targeted interventions may be needed to support those who are not advancing. Addressing the needs of these students will be critical in ensuring that all EL students achieve proficiency and fully benefit from educational opportunities.

3. Significant Number of Students Advancing in Language Proficiency: The data shows that 41 out of 65 EL students progressed at least one ELPI level, indicating a successful engagement in language acquisition programs. This

progress suggests that instructional methodologies and support systems are effectively facilitating language development, which is crucial for the academic success of EL students.

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	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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 College/Career Report for All Students/Student Group

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

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

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

Conclusions based on this data:

1. No no college/career data, K-5 school.

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report
Red	**Orange**	**Yellow**	**Green**	**Blue**

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	English Learners	Foster Youth
Red	Red	Less than 11 Students
31.5% Chronically Absent	31.6% Chronically Absent	
Increased Significantly 6.8	Increased 17.2	8 Students
603 Students	98 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Red	Red
	35.4% Chronically Absent	34.5% Chronically Absent
2 Students	Increased Significantly 8.6	Increased 11.3
	469 Students	116 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
33.3% Chronically Absent Maintained 0 21 Students	Less than 11 Students 1 Student	23.8% Chronically Absent Increased 23.8 21 Students	9.5% Chronically Absent Increased 9.5 21 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 31.5% Chronically Absent Increased Significantly 4.9 486 Students	40% Chronically Absent Increased 26.7 15 Students	Less than 11 Students 1 Student	Red 45.9% Chronically Absent Increased 12.6 37 Students

Conclusions based on this data:

1. High Rates of Chronic Absenteeism: The data reveals that a significant portion of the student population is chronically absent, with an overall rate of 31.5%. This figure indicates a critical issue that could hinder academic achievement and engagement, necessitating urgent interventions to improve attendance across the school community.

2. Racial/Ethnic Disparities in Attendance: Among racial and ethnic groups, white students have the highest chronic absenteeism rate at 45.9%, while Asian and Filipino students have lower rates at 23.8% and 9.5%, respectively. These variations underscore the importance of examining the root causes of absenteeism within different demographics and implementing culturally responsive interventions to address these disparities effectively.

3. Disparities Among Student Groups: The chronic absenteeism rates vary across different student groups, with socioeconomically disadvantaged students showing the highest rate at 35.4%, followed closely by students with disabilities (34.5%) and English Learners (31.6%). These disparities highlight the need for targeted support strategies tailored to the unique challenges faced by these groups, particularly those affected by socioeconomic factors.

School and Student Performance Data

Academic Engagement
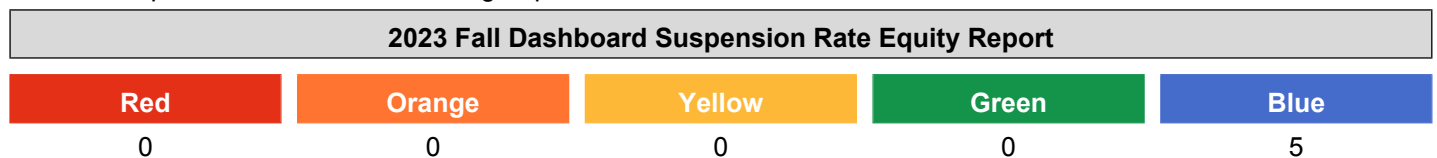### Graduation Rate

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group

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

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

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

Conclusions based on this data:

1. No graduation rate data, K-5 school.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	5

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	0% suspended at least one day
0% suspended at least one day	0% suspended at least one day	
Declined -0.6	Declined -1	Maintained 0
625 Students	100 Students	12 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Blue	Blue
4 Students	0% suspended at least one day	0% suspended at least one day
	Declined -0.6	Maintained 0
	487 Students	121 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
0% suspended at least one day Maintained 0 21 Students	Less than 11 Students 1 Student	0% suspended at least one day Maintained 0 22 Students	0% suspended at least one day Maintained 0 21 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 0% suspended at least one day Declined -0.6 506 Students	0% suspended at least one day Maintained 0 16 Students	Less than 11 Students 1 Student	Blue 0% suspended at least one day Declined -2.9 37 Students

Conclusions based on this data:

1. Positive Suspension Rate Across the Board: The data indicates that the overall suspension rate for all students is 0%, which reflects a commendable achievement for the school or district. This suggests that the school environment is fostering positive behavior and effectively managing discipline, contributing to a more conducive learning atmosphere.

2. A low suspension rate can significantly impact students' academic and social engagement. With no students being suspended, the likelihood of students remaining engaged in their learning experiences and developing healthy relationships with peers and staff increases, ultimately benefiting the entire school climate.

3. The suspension rate remained at 0% across various demographic groups, including African American, Asian, Filipino, Hispanic, and White students. This uniformity indicates that the school's disciplinary policies are equitable and effectively implemented across different student populations, contributing to a positive and inclusive school climate. Cypress uses PBIS to promote school-wide expectations and lessen suspensions.

District/School Goals Alignment

LCAP Goals:
1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.

2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.

3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.

4. By June 2027, Fairvalley and Covina-Valley Learning Options Academy commit to elevating student engagement and academic outcomes, as well as enhancing the effectiveness and support systems for our educators. Progress will be measured through chronic absenteeism rates, Smarter Balanced Summative Assessment scores, stability rates, and surveys assessing student and teacher satisfaction and engagement.

LCAP and Educational Services Goal Alignments to SPSA

LCAP	Educational Services	SPSA
Goals 1-4	**English Language Arts:** Increase by 5% the number of students that meet or exceed standard in English Language Arts, as measured by CAASPP. **Mathematics:** Increase by 5% the number of students that meet or exceed standard in Mathematics, as measured by CAASPP. **Science:** Increase by 5% the number of students that meet or exceed standard in Science, as measured by CAST. **English Learner Progress:** Increase by 5% the number of students that that are making progress towards English language proficiency, as measured by English Learner Progress Indicator on the CA Dashboard. **Graduation Rate:** Increase by 3% the number of 12th-grade students who graduate high school with a high school diploma. **A-G Rate:** Increase by 6% the number of 12th-grade students meeting UC/CSU A-G college entrance requirements. **Attendance:** Increase Districtwide Attendance Rate to at least 95% or higher.	Goals: ELA, Math, ELD, Science, College & Career Readiness, and Engagement

Research Foundation

The district has identified the following educational research to serve as the foundation for district-wide improvement activities:

Research Models and ESSA Ratings	Major Elements/Strategies	Section in SPSA
Focused Schools ESSA: Moderate	• Customized training for school-based data, Focus Goals and Instructional Leadership Teams (ILT) • Coaching for Central Office personnel and site leadership • Customized tools and protocols to help create strong structures and systems that support the framework for School Improvement.	Goals, Strategies, & Proposed Expenditures
Professional Learning Communities ESSA: Strong	• Ensuring that All Students Learn (Big Idea #1) • Building a Culture of Collaboration for School Improvement (Big Idea #2) • A Focus on Results (Big Idea #3) • Recognizing Hard Work and Commitment (Dr. Richard DuFour, Dr. Roland Barth, Dr. R. Marzano)	Goals, Strategies, & Proposed Expenditures
Response to Intervention (RTI) ESSA: Strong	• Tiers I, II and III Intervention structure planned and utilized • All schools utilize data from i-Ready and other state, district, and local assessments to meet students' needs • Students receive interventions on a daily basis within the school day and after school (Dr. Carol Tomlinson) (NEA 2007) (Dr. C. Cortiello 2006) (Dr. Coynen, M.D. 2004)	Goals, Strategies, & Proposed Expenditures
i-Ready ESSA: Moderate	• Research-based practices in Assessment, Classroom Instruction, Personalized Learning, and Blended Learning • Powerful adaptive diagnostic and growth measure • Core standards-based instruction, practice, and assessment • Adaptive learning • Personalized on-line instruction (Dr. Laine Bradshaw, Dr. Richard Brown, Dr. Hua Hua Chang, Dr. Mark Ellis, et. al.)	Goals, Strategies, & Proposed Expenditures
Thinking Maps ESSA: Strong	• Eight maps that correspond with fundamental thinking processes: Circle Map - Context; Bubble Map – describing adjectives; Flow Map – sequencing and ordering; Brace Map – part/whole relationships; Tree Map – classifying and grouping; Double Bubble Map – comparing and contrasting; Multi-Flow Map – analyzing causes and effects; Bridge Map - seeing analogies. • Excellent for English Learners and others to understand and access core curriculum • Thinking maps are a "common visual language" for students in all subjects in Grades K-12. (Dr. Katherine McKnight, Dr. Mary McMackin, et. al.)	Goals, Strategies, & Proposed Expenditures
Write from the Beginning and Beyond (TK-5) ESSA: Strong	• Grade level appropriate expectations for effective student writing • Teachers receive instruction for writing at their grade level • Students self-evaluate their writing performance and identify strategies for improvement • Students utilize Thinking Maps individually or in groups to organize and plan expository writing (Dr. John Weida, Dr. Jane C. Buckner)	Goals, Strategies, & Proposed Expenditures

Research Models and ESSA Ratings	Major Elements/Strategies	Section in SPSA
Expository Reading and Writing Course (ERWC) 6-12 ESSA: Moderate	• Professional Development for teachers • Aligned to California's ELA Common Core Standards • Text-Based Grammar for Expository Reading and Writing • New relevant student topics for enhanced motivation • Reading and writing in both literary and informational texts (California Department of Education (CCSS), California State University course syllabus)	Goals, Strategies, & Proposed Expenditures
UCI Math Project ESSA: Moderate	• Research -based hands-on professional development. • Standards-based curriculum guides and unit plans aligned to the Common Core for K-12 mathematics, including the 8 mathematical practices. • Increases pedagogical knowledge in areas such as How the Brain Learn Math, classrooms management, mathematical mindset, math discourse, student motivation, engagement, and questioning strategies, research and theory on student, learning, and homework. • Intervention curriculum to fill in the gaps for students below grade level. • Scaffolded English Language Learners supports. (Fong, T., Perry, R., Reade, F., Klarin, B., & Jaquet, K., 2016) (Perry, Rebecca, Marple, Stacy., & Reade, Frances, 2019)	Goals, Strategies, & Proposed Expenditures
Lindamood-Bell ESSA: Strong	• Tiers I, II, III intervention • Seeing Stars: Symbol Imagery for Phonological and Orthographic Processing in Reading and Spelling develops symbol imagery for reading and spelling. • Visualizing and Verbalizing: develops concept imagery as a basis for comprehension and higher order thinking. • Professional development to develop the underlying process necessary for a student to learn to read and comprehend. (Donnelly, P.M., Huber, E., & Yeatman, J. D., 2019) (Sadoski, M. & Wilson, V., 2006)	Goals, Strategies, & Proposed Expenditures
Ruler ESSA: Moderate	• A system approach to Social-Emotional Learning. • RULER is an acronym for the five skills of emotional intelligence: Recognizing; Understanding; Labeling; Expressing; Regulating. • RULER supports the entire school community in: Understanding the value of emotions; Buildings the skills of emotional intelligence; and Creating and maintaining a positive school climate. (Nathanson, L., Rivers, S. E., Flynn, L.M., & Brackett, M. A., 2016)	Goals, Strategies, & Proposed Expenditures
Character Strong/Purposeful People ESSA: Moderate	• Curricula and trainings are focused on fostering the Whole Child with vertically-aligned lessons that teach SEL and character, side-by-side. • SEL Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making • Character Development: Patience, Kindness, Honesty, Respect, Selfishness, Forgiveness, Commitment, Humility (Elias, M. J., & Arnold, H. (Eds.), 2006). (Brackett, M. A., & Katulak, N. A., 2006).	Goals, Strategies, & Proposed Expenditures

In addition, the school has identified the following educational research to serve as the foundation for schoolwide improvement activities:

Research Models and ESSA Ratings	Major Elements/Strategies	Section in SPSA
AVID ESSA: moderate	Provides professional development and systems, structures, and strategies for students to be college and career ready.	Goals, Strategies, & Proposed Expenditures
PBIS ESSA: moderate	Provide a consistent and systematic framework for providing students with a learning environment that promotes the positive social, emotional, and academic outcomes that help the staff to close the achievement gap.	Goals, Strategies, & Proposed Expenditures
Reading Comprehension ESSA: strong	Provide professional development, while using targeted small group instruction, in using District-mandated curriculum to provide needed intervention in reading instruction.	Goals, Strategies, & Proposed Expenditures
Mystery Science ESSA: Strong	Hands on science and engineering lessons that are aligned with NGSS and Common Core State Standards	Goals, Strategies & Proposed Expenditures
Edulastic ESSA: Moderate	Provides a platform designed to support teachers assess and monitor students currently in intervention as they work toward mastery of standards	Goals, Strategies & Proposed Expenditures

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.

> **ELA**
> By June 2025, Cypress Elementary will increase the number of students who will meet and exceed standards as measured by the CAASPP ELA by 5%.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> 1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
> 2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
> 3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.

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.

> The 2023 California School Dashboard data indicates a significant need for improvement in English Language Arts (ELA) at our school. Overall, students are performing 18.5 points below the standard, despite a notable improvement of 21.4 points. Specific groups, such as English Learners and Socioeconomically Disadvantaged students, are 43.6 and 27.8 points below the standard, respectively. Furthermore, Hispanic students are 18.7 points below the standard. Our goal is to increase the number of students meeting and exceeding standards on the CAASPP ELA by 5% by June 2025. To address these performance gaps, we will implement targeted interventions, enhance instructional strategies, and provide additional academic support.

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
SBAC ELA	All Students- 45.71% Met or Exceeded Standard SWD- 16.66% Met or Exceeded Standard SED- 41.52% Met or Exceeded Standard EL- 9.09% Met or Exceeded Standard	All Students- 53.21% Met or Exceeded Standard SWD- 24.16% Met or Exceeded Standard SED- 49.02% Met or Exceeded Standard EL- 16.59% Met or Exceeded Standard

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	A full-time Title 1 teacher will provide targeted intervention support to students not meeting grade level standards.	Academically At-Risk Students	District funded
1.2	Strategic interventions that support students performing more that 2 years below grade level standard. Examples of these in include but are not limited to: i-Ready, STAR and AR.	ALL	District funded
1.3	Extra library hours, after school homework help, and classroom support will be available during the school year.	ALL	1500 LCFF S/C Site Innovation (3313) Books and Supplies 562 LCFF S/C Site Innovation (3313) Certificated Salaries
1.4	A Title 1 instructional aide will be used during intervention to support students learning through small group instruction while increasing opportunities for individualized instruction.	ALL	27425 Title I Part A Instructional Aide (30100.0) Classified Salaries
1.5	Staff will work in professional learning communities to: * Plan instruction based on Common Core Standards * Use common formative assessments to monitor student progress * Analyze data using IO to adjust instruction and pacing * Plan appropriate interventions * Implement Thinking Maps across all grade levels * Implement Write From the Beginning across all grade levels. * Develop proficiency in close reading strategies * Collaborate on visible learning influences and which have the greatest and least effect size * Develop effective feedback stems	ALL	1000 LCFF S/C Site Innovation (3313) Books and Supplies
1.6	Incentives and events will be provided to promote school wide reading initiative to build the love of reading.	ALL	1000 LCFF S/C Site Innovation (3313) Books and Supplies
1.7	Provide parent education nights to support instruction and practice.	ALL	485 Title I- Parent Involvement Books and Supplies 500 Title I- Parent Involvement Certificated Salaries
1.10	Cypress's Instructional Leadership Team (ILT) and the staff will analyze school-wide data for the purpose of creating and/or reaffirming the school-wide focus, SMARTe goal, action plans and professional development to increase the academic achievement of all students. Professional	ALL	4660 LCFF S/C Site Innovation (3313) Certificated Salaries 1500

	development and release time will be provided for the leadership team to further develop their skills as teacher leaders.		LCFF S/C New Teacher (2223) Services and other operating expenditures
1.12	Teachers will have access to supplemental instructional materials and technology to provide to Homeless students.	Homeless Students	1504 Title I - Homeless Books and Supplies
1.13	Intervention opportunities will be offered before or after school.	ALL	8000 LCFF S/C Tutoring (2226) Certificated Salaries
1.14	Teachers will have the opportunity to attend conferences (AVID, other PD opportunities) to support professional development and for needed supplies to enhance AVID practices.	ALL	13000 LCFF S/C Site Innovation (3313) Professional/Consulting Services 5000 LCFF S/C AVID (4401) Classified Salaries
1.15		5th Grade Student	
1.16	Provide extended library hours to help with reading to increase student achievement.	ALL	
1.17	Students will participate in the Accelerated Reading program by reading books, taking quizzes on AR books and using classroom and LMC computers. Additional books for libraries and classroom may be used to support reading.	ALL	4152 Title I - Site Allocation Books and Supplies
1.18			District funded

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.

Targeted Intervention and Support (1.1, 1.2, 1.4): A full-time Title 1 teacher provided targeted intervention support for students not meeting grade-level standards, with additional strategic interventions using programs like i-Ready, STAR, and AR. An instructional aide facilitated small group instruction, offering more individualized support. These interventions aimed to address significant learning gaps, particularly for students performing more than two years below grade level. The 2023 data shows a slight improvement, with 45.71% of all students meeting or exceeding the standard, indicating some effectiveness, but the progress was less significant for SWD (16.66%), SED (41.52%), and EL (9.09%) students, suggesting a need for more tailored approaches for these groups.

Extended Learning and Library Hours (1.3, 1.12, 1.15): Extra library hours, after-school homework help, and additional intervention opportunities were offered to provide students with further academic support. These initiatives were intended to reinforce learning and promote a culture of reading. While these efforts contributed to creating a supportive

learning environment, the impact on CAASPP ELA scores was minimal, indicating that additional strategies might be needed to fully address the academic needs of all student groups.

Professional Learning Communities and Staff Development (1.5, 1.10, 1.13): Teachers worked in professional learning communities (PLCs) to collaboratively plan instruction, use common formative assessments, and analyze data to adjust teaching practices. The implementation of Thinking Maps, Write From the Beginning, and close reading strategies aimed to align instruction with Common Core Standards and improve overall teaching effectiveness. However, the data indicates that further refinement and support may be needed to achieve the desired increase in student achievement, especially for underperforming groups like SWD and EL students.

Parent and Community Engagement (1.7): Parent education nights were organized to provide families with strategies to support their children's learning at home. These events aimed to strengthen the partnership between the school and families, promoting a supportive educational environment. However, the engagement from parents, particularly in supporting consistent academic progress, varied, suggesting the need for more effective communication and outreach strategies.

Reading Promotion and Student Engagement (1.6, 1.8, 1.9, 1.16): Incentives and events were provided to encourage school-wide reading, including participation in the Accelerated Reader program. Additionally, flexible seating arrangements and tools like Edulastic were used to enhance student engagement and ownership of learning. While these strategies fostered a more engaging and student-centered environment, their direct impact on ELA proficiency was limited, as seen in the incremental gains in test scores.

Transition Support (1.14): The collaboration between elementary and middle school staff aimed to facilitate a smooth transition for 5th-grade students. Activities such as middle school visits and orientation sessions helped prepare students for the next academic level. These efforts were effective in easing the transition process.

Overall, these strategies collectively enhance student preparedness for college and careers by providing targeted support, fostering a positive learning environment, and utilizing data-driven, research-based practices.

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

Overall, the strategies and activities were implemented as planned, with some adjustments in resource allocation. There was a need for additional resources and budget adjustments, particularly for professional development, supplemental instructional materials, and technology. The expenditures on these items were higher than initially planned, reflecting the increased demand for resources to support diverse learning needs and intervention strategies. Overall, the strategies implemented showed some positive impact, but the desired 5% increase in CAASPP ELA proficiency was not fully realized, especially for SWD, SED, and EL students. This indicates a need for more focused and intensive efforts to address the specific challenges faced by these student groups and to enhance overall instructional effectiveness.

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.

The proposed changes in the updated School Plan for Student Achievement, are aligned with the prioritized needs identified through our needs assessment and in collaboration with educational partners.

No changes to the Title and Description of School Goal, other than the year.

Updated Identified Need: There are significant performance gaps among students, particularly English Learners (EL), Students with Disabilities (SWD), and Socioeconomically Disadvantaged (SED) student groups. Our focus will be on enhancing students' ELA skills to ensure they receive the necessary support to succeed.
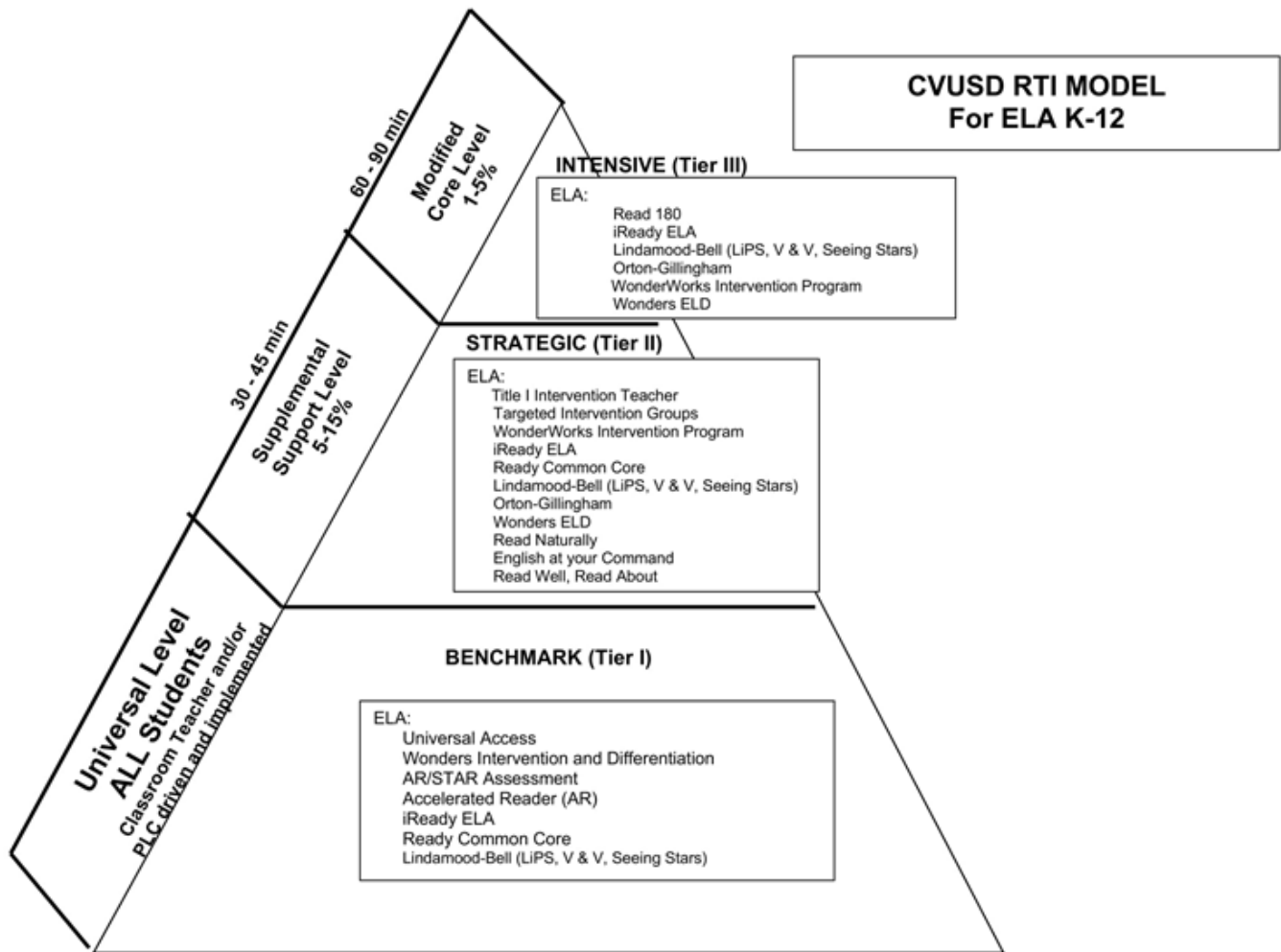
Annual Measurable Outcomes: We have revised our baseline and expected outcomes data to include specific focus areas for all students, with an emphasis on EL, SWD, and SED students. This reflects our dedication to raising proficiency levels across all groups by providing targeted support and resources.

Edited Strategies and Activities: Our strategies have been refined to ensure they are clear, actionable, and aligned with our goal of increasing ELA proficiency and LCAP goals.

Updated Proposed Expenditures: As detailed in the updated SPSA, the proposed expenditures address the needs identified through our comprehensive needs assessment and engagement with educational partners. These funds are

allocated to bridge specific student performance gaps and provide the necessary resources to improve CAASPP ELA proficiency.

RTI Pyramid: District ELA

**CVUSD RTI MODEL
For ELA K-12**

60 - 90 min

Modified
Core Level
1-5%

INTENSIVE (Tier III)

ELA:
Read 180
iReady ELA
Lindamood-Bell (LiPS, V & V, Seeing Stars)
Orton-Gillingham
WonderWorks Intervention Program
Wonders ELD

30 - 45 min

Supplemental
Support Level
5-15%

STRATEGIC (Tier II)

ELA:
Title I Intervention Teacher
Targeted Intervention Groups
WonderWorks Intervention Program
iReady ELA
Ready Common Core
Lindamood-Bell (LiPS, V & V, Seeing Stars)
Orton-Gillingham
Wonders ELD
Read Naturally
English at your Command
Read Well, Read About

Universal Level
ALL Students
Classroom Teacher and/or
PLC driven and implemented

BENCHMARK (Tier I)

ELA:
Universal Access
Wonders Intervention and Differentiation
AR/STAR Assessment
Accelerated Reader (AR)
iReady ELA
Ready Common Core
Lindamood-Bell (LiPS, V & V, Seeing Stars)

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.

> **Mathematics**
> By June 2025, Cypress Elementary will increase the number of students who meet or exceed standards on the math portion of the CAASPP by 5%.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> 1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
> 2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
> 3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.

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.

> The data highlights significant performance gaps, particularly among English Learners (EL), Students with Disabilities (SWD), and Socioeconomically Disadvantaged (SED) students. EL students, with only 8.57% meeting or exceeding standards, and SWD students, at 21.42%, show the greatest need for targeted support. Overall, the performance is in the "Yellow" category on the California School Dashboard, indicating areas requiring substantial improvement, especially to bridge the wide gaps in achievement among these groups. Enhanced instructional strategies, specialized interventions, and increased resources are essential to address these disparities and improve overall student outcomes in math.

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
CAASPP Math	All Students - 35.82% Met or Exceeded Standard SWD - 21.42% Met or Exceeded Standard SED - 32.15% Met or Exceeded Standard EL - 8.57%	All Students - 43.32% Met or Exceeded Standard SWD - 28.92% Met or Exceeded Standard SED - 39.65% Met or Exceeded Standard EL - 16.07%

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	Teachers will continue to teach Common Core math standards and implement a balanced math program by implementing the state adopted curriculum. This will include the use of manipulatives, math models and a math vocabulary-rich environment. Teachers will teach students how to apply the Standards of Mathematical Practice and they will provide their students with learning opportunities that will develop their skills in the areas of communication, creativity, critical thinking and collaboration. Teachers will be provided with supplemental instructional materials, professional books, incentives, awards, technological devices and accessories, resources, supplies, educational software and professional development to fully implement the Common Core Standards.	ALL	7000 LCFF S/C Site Innovation (3313) Books and Supplies
2.2	Teachers will meet in grade level PLCs to discuss pacing and assessment outcomes in order to guide instruction and intervention	ALL	576 Title I - Site Allocation Certificated Salaries 3000 LCFF S/C Site Innovation (3313) Books and Supplies
2.3	Provide staff professional development opportunities on research based strategies, practices and other programs that will strengthen math instruction. Allow collaboration time to discuss data and determine research based strategies for increased student achievement.(Focused Schools, iReady, technology, Close Reading, Math Standards, Number Talks, UCI Math)	ALL	2500 LCFF S/C Site Innovation (3313) Books and Supplies
2.5	Teachers will provide differentiated math instruction based on identified needs and response to intervention.	ALL	District funded
2.6	Provide parent education to support math instruction and practice. Written notice and parent education will also be translated into Spanish.	ALL	300 Title I- Parent Involvement Certificated Salaries
2.9	Provide before and after-school tutoring in Mathematics.	ALL	6500 LCFF S/C Tutoring (2226) Certificated Salaries 2500 LCFF S/C Tutoring (2226) Classified Salaries
2.10	Provide staff with professional development in supporting math instruction.	ALL	2850 LCFF S/C Site Innovation (3313) Books and Supplies

Annual Review

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.

Implementation of Common Core Math Standards (2.1): Teachers continued to implement Common Core math standards using a balanced math program, including manipulatives, math models, and a math vocabulary-rich environment. The focus was on developing students' skills in communication, creativity, critical thinking, and collaboration. Supplemental instructional materials, professional development, and technological resources were provided to support these efforts. Despite these measures, the overall proficiency rate decreased from 45% to 35.82%, indicating that while the strategies were implemented, they may not have been fully effective in raising student achievement to the desired levels.

Professional Learning Communities (PLCs) and Data Analysis (2.2, 2.3): Teachers met in grade-level PLCs to discuss pacing and assessment outcomes, guiding instruction and intervention. Professional development opportunities were provided, focusing on research-based strategies and practices, including Focused Schools, iReady, Close Reading, Math Standards, Number Talks, and UCI Math. The collaboration allowed teachers to share insights and refine instructional strategies, but the effectiveness was mixed, particularly for student groups such as SWD, SED, and EL students, who continued to show significant gaps in performance.

Differentiated Instruction and Response to Intervention (2.4): Differentiated math instruction was provided based on identified student needs, with a focus on response to intervention. This approach aimed to tailor teaching strategies to individual student requirements. However, the overall data suggests that while differentiation was in place, it may not have been sufficient to address the wide range of student needs, particularly in the context of what was measured on the CAASPP math assessment.

Parent Education and Engagement (2.5): Parent education sessions were conducted to support math instruction and practice at home, with written notices and materials translated into Spanish. This initiative aimed to engage parents in their children's learning and provide them with tools to support math education. While these efforts helped increase parental involvement, their impact on student outcomes was less clear, suggesting a need for more targeted and frequent engagement strategies.

Before and After School Tutoring (2.6): Before and after school tutoring/homework help in mathematics was offered to provide additional support to students. This strategy aimed to help students struggling with math concepts and reinforce classroom learning. However, the lower proficiency rates suggest that these sessions may need to be more closely aligned with classroom instruction and tailored to the specific needs of the students.

Professional Development in Number Talks (2.7): Staff received professional development in mathematics instruction. This training aimed to enhance teachers' instructional techniques and improve student engagement in math. While beneficial, the overall impact on student achievement requires further assessment to determine its effectiveness fully.

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

Overall, the strategies were implemented with fidelity, but the results indicate that additional refinements and targeted efforts are needed to achieve the goal of increasing CAASPP math proficiency by 7.5%. This includes more focused professional development, better alignment of interventions, and enhanced support for underperforming student groups.

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.

The proposed changes in the updated School Plan for Student Achievement, are aligned with the prioritized needs identified through our needs assessment and in collaboration with educational partners.

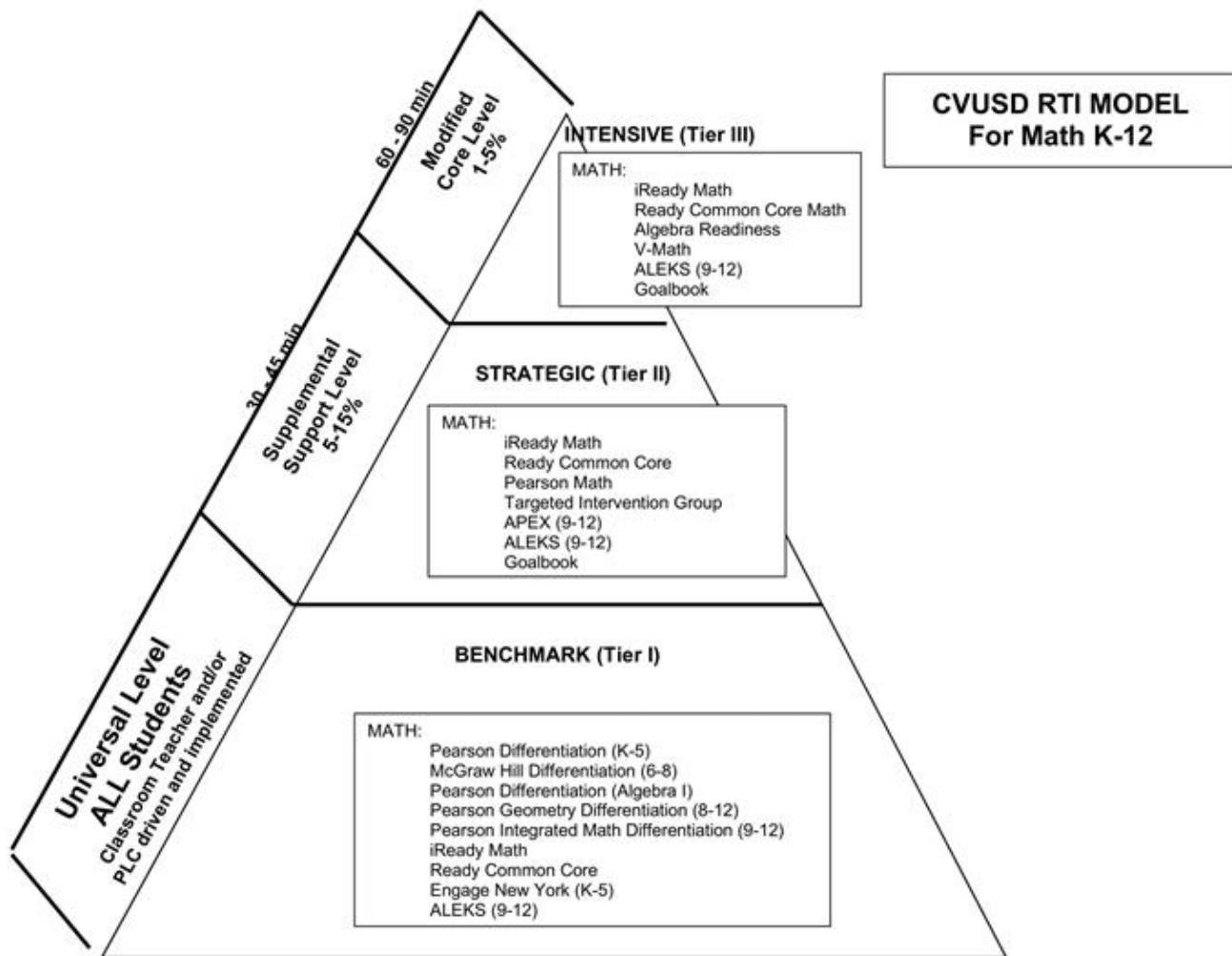Title and Description of School Goal: No changes other than updating the year.

Identified Need: We have recognized significant performance disparities, particularly among underperforming student groups. There is a pressing need to enhance support for these students to improve their math skills.

Annual Measurable Outcomes: Utilizing the most recent data, we have established updated baseline and target outcomes for all student groups, with a focus on Students With Disabilities, Socioeconomically Disadvantaged students, and English Learners (EL). These updates underscore our commitment to raising proficiency levels across all demographics by providing targeted interventions and resources.

Revised Strategies and Activities: Our strategies have been refined to ensure clarity and practicality, focusing on effective instructional methods and support systems.

Proposed Expenditures: Funds have been allocated to address specific gaps in student performance and provide essential resources to support the goal of increasing CAASPP math proficiency, ensuring transparency and accountability in the use of resources.

RTI Pyramid: District Math

CVUSD RTI MODEL
For Math K-12

INTENSIVE (Tier III)

MATH:
- iReady Math
- Ready Common Core Math
- Algebra Readiness
- V-Math
- ALEKS (9-12)
- Goalbook

60 - 90 min

Modified Core Level 1-5%

STRATEGIC (Tier II)

MATH:
- iReady Math
- Ready Common Core
- Pearson Math
- Targeted Intervention Group
- APEX (9-12)
- ALEKS (9-12)
- Goalbook

30 - 45 min

Supplemental Support Level 5-15%

BENCHMARK (Tier I)

MATH:
- Pearson Differentiation (K-5)
- McGraw Hill Differentiation (6-8)
- Pearson Differentiation (Algebra I)
- Pearson Geometry Differentiation (8-12)
- Pearson Integrated Math Differentiation (9-12)
- iReady Math
- Ready Common Core
- Engage New York (K-5)
- ALEKS (9-12)

Universal Level ALL Students

Classroom Teacher and/or PLC driven and implemented

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.

English Language Development
By June 2025, 72.1% of English learners will make progress towards English language proficiency as measured by the English Learner Progress Indicator on the CA Dashboard.
By June 2025, the number of English learners meeting or exceeding the standard will increase by 5% as measured by the Smarter Balanced English language arts assessment.
By June 2025, the number of English learners meeting or exceeding the standard will increase by 5% as measured by the Smarter Balanced math assessment.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.

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.

The current data indicates a critical need for improvement in academic achievement among English learners. Despite 64.6% of EL students making progress toward English language proficiency, significant performance gaps exist in both ELA and Math, with only 9.09% and 8.57% of ELs, respectively, meeting or exceeding standards. These results highlight the need for enhanced instructional support and targeted interventions to improve language acquisition and content mastery for EL students.

While a majority of ELs are progressing toward proficiency, a notable number are not advancing at an adequate rate. Specifically, some students are maintaining or decreasing in their ELPI levels, indicating a need for more effective language development strategies.

The low percentages of ELs meeting or exceeding standards in ELA and Math suggest that language barriers are significantly impacting their academic performance. This underperformance necessitates focused interventions in both language development and subject-specific content areas.

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
ELPI CA Dashboard	64.6% making progress towards English language proficiency	72.1% making progress towards English language proficiency
Smarter Balanced ELA Assessment	9.09% of ELs Met or Exceeded Standard	16.59% of ELs Met or Exceeded Standard

| Smarter Balanced Math Assessment | 8.57% of ELs Met or Exceeded Standard | 16.07% of ELs Met or Exceeded Standard |

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	Teachers will provide direct designated instruction on ELD Common Core standards for at least 30 minutes each day for students in grades TK-5. Teachers will use state adopted materials, including Lindamood Bell, to teach English language learners. Teachers will also use the ELD Assessment scale, Thinking Maps, Write From the Beginning & Beyond and supplemental materials to teach ELD. Additional instructional materials, resources, professional books, technological devices and accessories and supplies will be purchased to support ELD instructions.	EL Students	3000 LCFF S/C Site Innovation (3313) Books and Supplies
3.2	Teachers will teach the core content areas to their English language learners and they will integrate ELD Common Core standards into their instruction. They will differentiate instruction to meet the needs of both EL students and students with disabilities. Teachers will use Thinking Maps, GLAD strategies, and SDAIE strategies to make the content area curriculum accessible to English language learners.	EL Students	1000 LCFF S/C Site Innovation (3313) Books and Supplies
3.3	Teachers will participate in professional development and coaching that will be provided by the district. Tk-12 EL Liaison to increase the achievement for English learners, to increase teachers' knowledge base and skill level in research-based instructional strategies for English language learners. During their PLCs, teachers will also focus on the teaching and learning of English language learners and design lessons to address instructional gaps.	EL Students	3500 LCFF S/C Site Innovation (3313) Books and Supplies
3.4	Staff will continue to monitor EL student progress in core academic areas. The progress monitoring will include all EL, RFEP and Long Term English Language Learners (LTELs). Teachers will focus on academic language, language conventions, added rigor by higher level questioning, including depth of knowledge. All LTELs and at-risk RFEP will be monitored and supported with needed interventions to close the instructional gaps.	EL Students	500 LCFF S/C Site Innovation (3313) Books and Supplies 500 LCFF S/C Site Innovation (3313) Certificated Salaries 1000 Title I - Site Allocation Books and Supplies
3.5	The ELPAC facilitator will coordinate the administration of the ELPAC assessment. The teacher will also help to oversee and will complete the compliance documentation related to English language learners and their educational progress. Teachers will administer the ELPAC at the time	EL Students	1500 LCFF S/C Site Innovation (3313) Certificated Salaries

		designated by the California Department of Education.		
	3.6	Parent involvement opportunities will be offered to support parents efforts to increase the achievement of their children. English Language Advisory Committee (ELAC) meetings will be held for the parents of English language learners. The English Learner Support Specialist will provide Spanish speaking parents with verbal and written translations. The English Language Support Specialist will provide a strong home and school connection for the parents of English language learners. The English Language Support Specialist and principal will help to increase the parent involvement of EL students by calling and inviting parents to meetings, events and by addressing their needs through parent meetings.	EL Students	1000 LCFF S/C Site Innovation (3313) Classified Salaries

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.

Direct Designated ELD Instruction (3.1): Teachers provided designated instruction on ELD Common Core standards for at least 30 minutes daily for students in grades TK-5, using state-adopted materials like Lindamood Bell, Thinking Maps, and Write From the Beginning & Beyond. The aim was to strengthen English learners' language skills and align instruction with the ELPAC proficiency levels. Additional instructional materials, resources, and technological devices supported these efforts. While the strategies were implemented as planned, the effectiveness in achieving significant gains in CAASPP ELA and Math scores and ELPAC proficiency was limited. The modest increases in proficiency rates suggest that further refinement and perhaps more intensive support are needed.

Integrated Content and ELD Instruction (3.2): Instructors integrated ELD standards with core content areas, differentiating instruction to meet the diverse needs of ELs and students with disabilities. The integration aimed to ensure ELs could engage meaningfully with the content while developing language skills. However, the current data indicates that the targeted increase in performance was not fully met, highlighting the need for more tailored strategies or additional support mechanisms.

Professional Development and PLC Focus (3.3): Teachers participated in professional development sessions provided by the district EL TOSA, focusing on research-based instructional strategies for ELs. During PLCs, teachers identified instructional gaps and designed lessons to address these areas. The ongoing professional development and collaboration were essential for refining instructional approaches. Yet, the desired impact on student achievement was less evident, suggesting a need for more focused or intensive training.

Monitoring and Support for EL Progress (3.4): Continuous monitoring of EL, RFEP, and LTEL student progress in core academic areas was conducted, focusing on academic language, language conventions, and higher-order thinking skills. Interventions were provided for LTELs and at-risk RFEP students to close instructional gaps. Despite these efforts, the progress in increasing proficiency rates by 5% in both CAASPP assessments and ELPAC was modest, indicating that additional or different strategies may be necessary to accelerate growth.

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

Overall, the strategies were implemented with fidelity, but the desired 5% increase in CAASPP proficiency and ELPAC levels was not fully realized. This indicates a need for a deeper analysis of current practices and possibly the introduction of new or enhanced strategies to better support ELs in achieving academic success. There were

adjustments in resource allocation, particularly regarding the purchase of supplementary instructional materials. These expenditures were necessary to support the ELD instruction but differed from initial budget estimates, reflecting a higher-than-anticipated need for resources.

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.

The proposed changes in the updated School Plan for Student Achievement are aligned with the prioritized needs identified through our needs assessment and in collaboration with educational partners.

Title and Description of School Goal: We urgently need to close the achievement gap of English learners, so we rewrote our goal to include a 7.5% increase in proficiency by June 2025.

Updated Identified Need: The current data shows a critical need for targeted instructional support for English learners. Significant performance gaps persist in both ELA and Math, with only 9.09% and 8.57% meeting or exceeding standards, respectively. This underperformance, coupled with slow progress in language proficiency, highlights the need for more effective language development strategies and interventions.

Annual Measurable Outcomes: We have established updated baseline and target outcomes for English Learners using the most recent data. These updates underscore our commitment to raising their proficiency levels by providing targeted interventions and resources.

Revised Strategies and Activities: Our strategies have been refined to ensure clarity and practicality, focusing on effective instructional methods and support systems.

Proposed Expenditures: Funds have been allocated to address English Learners' student performance and provide essential resources to support the goal of increasing English proficiency.

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.

Science
Cypress Elementary School will increase the percentage of 5th-grade students scoring proficient on the CAST by 5%.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.

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.

The data highlights critical areas for improvement in science proficiency among 5th-grade students at Cypress Elementary School. Only 30% of all students met or exceeded the standard on the CAST, indicating a general need to enhance science instruction and student understanding. The most significant performance gaps are observed among English Learners (EL), who have 0% proficiency, and Students with Disabilities (SWD), with only 7.69% meeting the standard. Additionally, Socioeconomically Disadvantaged (SED) students, with only 23.81% achieving proficiency.

These disparities suggest that student groups, particularly ELs and SWDs, face substantial barriers to achieving grade-level science proficiency. Language barriers and lack of access to resources may be contributing factors. The underperformance across these groups necessitates focused and differentiated instructional strategies, targeted interventions, and increased support resources to address the unique challenges these students face.

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
CAST	All Students - 30.0% Met or Exceeded Standard SWD - 7.69% Met or Exceeded Standard SED - 23.81% Met or Exceeded Standard El - 0.0% Met or Exceeded Standard	40.0% Met or Exceeded Standard SWD - 17.69% Met or Exceeded Standard SED - 33.81% Met or Exceeded Standard El - 10.0% Met or Exceeded Standard

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	Zingy science subscriptions will be available for all teachers.	All Students	District funded
4.2	Teachers will use core curriculum, TWIG, and supplemental materials to strengthen science concepts and strategies that are aligned to the Next Generation Science Standards. Teachers will include content literacy and the writing process across the science curriculum. Supplemental instructional materials, professional development, resources, technology, software and supplies will be purchased for teachers to support science instruction.	All Students	2973 Title I - Site Allocation Books and Supplies

912 LCFF S/C Site Innovation (3313) Certificated Salaries |
| 4.3 | Teachers will implement STEAM learning experiences for all students. Supplies, professional development, resources, and instructional materials will be purchased to support this implementation. After school intervention and enrichment will be provided. | All Students | 3000 LCFF S/C Site Innovation (3313) Books and Supplies |

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.

Zingy Science Subscriptions (4.1): Implementing Zingy Science subscriptions provided teachers with additional resources to enhance science instruction. These online resources were intended to supplement the core curriculum and provide interactive, engaging content for students. The overall CAST proficiency rate increased from 24.39% in 2022 to 30.0% in 2023, indicating some positive impact. However, the gains were not uniform across all student groups, suggesting that while the subscriptions were useful, they may not have been fully leveraged or effectively integrated into classroom instruction.

TWIG and Supplemental Materials (4.2): Teachers combined core curriculum and supplemental materials to align with Common Core Science Standards. This included integrating content literacy and the writing process into science lessons. Professional development, resources, technology, and supplies were provided to support this approach. The slight improvement in CAST scores suggests that these materials contributed to a better understanding of science concepts among students. However, the limited increase in proficiency, particularly among SWD (6.67% to 7.69%) and SED students (21.21% to 23.81%), indicates that the implementation may not have been fully effective for these subgroups, who may require more specialized instructional strategies.

STEAM Learning Experiences (4.3): The introduction of STEAM (Science, Technology, Engineering, Arts, and Mathematics) learning experiences aimed to provide a holistic and engaging approach to science education. Supplies, professional development, resources, and instructional materials were procured to support this initiative. After-school intervention and enrichment programs were also offered to reinforce and extend learning opportunities. While these efforts were designed to stimulate interest and deepen understanding of science, the data suggests that the impact on overall proficiency levels was modest, and the lack of improvement among EL students (0% met standard) points to a need for more targeted support and differentiated instruction within STEAM activities.

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

There were variations in how effectively the strategies were implemented across different classrooms and student groups. While some teachers may have fully integrated the new resources and instructional approaches, others may have faced challenges adapting to the latest materials or lacked sufficient training. This inconsistency could have contributed to the uneven gains in student performance.

The after-school intervention and enrichment programs were designed to provide additional support, but their reach and impact may have been limited. Factors such as attendance, student engagement, and alignment with daytime instruction could have affected their effectiveness. Additionally, the strategies did not fully address the specific needs of EL and SWD students, who showed minimal improvement in proficiency.

Cypress saw some improvement in CAST proficiency rates, and the strategies were implemented. Still, data highlights the need for more focused and effective resource use, consistent implementation across classrooms, and targeted support for underperforming subgroups to better meet the articulated goal.

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.

The proposed changes in the updated School Plan for Student Achievement are aligned with the prioritized needs identified through our needs assessment and in collaboration with educational partners.

Title and Description of School Goal: We rewrote our goal to include a 10% increase in proficiency for all student groups by June 2025.

Updated Identified Need: There is a need to improve science proficiency among 5th-grade students at Cypress Elementary School, particularly for English Learners (0% proficiency) and Students with Disabilities (7.69% proficiency), as well as Socioeconomically Disadvantaged students (23.81% proficiency). These groups face significant barriers that require targeted and differentiated instructional strategies and additional resources and support.

Annual Measurable Outcomes: Using the most recent CAST data, we have established updated baseline and target outcomes for all student groups.

Revised Strategies and Activities: Our strategies have been refined to ensure clarity and practicality, focusing on effective instructional methods and support systems.

Proposed Expenditures: Funds have been allocated to address student performance and provide essential resources to increase science proficiency on CAST.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Attendance, Behavior and Engagement
By June 2025, Cypress will increase students engagement in order to decrease its chronically absent rate by 10%, as measured on the CA Dashboard.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.

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.

The current data reveals a critical need for improvement in attendance rates at Cypress Elementary School, with a particularly high percentage of chronic absenteeism among all student groups. Notably, White students have the highest rate at 45.9%, followed by SED students at 35.4%, SWD students at 34.5%, and EL students at 31.6%. The overall rate of 31.5% for all students indicates a widespread issue that impacts the entire school community. Chronic absenteeism can severely affect academic performance and overall student well-being, highlighting the need for targeted interventions.

Cypress Elementary School has been identified for Additional Targeted Support and Improvement (ATSI) based on the performance of its White student group. This identification underscores the urgency of addressing chronic absenteeism in this group, as their high absenteeism rate significantly contributes to the school's ATSI designation. The data emphasize the need for a comprehensive and multi-faceted approach to reducing chronic absenteeism and supporting all students in achieving regular school attendance, with a particular focus on the identified high-risk groups.

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
CA Dashboard: Chronic Absenteeism	All Students - 31.5% EL - 31.6% SED - 35.4% SWD - 34.5% White - 45.9%	All Students - 21.5% EL - 21.6% SED - 25.4% SWD - 24.5% White - 35.9%

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
5.1	Cypress Elementary School will have an on-site attendance review committee to identify and respond early to absenteeism. The school will raise awareness through assemblies, parent workshops, and "Coffee with the Principal" sessions and offer attendance incentives such as monthly class rewards and individual recognition at monthly assemblies. Home visits by site Administration, Community Liaison and Counselor will provide additional support, while the Home/School Liaison will support by communicating with families and organizing parent workshops.	All students White Students	500 LCFF Attendance (03308) Unrestricted 219 Title I- Parent Involvement Classified Salaries
5.2	Develop and implement PBIS school wide system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environment.	All Students At-Risk Student Groups	
5.3	Cypress will work with counselor, community liaison, teachers, and staff to enhance student engagement, offering personal invitations to Saturday School and after-school tutoring/homework help, particularly for identified student groups.	All Students At-Risk Student Groups	500 LCFF S/C Tutoring (2226) Certificated Salaries 500 LCFF S/C Tutoring (2226) Classified Salaries
5.4	Provide opportunities for parental involvement during the school day.	All Students	
5.5	Provide every third grade student the opportunity to visit a junior college campus to expose them to and create a college going atmosphere at Cypress.	All Student	1200 LCFF S/C College Campus Visit (04423.0) Services and other operating expenditures
5.6	Implement an after-school program that offers a variety of engaging activities	At-Risk Student Groups	2,500 Site Allocation (26000.0) Services and other operating expenditures
5.7	Provide quality music and art instruction, which is essential for fostering creativity and critical thinking in students. Student will have access to learn how to play musical instruments, participate in ensembles, explore various artists and artistic mediums, encouraging self-expression and cultural awareness.	All Students	7718 Prop 28 (67700) Books and Supplies
5.8	Support new teachers that includes mentorship, professional development, and regular feedback. This initiative will help new educators acclimate to the school environment, enhance their teaching practices, and foster a sense of community and collaboration among staff.		

5.9	In order to facilitate a smooth transition from elementary to middle school, the 5th grade teachers and principal will collaborate with the middle school principal and counselors. Students attend middle school Renaissance in November to get an idea of what middle school is like. A middle school visit/orientation is held in late May each year where the students can visit the middle school classrooms and the 5th grade teachers can articulate regarding student needs and standards expectations.	5th Grade Students	District funded
5.10	In order to facilitate a smooth transition from preschool to kindergarten, the Kinder teachers and principal will collaborate with the preschool teachers, principal and itinerant teacher. Transition IEPs will be held with IEP teams. Students will attend the Kinder Round-up orientation which is held each year prior to school starting in August. Kinder teachers share expectations, standards and assessment plan.	Pre-Kinder Students	District funded

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.

Formation of Attendance Review Committee (5.1.1): Cypress Elementary School established an attendance review committee to address issues related to chronic absenteeism early on. The committee regularly reviewed attendance data, identified at-risk students, and developed individualized plans to support these students. This proactive approach helped in identifying patterns and implementing interventions sooner, contributing to a better understanding of the factors leading to absenteeism.

Early Identification and Response to Chronic Absenteeism (5.1.2): The school implemented a system to identify students at risk of chronic absenteeism quickly. This involved monitoring daily attendance closely and responding to trends in tardiness and absences. Immediate follow-ups with parents and guardians were conducted to address issues, providing the necessary support and resources to help improve attendance. While this strategy showed potential in addressing absenteeism early, the overall effectiveness in reducing chronic absenteeism significantly was limited, as indicated by the minimal changes in the absenteeism rates.

Awareness and Incentive Programs (5.1.3 & 5.1.4): To raise awareness about the importance of regular attendance, the school organized assemblies, parent workshops, and "Coffee with the Principal" events. Additionally, the school introduced attendance rewards and incentives, such as monthly class rewards and individual recognition, to motivate students. These activities aimed to foster a culture of attendance and engage both students and parents. The incentives, while positively received, were not sufficient to substantially lower the absenteeism rates.

Home Visits and Family Engagement (5.1.5 & 5.1.6): Home visits were conducted by the Community Liaison and school counselor to address attendance concerns and provide support. This direct engagement aimed to build relationships with families, understand the underlying causes of absenteeism and offer tailored solutions. The Home/School Liaison played a critical role in communicating with families and developing appropriate interventions. Despite these efforts, the overall rate of chronic absenteeism among key groups, such as English Learners and Socioeconomically Disadvantaged students, showed only slight improvement, indicating a need for more robust strategies.

Parent Workshops and School Engagement (5.1.7 & 5.1.8): Workshops for parents were held to reinforce the importance of consistent school attendance and to provide strategies to support their children. The school also worked with counselors and teachers to create more opportunities for students to connect with the school environment, making it

more engaging and welcoming. This included personal invitations to Saturday School and after-school tutoring, especially targeted at English Learners and Special Education students. However, these measures had a limited impact on the overall reduction in absenteeism.

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

The school allocated resources for various interventions and engagement activities, including incentives and home visits. However, the costs associated with these initiatives, particularly for the incentives and additional staff time for home visits, differed from the initial budget projections. This led to some limitations in the scope and frequency of the planned activities.

While the strategies were comprehensive, they did not fully address the deep-rooted issues contributing to chronic absenteeism, such as socio-economic challenges, health issues, and lack of engagement. The interventions did not significantly decrease absenteeism rates, indicating the need for more targeted and intensive support.

Overall, while the strategies implemented addressed various aspects of chronic absenteeism, the effectiveness was limited in reducing the absenteeism rate. The data suggests a need for more intensive and targeted interventions, particularly for high-risk groups, and possibly reevaluating the engagement and incentive strategies to make them more impactful.

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.

The proposed changes in the updated School Plan for Student Achievement are aligned with the prioritized needs identified through our needs assessment and in collaboration with educational partners.

Title and Description of School Goal: We rewrote our goal to include a 10% decrease in chronic absenteeism for all student groups by June 2025.

Updated Identified Need: Cypress Elementary School faces a critical need to reduce chronic absenteeism, with exceptionally high rates among White students (45.9%), SED students (35.4%), SWD (34.5%), and EL (31.6%), leading to its identification for ATSI. This widespread absenteeism impacts academic performance and well-being, necessitating comprehensive, targeted interventions.

Annual Measurable Outcomes: We have established updated baseline and target outcomes for all student groups using the most recent attendance data.

Revised Strategies and Activities: We have streamlined our strategies into a cohesive strategy statement for clarity, focusing on effective instructional methods and support systems to enhance student outcomes. Strategies from the previous year's SPSA goal #6 have been integrated into goal #5 to address attendance, behavior, and engagement, reducing redundancy and creating a more unified approach.

Proposed Expenditures: Funds have been allocated to address student attendance and provide essential resources to decrease chronic absenteeism.

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	$39,134.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$127,536.00
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 ($)
Title I - Homeless	$1,504.00
Title I - Site Allocation	$8,701.00
Title I- Parent Involvement	$1,504.00

Subtotal of additional federal funds included for this school: $11,709.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF Attendance (03308)	$500.00
LCFF S/C AVID (4401)	$5,000.00
LCFF S/C College Campus Visit (04423.0)	$1,200.00
LCFF S/C New Teacher (2223)	$1,500.00
LCFF S/C Site Innovation (3313)	$51,984.00
LCFF S/C Tutoring (2226)	$18,000.00
Prop 28 (67700)	$7,718.00
Site Allocation (26000.0)	$2,500.00
Title I Part A Instructional Aide (30100.0)	$27,425.00

Subtotal of state or local funds included for this school: $115,827.00

Total of federal, state, and/or local funds for this school: $127,536.00

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
Title I - Site Allocation	8,701.00	0.00
Title I Part A Instructional Aide (30100.0)	27,425.00	0.00
Title I - Homeless	1,504.00	0.00
Title I- Parent Involvement	1,504.00	0.00
LCFF S/C Site Innovation (3313)	51,984.00	0.00
LCFF S/C AVID (4401)	5,000.00	0.00
LCFF S/C Tutoring (2226)	18,000.00	0.00
LCFF S/C College Campus Visit (04423.0)	1,200.00	0.00
LCFF Attendance (03308)	500.00	0.00
LCFF S/C New Teacher (2223)	1,500.00	0.00
Site Allocation (26000.0)	2,500.00	0.00
Prop 28 (67700)	7,718.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Attendance (03308)	500.00
LCFF S/C AVID (4401)	5,000.00
LCFF S/C College Campus Visit (04423.0)	1,200.00
LCFF S/C New Teacher (2223)	1,500.00
LCFF S/C Site Innovation (3313)	51,984.00
LCFF S/C Tutoring (2226)	18,000.00
Prop 28 (67700)	7,718.00
Site Allocation (26000.0)	2,500.00
Title I - Homeless	1,504.00
Title I - Site Allocation	8,701.00
Title I Part A Instructional Aide (30100.0)	27,425.00
Title I- Parent Involvement	1,504.00

Expenditures by Budget Reference

Budget Reference	Amount
Books and Supplies	47,682.00
Certificated Salaries	24,510.00
Classified Salaries	36,644.00
Professional/Consulting Services	13,000.00
Services and other operating expenditures	5,200.00
Unrestricted	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Unrestricted	LCFF Attendance (03308)	500.00
Classified Salaries	LCFF S/C AVID (4401)	5,000.00
Services and other operating expenditures	LCFF S/C College Campus Visit (04423.0)	1,200.00
Services and other operating expenditures	LCFF S/C New Teacher (2223)	1,500.00
Books and Supplies	LCFF S/C Site Innovation (3313)	29,850.00
Certificated Salaries	LCFF S/C Site Innovation (3313)	8,134.00
Classified Salaries	LCFF S/C Site Innovation (3313)	1,000.00
Professional/Consulting Services	LCFF S/C Site Innovation (3313)	13,000.00
Certificated Salaries	LCFF S/C Tutoring (2226)	15,000.00
Classified Salaries	LCFF S/C Tutoring (2226)	3,000.00
Books and Supplies	Prop 28 (67700)	7,718.00
Services and other operating expenditures	Site Allocation (26000.0)	2,500.00
Books and Supplies	Title I - Homeless	1,504.00
Books and Supplies	Title I - Site Allocation	8,125.00
Certificated Salaries	Title I - Site Allocation	576.00
Classified Salaries	Title I Part A Instructional Aide (30100.0)	27,425.00
Books and Supplies	Title I- Parent Involvement	485.00
Certificated Salaries	Title I- Parent Involvement	800.00

| Classified Salaries | Title I- Parent Involvement | 219.00 |

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	70,288.00
Goal 2	25,226.00
Goal 3	12,000.00
Goal 4	6,885.00
Goal 5	13,137.00

Positions Funded by School's Categorical Programs

Position and Time Funded	How Many	Funding Sources	Percentage
Administrative Positions			

Certificated Positions	How Many	Funding Sources	Percentage
Title 1 Intervention Teacher	1	District Funded	100%

Classified Positions	How Many	Funding Sources	Percentage
Instructional Aide	1	Title I	100%

School Safety Plan SB187

Pursuant to Education Code EC 35294 et seq., every school in California is required to develop a comprehensive school safety plan to address safety concerns identified through a systematic planning process. A school site council or safety planning committee shall review and update the plan by March 1st of each year. Each school shall report on the status of the plan in the annual School Accountability Report Card (SARC).

This is to certify that Cypress Elementary School has complied with Senate Bill 187 Comprehensive School Safety Plan requirements established by California Education Code EC 35294 et seq. And approved by our School Site Council for the current school year.

Principal: Kazuko Tuttle

_____   10/7/2024
          Signature   Date

School Site Council President: Michael Cabral

_____   10/7/2024
          Signature   Date

In the 2002 legislative session, Senate Bill (SB) 1667, School Violence and Assembly Bill (AB) 2198: School Violent Crime were approved by the Legislature and became effective January 1, 2003.

SB 1667 requires the following school safety plan changes:
EC 35294 requires schools to hold a public meeting at the school site to allow members of the public the opportunity to express an opinion about the plan. SB 1667 amends EC 3524.8 to require schools to notify, in writing, the public of the meeting.

This is to certify that the Covina-Valley Unified School District has complied with SB 1667, pursuant to EC 35294.8 to notify the public of the public meeting.

District Representative: Fernando Sanchez. Director of Student Services

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
Kazuko Tuttle	Principal
Marjorie Hernandez	Classroom Teacher
Stacy Castor	Classroom Teacher
Sandra Rivera	Classroom Teacher
Jessica Cablayan	Parent or Community Member
Yesy Reyes	Other School Staff
Emilee Ly	Parent or Community Member
Michael Cabral	Parent or Community Member
Tammy Rose	Parent or Community Member
Monique Nessman	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.

English Learner Advisory Committee Members

Cypress Elementary School

The English Learner Advisory Committee is the representative body responsible for advising the principal and staff on the development of the school plan and needs assessment, administration of the language census and importance of school attendance at schools where there are more than 21 students identified as English Language Learners. The current make-up of the council is as follows:

Name of Members	Principal	Parent or Community Member	DELAC Parent *
Kazuko Tuttle	X		
Emilee Ly		X	
Jessica Cablayan		X	
Michael Cabral		X	
Monique Soto		X	
Ronald Cardena		X	
Irene Salazar			X
Numbers of members of each category	**1**	**5**	**2**

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/18/2023.

Attested:

	Principal, Kazuko Tuttle on 2/28/24
	SSC Chairperson, Michael Cabral on 2/28/24

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

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

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 (S*ections: 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 (S*ections: 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 (S*ections: 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 B: Categorical District Services Budget

	Title I	Title II	Title III	Title IV	Perkins
Entitlement	$2,519,228.00	$370,040.00	$151,220.00	$176,591.00	$107,050.00
Carryover	$177,868.24	$138,215.80	$116,876.54	$36,074.80	
Indirect Costs	$184,429.72	$34,754.96	$18,332.67	$14,542.27	$5,097.62
Admin Costs	$167,365.44	$31,539.27			$8,865.42

Title I Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	Licenses/ Consultants Transportation 5000s	Indirect Costs	Total
Indirect Costs						$184,429.72	$ 184,429.72
Admin Costs	$ 41,732.00	$ 54,918.00	$ 33,607.00		$ 19,225.00		$ 149,482.00
Homeless				$ 1,504.00			$ 1,504.00
Parent and Family Engagement		$ 748.00	$ 256.00	$ 500.00			$ 1,504.00
Other Title I Activities	$ 1,108,852.00		$386,716.00	$206,755.00	$ 94,418.00		$1,796,741.00

Title II Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	PD Contracts/ Conferences 5000s	Indirect Costs	Total
Education Services	$ 101,303.00	$ 4,319.00	$ 24,677.00	$ 4,000.00	$ 250,100.00	$ 34,754.96	$ 419,153.96

Title III Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	Conferences/ Consultants 5000s	Indirect Costs	Total
Education Services	$ 69,391.00	$ -	$ 25,953.00	$ 10,000.00	$ 35,520.00	$ 18,332.67	$ 159,196.67

Title IV Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	Conferences/ Consultants 5000s	Indirect Costs	Total
Education Services				$ -	$ 197,646.00	$ 14,542.27	$ 212,188.27

Perkins Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	Conferences/ Consultants 5000s	Indirect Costs	Total
Education Services						$ 5,097.62	$ 5,097.62

Centralized Services Description

Funding Source	Allocated Centralized	Description of the Specific Services to be Provided
Title I	8085.98	**This page is provided by the Educational Services Department charging for services.** The Educational Services Department provides direction, coordination, and assistance to schools in carrying out a District Title I education program for educationally disadvantaged students. These include areas of program development, Single Plan review, management, legal compliance, evaluation, fiscal accounting, staff development, and community advisory processes, as well as responsibility for District and state-required reports and documents. In addition, the Director Equity, Assessment, and Evaluator of Programs provides technical assistance for schools.
Title II	$20754	The Educational Services Department provides supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders. This includes improving teacher and principal quality, professional development, and support for professional growth. In addition, Title II, Part A is offered to eligible nonprofit private schools located within Covina-Valley boundaries. The Director Equity, Assessment, and Evaluator of Programs consults with participating private schools.
Title III	BASED ON NEED	EL Support Programs provide direction and coordination for District services designed to meet the needs of EL students. It includes staff development, fiscal accounting, legal compliance, state language census, management and evaluation activities, cooperative planning with schools, curriculum assistance, advisory committees, and writing program applications. The District TK-12 ELD Instructional Coach facilitates conversations amongst educators using formative and summative EL achievement data analysis to drive instructional decisions and effective implementation of EL instructional strategies.
Title IV	$9455.00	The Educational Services Department provides direction and coordination for District student support and academic enrichment to improve students' academic achievement. This includes providing students access to a well-rounded education and safe and healthy student activities. The Director Equity, Assessment, and Evaluator of Programs provides consultation for Title IV, Part A, and equitable services are offered to nonprofit private schools located within Covina-Valley boundaries.
Perkins V		The Director of Curriculum and Instruction 6-12, provides direction and coordination for District Perkins V allocations to improve career-technical education programs, integrate academic and career-technical instruction, serve special populations, and meet gender equity needs.

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