

The School Plan for Student Achievement

School: Cypress Elementary School
CDS Code: 56 73759 6093165
District: Conejo Valley Unified School District
Principal: Carey Bartlow
Revision Date: April 20, 2019

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on May 7, 2019.

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School Vision and Mission

Cypress Elementary School's Vision and Mission Statements

Cypress Elementary School has been exploring a variety of ways to continuously attract students and families to our campus. While utilizing current data trends at Cypress Elementary the teachers are looking at the possibilities of applying to become an International Baccalaureate (IB) Primary Years Programme (PYP). Members of the Leadership Team visited an IB school that was similar to the demographics of our school and we hope to visit a few other IB schools this year to see how they are similar and different from one another. We are reaching out to additional resources to learn more about the application process and hoping to attend an IB Conference through the California Association of IB World in the summer. Since Newbury Park High School is a designated IB school, we feel it would make sense to include an elementary school from the Newbury cluster. We already are aligned to many of the IB philosophies and would. For the 2019-2020 school year, we will center our site based professional learning around inquiry-based learning as well as visible thinking strategies and work towards becoming an authorized IB school. The components of an IB school place expectations aligned with our school's overall mission statement.

MISSION STATEMENT

Cypress Elementary School provides a nurturing environment for students. All students are challenged to reach their maximum potential by learning to become effective communicators, productive workers, resourceful thinkers, responsible citizens and inspired learners.

School Profile

SCHOOL DESCRIPTION

Cypress Elementary School is a community oriented elementary school located in Newbury Park, California. It serves approximately 320 students in Transitional Kindergarten-5th grade. The school-wide goals are developed with a school leadership team, teachers at staff meetings and our School Site Council. During our School Site Council, teachers, parents and the principal work collaboratively to develop a school plan which centers around the whole child. All of the goals are aligned to both State and District Standards as well as the Local Control and Accountability Plan (LCAP) goals. The staff believes in high standards and expectations for all students and provide differentiation throughout the day, to ensure all students needs are being met. There are academic specialists in our TK classrooms to support literacy development. We also have a paraprofessional to support students and small group differentiated instruction within the learning center. In order to support the varying levels of instruction Cypress implements a multi-tiered intervention program which supports students through remedial learning, front-loading current grade level standards, or enrichment. The emphasis of the Cypress MTSS structure is to look at each students' academic progress and create a personalized learning plan. Students have opportunities to tap into research-based web-based programs via technology to support this personalized learning program or work in a small group focused on literacy or math skills. The PTA also supplements our Intervention Program. Due to their supplemental funding, we are able to fulfill our goal in maintaining relatively low-class sizes (a majority of our intervention classes run between 5-9 students for 1 certificated teacher). Cypress provides designated English Language Development instruction to our emerging and bridging English Language Learners using the Carousel and Rosetta Stone program. In addition, our English Language Academic Specialist works collaboratively with the teachers to provide additional front-loading support on assignments aligned to Common Core State Standards (CCSS) within the classroom.

In addition to an effective academic program, Cypress students are afforded the opportunity to experience an excellent Visual and Performing Arts program embedded within the school curriculum. The Cypress spirit and sense of community are clearly shown through our Student Council activities, Parent Teacher Association, parent facilitated art program, monthly student enrichment activities during lunch as well as parent career talks. All students participate in a variety of enrichment activities throughout the school week such as PE, library, music, computer skills and technology integration, and mindfulness. In addition, the school works closely with the PTA to provide enriching school activities to support family engagement such as the Carnival, Fun Run, and International Fair.

The Cypress School Community is trained in CHAMPS positive behavior support. In our classrooms and in our common areas student

expectations are reviewed and communicated consistently. Campus Supervisors and I meet every other month to discuss playground supervision, positive behavior implementation, conflict resolution/ restorative justice strategies to support healthy peer relationships/ friendships. The teachers also support several school-wide campaigns that promote inclusion, kindness and diversity throughout the year. There are school assemblies that define acceptable behavior expectations, promote healthy choices as well as reiterate positive behavior support. Students that make choices aligned to the expectations receive recognition through our "Caught Being Good Slips" and are entered into a monthly raffle for lunch with the principal. Also, all students who receive a raffle ticket are invited to attend a "principal party" at the end of the trimester.

Cypress has made technology integration in the classroom a top priority in order to prepare students for 21st Century Learning. Teachers have worked with the district tech TOSA to learn a variety of apps to further support learning and increase student engagement. The Cypress Leadership team is completing a book study this year on the book written by Weston Kieschnick, *Bold School Old School Wisdom+New School Technologies=Blended Learning*. Together the Leadership Team will work with staff on how to implement some basic pedagogy to further support blended learning. Cypress has worked with PTA and the district Measure I bond committee to help provide up to date and relevant technology for our students. Every classroom utilizes an Interactive White Board and document camera. In addition, students in grades TK-2nd grade utilize I-Pads and each classroom has one I-pad for every three students. In our 3rd grade, students have a blend of technology and use both I-pads and Chromebooks. Also, in this grade level, it is three students for every one device. Students in grades 4 & 5 utilize Chromebooks. In fourth grade, we have 1:1 ratio and in fifth grade, we have a 2:1 ratio, but teachers also work collaboratively to share Chromebooks if a class needs a 1:1 due to the nature of the assignment/project. This August Cypress was awarded a grant to help fund a Makerspace environment to encourage students and teachers to further integrate technology into classroom projects, as well as have time for students to explore and create open-ended projects.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

District conducted LCAP Survey via district and school websites. Students in grades 4-5, certificated and classified staff, as well as parents participated in the survey. Parents reported that good first teaching and their child's personal growth were the most important elements of their education. Parents believe the district should continue to keep class size low, add additional technology and were concerned with the quantity of homework assigned. Almost half of the students surveyed reported having been teased at school, only about half of those students reported it to an adult. The majority of students reported looking forward to coming to school each day, found it easy to communicate with their teachers, felt safe at school, reported their grades were important and they received help from adults when needed.

Classroom Observations

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

All teachers receive at least one formal observation by the site administrator. Probationary and Temporary teachers receive at least two formal observations. Site administrators regularly conduct informal classroom observations and walk-through observations. All teachers meet with site administrators to discuss the observations and are given commendations regarding instructional practices and recommendations for future growth. Site and/or district based professional development is designed to address observation recommendations.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Students in grades 3-5 took the CAASPP in language arts and math in Spring 2017. Students in grade 5 took the CST or CMA in science. Special education students are assessed utilizing CAA in language arts and math. Students in grades K-2 are assessed utilizing district benchmark assessments for ELA and math. ELA assessments include: Reading Results, Scholastic Reading Inventory (SRI), unit tests, theme tests and teacher created formative assessments. Math assessments include: end of course exams, district benchmarks, unit tests, chapter tests and teacher created formative assessments. English language development assessments are also utilized to modify instruction and improve student achievement, including: California English Language Development Test (CELDT), A Developmental English Proficiency Test (ADEPT) and Carousel of Ideas unit tests and listening and speaking assessments.

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

Teachers administer district trimester benchmarks in reading, writing and math to guide instruction and plan for differentiation. Teachers use Unit and Theme tests to pre and post assess students to measure progress and determine areas for preteaching and reteaching. Our district utilizes EADMS a student data management system that allows us to pull reports and analyze data for student strengths and weaknesses as well as item analysis for specific assessments. Teachers scan tests and answer documents that can then be accessed at the district and site level for evaluation of student achievement and performance.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

100% of teachers are credentialed and properly assigned.

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

All district teachers attend two days of focused professional development sponsored by the school district. All credentialed teachers also attend six hours of site-based or principal approved staff development in alignment with site/district LCAP goals.

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

Teachers new to a grade level or to our district are given professional development on grade level and content area materials and assessments including Writing, Reading, English Language Development, and Math. Teachers are offered ongoing professional development opportunities aligned with the California State Standards and CAASPP assessment preparation. School sites design professional development opportunities at the site based on data analysis of students as well as important trends related to the state standards and assessment. The teachers at Cypress will be receiving additional professional development in the area of technology, math, and social emotional development. The teachers will also continue to receive professional development aligned to California State Standards as well as be introduced to the Next Generation Science Standards.

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

Schools have access to two district -based TOSAs (Teachers on Special Assignment) in two focus areas: (1) English Language Development: site and district training on effective instructional strategies for English Learners, training on fidelity to adopted materials for ELD, and support for classroom teachers on planning and instruction for English Learners (2) Professional Development: leads district and site teacher trainings on California State Standards, coordinates teacher leaders to design professional development offered at school sites, models best practices for instruction using the California State Standards. Instructional assistance and support are also provided through the use of the district TOSA to support further teacher training in the areas of Go Math and Promethean Board Training, the Coordinator performs tasks related to data analysis, assessment preparation, alignment of assessments to California State Standards. The Coordinator also trains teachers on the use of technology for assessment and performance of students as well as data analysis or formative and summative assessments.

Each site has an upper grade and lower grade teacher leader as well as a Gifted and Talented Education (GATE) advisor and English Language Development (ELD) advisor who provide professional development on site. This team of Teacher Leaders support the goals of each school site and are an integral part of each site's LCAP team.

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

Teachers are provided time to collaborate through the use of protected collaboration time. This time is designed as part of the teacher specialist program. The teachers are able to collaborate during PE, music and Computer. This schedule is designed to maximize the teachers overall planning time. Teachers among the same grade level are given similar prep times so they can work together to collaborate on grade level planning. The teachers are also given time on Tuesdays through the use of banking time. On Tuesday the students are dismissed from school early in order to provide additional planning time. This time is used to plan across grade levels as well as with teachers of the same grade level. This Tuesday time is essential for our teachers that have combination classes.

Teaching and Learning

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

Our district uses state-approved instructional materials in all subject areas including recent adoptions of ELA materials and current piloting of state-approved math materials.

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

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

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

The staff at Cypress Elementary has set aside thirty minutes of instruction within the school day to focus on targeted intervention. This intervention allows teachers and staff to provide either remedial or extension support for students. This targeted time is essential for student growth because it allows for teachers to provide support towards targeted skills identified through data as well as enrichment for students who are exceeding grade level benchmarks.

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

All students have access to appropriate California State approved curriculum in all content areas. Students in special education use the same state adopted materials that are used in the general education classrooms. English Learners receive instruction in content areas using standards-based instructional materials including the ELD standards.

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

Teachers utilize district adopted curriculum aligned to Common Core Standards. In addition to research based materials to support supplemental instruction in our intervention/enrichment classes.

Opportunity and Equal Educational Access

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

Teachers utilize whole group, small group and independent work times, as well as, one on one student interventions during the instructional day to meet the individual instructional needs of students. Teachers incorporate scaffolding and differentiation into lessons in order to enable underperforming students to access the general curriculum. Teachers use data to form targeted intervention groups. The data is collected during the trimester and it is analyzed. From the collection and interpretation of data the teachers determine the essential skills necessary for targeted intervention across the grade levels. The school relies on various support staff to implement intervention. By using additional support staff the number of students within the interventions are able to be kept to a reasonably small number. It also helps balance out the overall number of students within the additional enrichment classes.

14. Research-based educational practices to raise student achievement

The following research-based educational practices are utilized: SDAIE strategies, differentiated instruction, Webb's Depth of Knowledge, direct instruction in small group and whole group settings, productive partnering, and cooperative learning.

Parental Involvement

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

Resources are available through the Free and reduced Lunch program and through school based interventions/ supports.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, community representatives, and school personnel are involved in a variety of ways at Cypress in the planning, implementation and evaluation of programs. The school has parent representatives which act as a liaison between the district and school through the following programs: GATE (Gifted And Talented Education), District Advisory Council (DAC), and District English Language Advisory Council (DELAC). These parents attend meetings at the district level and report back to the school the information gathered at that level. Cypress's School Site Council meets regularly (usually the third Wednesday of the month) to communicate and collaborate on the allocation of resources, goals for the schools and to implement action steps. The Cypress PTA supplements computers, art, music, mindfulness and physical education programs at school. The PTA also supplements our Academic Specialist for our Tiered Interventions, Combo Support and Transitional Kindergarten classes. The PTA partnerships with a local Art studio within the community who will come to train parent volunteers a specific art technique/ project for the month and then the parent volunteers will visit the classrooms to teach the specific art lesson. The school counselor and administration provides grade level assemblies to target school-wide expectations through the use of CHAMPS and conflict resolution through the use of Kelso's Choices, and strategies provided by the National Bullying Prevention Center. Staff meetings are held twice a month for teachers where different instructional practices are introduced and discussed. There is also opportunities for discussion on differentiation and instruction aligned to our new math adoption, differentiation, and rigorous instruction. There is a leadership team that meets once a month to discuss school goals, student achievement, and professional development. Parents support the teachers through volunteering their time to support the instructional program by assisting with running centers during small group instruction. We also partner with our local middle schools and high schools to assist in activities like STAND PROUD and cross-age tutoring in the classroom.

Funding

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

See goals and budget pages as part of SPSA

18. Fiscal support (EPC)

See goals and budget pages as part of SPSA.

Description of Barriers and Related School Goals

The Barriers and Related School Goals include the following:

Professional Development remains a challenge only because the only time all teachers can be trained cohesively would be during an hour staff meeting two times a month. There is not enough time to provide training and school business within the contracted hour for staff meetings. The site does provide professional development opportunities aside from the staff meetings, however, only about 1-5 teachers attend the site based professional development. Additionally, teachers are expected to meet professional growth development hours within the year and most do. However, it is hard to know if the development they choose is relevant to the needs of the students and the school. While this remains a barrier, we will continue to focus on this goal and evaluate the overall professional development needs through Google Forms.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	49	57	36	47	55	35	47	55	35	95.9	96.5	97.2
Grade 4	40	55	55	39	55	52	39	55	52	97.5	100	94.5
Grade 5	51	40	49	51	40	48	51	40	48	100	100	98
All Grades	140	152	140	137	150	135	137	150	135	97.9	98.7	96.4

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2492.2	2463.3	2463.8	55	40.00	48.57	32	32.73	14.29	11	21.82	17.14	2	5.45	20.00
Grade 4	2500.7	2520.3	2513.7	28	38.18	42.31	46	45.45	28.85	13	12.73	23.08	13	3.64	5.77
Grade 5	2540.5	2541.0	2544.2	29	30.00	29.17	37	45.00	41.67	18	15.00	18.75	16	10.00	10.42
All Grades	N/A	N/A	N/A	38	36.67	39.26	38	40.67	29.63	14	16.67	20.00	10	6.00	11.11

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	47	34.55	48.57	49	54.55	40.00	4	10.91	11.43
Grade 4	28	47.27	40.38	62	47.27	46.15	10	5.45	13.46
Grade 5	29	40.00	39.58	47	45.00	47.92	24	15.00	12.50
All Grades	35	40.67	42.22	52	49.33	45.19	13	10.00	12.59

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	62	45.45	37.14	34	50.91	34.29	4	3.64	28.57
Grade 4	36	45.45	42.31	54	50.91	46.15	10	3.64	11.54
Grade 5	47	45.00	58.33	35	47.50	29.17	18	7.50	12.50
All Grades	49	45.33	46.67	40	50.00	37.04	11	4.67	16.30

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	28	23.64	37.14	70	65.45	48.57	2	10.91	14.29
Grade 4	31	30.91	19.23	62	63.64	73.08	8	5.45	7.69
Grade 5	22	27.50	25.00	76	65.00	68.75	2	7.50	6.25
All Grades	26	27.33	25.93	70	64.67	65.19	4	8.00	8.89

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	45	32.73	42.86	51	54.55	31.43	4	12.73	25.71
Grade 4	26	27.27	36.54	62	67.27	51.92	13	5.45	11.54
Grade 5	43	35.00	25.00	51	55.00	60.42	6	10.00	14.58
All Grades	39	31.33	34.07	54	59.33	49.63	7	9.33	16.30

Conclusions based on this data:

- 63% of students in grade 3 met or exceeded standards
71% of 4th graders met or exceeded standards
71% of 5th graders met or exceeded standards

In conclusion, Cypress staff will spend time looking at overall instructional practices aligned to components within the CAASPP assessment.

- 87% were near, at, or above in reading
83% were near, at, or above in writing
91% were near, at or above in listening
83% were near, at or above in research/inquiry

This data displays that our teachers and programs are effective. The majority of our students are making expected progress. Differentiation of instruction on a Tier 1 level (multi-tiered system of support) must be implemented within the classroom and efforts must be focused around the students whose performance indicates they have nearly met the standard. This group of students have the potential for the greatest growth and achievement.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	49	57	36	47	55	35	47	55	35	95.9	96.5	97.2
Grade 4	40	55	55	39	54	52	39	54	52	97.5	98.2	94.5
Grade 5	51	40	49	51	40	48	51	40	48	100	100	98
All Grades	140	152	140	137	149	135	137	149	135	97.9	98	96.4

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2478.7	2456.3	2464.7	34	21.82	34.29	49	40.00	34.29	15	27.27	14.29	2	10.91	17.14
Grade 4	2517.2	2514.9	2514.5	31	25.93	32.69	49	48.15	36.54	13	20.37	28.85	8	5.56	1.92
Grade 5	2521.1	2541.0	2538.2	20	40.00	29.17	29	17.50	25.00	31	30.00	33.33	20	12.50	12.50
All Grades	N/A	N/A	N/A	28	28.19	31.85	42	36.91	31.85	20	25.50	26.67	10	9.40	9.63

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	55	41.82	57.14	38	43.64	28.57	6	14.55	14.29	
Grade 4	56	48.15	51.92	26	42.59	32.69	18	9.26	15.38	
Grade 5	31	42.50	39.58	35	37.50	31.25	33	20.00	29.17	
All Grades	47	44.30	48.89	34	41.61	31.11	20	14.09	20.00	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	60	34.55	42.86	36	56.36	37.14	4	9.09	20.00
Grade 4	31	42.59	36.54	59	50.00	53.85	10	7.41	9.62
Grade 5	27	32.50	33.33	53	45.00	52.08	20	22.50	14.58
All Grades	39	36.91	37.04	49	51.01	48.89	12	12.08	14.07

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	55	27.27	45.71	43	61.82	42.86	2	10.91	11.43
Grade 4	49	33.33	40.38	38	59.26	46.15	13	7.41	13.46
Grade 5	27	35.00	29.17	47	45.00	58.33	25	20.00	12.50
All Grades	43	31.54	37.78	43	56.38	49.63	14	12.08	12.59

Conclusions based on this data:

1. 68% of 3rd graders met or exceeded standards.
69% of 4th graders met or exceeded standards.
54% of 5th graders met or exceeded standards.

In conclusion, Cypress will spend time looking at instructional strategies specific to problem-solving, and communicating reasoning.

2. 85% of Cypress students in grades 3-5 taking the Concepts and Procedures portion of the assessment scored above or at/near standard range.
84% of Cypress students in grades 3-5 taking the Problem Solving and Modeling/Data Analysis portion of the assessment scored above or at/near standard range.
70% of Cypress students in grades 3-5 taking the Communicative Reasoning portion of the assessment scored above or at/near standard range.

This data displays that our teachers and programs are effective. The majority of our students and are making expected progress.

Differentiation of instruction on a Tier 1 level (multi-tiered system of support) must be implemented within the classroom and efforts must be focused around the students whose performance indicates they have nearly met the standard. This group of students has the potential for the greatest growth and achievement.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	*	*	*	*
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
All Grades				13

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*			*
Grade 1	*	*							*
Grade 2	*	*							*
Grade 3			*	*	*	*	*	*	*
Grade 4	*	*							*
All Grades	*	*	*	*	*	*	*	*	13

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*					*
Grade 1	*	*							*
Grade 2	*	*							*
Grade 3			*	*	*	*	*	*	*
Grade 4	*	*							*
All Grades	*	*	*	*	*	*	*	*	13

Written Language									
Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*			*
Grade 1	*	*							*
Grade 2	*	*							*
Grade 3	*	*			*	*	*	*	*
Grade 4			*	*					*
All Grades	*	*	*	*	*	*	*	*	13

Listening Domain							
Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*					*
Grade 2	*	*					*
Grade 3			*	*	*	*	*
Grade 4			*	*			*
All Grades	*	*	*	*	*	*	13

Speaking Domain							
Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*					*
Grade 2	*	*					*
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*					*
All Grades	*	*	*	*	*	*	13

Reading Domain							
Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*					*
Grade 2	*	*					*
Grade 3	*	*	*	*	*	*	*
Grade 4			*	*			*
All Grades	*	*	*	*	*	*	13

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*			*
Grade 2			*	*			*
Grade 3			*	*	*	*	*
Grade 4	*	*					*
All Grades	*	*	*	*	*	*	13

Conclusions based on this data:

- 1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Math & Reading
LEA/LCAP GOAL:
CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes
SCHOOL GOAL #1:
<p>By June of 2019, all students (including GATE, ELD, SED, SWD) will demonstrate improved academic achievement in the areas of English Language Arts as demonstrated by a 3-5% increase in the percentage of students meeting/exceeding standards. In grades TK-2 there will be an emphasis on phonemic awareness, reading comprehension and writing. This will be measured by data from technology-based programs as well as district and site benchmarks. In grades 3-5 there will be an emphasis on instruction in the areas of Listening Comprehension and Research and Inquiry. This will be measured by the results of the CAASSP test.</p> <p>By June of 2019, all students (including GATE, ELD, SED, SWD) will demonstrate improved academic achievement in the area of Mathematics as demonstrated by a 3-5% increase in the percentage of students meeting/exceeding standards. In grades TK-2 there will be an emphasis on number recognition, computation skills as well as communicating reasoning. This will be measured by data from technology-based programs as well as district and site benchmarks. In grades 3-5 there will be an emphasis on instruction in problem-solving and modeling & data analysis and communicating reasoning. This will be measured by the results of the CAASSP test, site and district benchmarks and chapter test results focused in these areas.</p>

Data Used to Form this Goal:

CAASPP Assessments results in English Language Arts and math disaggregated by student group (GATE, ELD, SED, SWD)
Reading Plus data (targeted instruction)
Benchmarks Assessment System (Fountas and Pinnell) disaggregated by student group (GATE, ELD, SED, SWD)
SRI- Lexile levels
ESGI TK
Reflex math data (targeted instruction)
Moby Max data (targeted instruction)
English Language Arts and Math District Benchmarks grades 3-5 disaggregated by student group (GATE, ELD, SED, SWD)
Reading Results benchmarks K-2
Report Card data
MTSS intervention pre/post tests (targeted intervention)
ELPAC & Initial

Findings from the Analysis of this Data:

By looking at data in the area of student achievement we have identified a few areas to specifically target instruction this year. We will target the following areas of instruction:
Overall our school made improvements in math this past year. Collectively as a staff and School Site Council we have determined an emphasis in the areas of problem-solving and data analysis. While we will continue to monitor all students and subgroups, we will also break down by meeting/exceeding/ meeting or near the standard groupings during our data analysis meetings.
In the area of English Language Arts we will target the listening claim to hopefully make significant gains. We also will place emphasis on research and inquiry. Our site is taking a deeper look at inquiry-based learning and what that means for students and teachers in the classroom.
The site discovered that a majority of our student data from SBAC is consistent with our MTSS groupings from last year. The school is providing small group intervention/enrichment through our MTSS model of interventions.

How the School will Evaluate the Progress of this Goal:

Throughout the year the administrator, teachers and academic specialists will meet collectively by grade level one time per trimester to look at instructional data. The data results will include English Language Arts skills of phonemic awareness, reading comprehension, writing, listening comprehension, and Research and Inquiry. It will also include math skills including number recognition, computation skills, communicating reasoning, problem-solving, modeling and data analysis. We will also look at writing development in alignment to CCSS. Based on student progress and our school instructional goals the teachers and academic specialists will develop tiered intervention classes to support positive student outcomes in the areas of academics. While looking at individualized student progress the staff will also concentrate on students who have exceeded standards to support enrichment opportunities within the tiered interventions. Teachers will also use technology applications to create a more personalized approach to student learning. The administrator will utilize data from the technology applications to develop further data analysis.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Cypress will employ one Academic Specialist to provide designated English Language Learner support to students that have are in the emerging or expanding levels according to the ELPAC indicators.	ongoing	Staff, Administration	ELL specialist	2000-2999: Classified Personnel Salaries	0860	1,440.00
				2000-2999: Classified Personnel Salaries	Instruction	8810.00
Cypress will provide K-2 teachers release time to administer Reading Results Assessments, 3-5 teachers will be provided release time to collect and organize data for report cards. Additionally, K-5 teachers will meet with administration to participate in three data meetings a year to discuss individual student progress (including GATE, ELD, SED, SWD) towards academic achievement. During these meetings the grade level team will analyze recent grade level and class data in accordance to the above mentioned targeted learning goals. The Academic Specialist will also attend these meetings to collaborate and provide input on student progress in relation to the intervention groupings.	October-May		Teacher Release Coverage	1000-1999: Certificated Personnel Salaries	OCBG	5485.00
Cypress will employ 4 Academic Specialist to provide targeted intervention/enrichment to students (including GATE, ELD, SED, SWD). They will work with small groups of Tier II students to provide targeted intervention in their areas of need.	October-May	Staff, Administration	Academic Specialist	1000-1999: Certificated Personnel Salaries	Parent-Teacher Association (PTA)	13,250.00
			Academic Specialist	1000-1999: Certificated Personnel Salaries	OTRM	4,020.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
At risk students will be identified via assessment data and have continuous progress monitoring to determine their eligibility for support and area of need.						
Cypress will employ one certificated teacher/specialist to provide kindergarten/afterschool intervention support to students who would benefit from additional tier II academic instruction	January- May	Staff, Administration	After School Intervention- Teacher	1000-1999: Certificated Personnel Salaries	Parent-Teacher Association (PTA)	1400.00
			Academic Specialist	1000-1999: Certificated Personnel Salaries	OCBG	350.00
Cypress will employ two Academic Specialist to administer benchmark assessment system (BAS) to all students in grades 3-5 in the beginning of the year and then administer the BAS two additional times to at risk students to monitor overall student progress.	September-May	Staff, Administration	Academic Specialist	1000-1999: Certificated Personnel Salaries	OTRM	2000.00
Cypress will employ two IA's or Academic Specialist to support the literacy development of our transitional kindergarten classes	August-June	Staff, Administration	TK IA	2000-2999: Classified Personnel Salaries	OPGR	2752.00
			TK IA	2000-2999: Classified Personnel Salaries	OCBG	2748.00
Cypress will provide \$100.00 in supplies and curriculum support per teacher/academic specialist participating in MTSS for the year.	October- May	Staff, Administration	Miscellaneous items and supplies to support differentiated instruction	4000-4999: Books And Supplies	OCBG	1400.00
			Miscellaneous items and supplies to support differentiated instruction	4000-4999: Books And Supplies	OTRM	210.00
Cypress will purchase software, licenses and additional instructional materials to enhance instruction and support differentiated learning in reading and math. Teachers/ Academic Specialist and Administration will also utilize the	September-June	Staff, Administration	TPT, Reflex Math, Tumblebooks, SRI,	4000-4999: Books And Supplies	OCBG	4945.00
			Reading Plus	4000-4999: Books And Supplies	OTRM	960.00
			Spelling City, Lan School, Reading Plus	4000-4999: Books And Supplies	Instruction	5,110.51

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
data results to inform instruction and assist in the development of lesson plans to support positive student outcomes.			SRI	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	470.00
Cypress will employ one academic specialist to support the two combination classes in order to support instruction for each respective grade level where the curriculum standards can not be integrated or blended easily due to the different grade levels (math/science).	August-May	Staff, Administration	Academic Specialist	1000-1999: Certificated Personnel Salaries	OTRM	4480.00

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Professional Development
LEA/LCAP GOAL:
CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes
CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes
SCHOOL GOAL #2:
In order to create a more inclusive community that is centered around students' social-emotional needs and well-being, teachers, academic specialist/ instructional assistants and campus supervisors will receive professional development focusing on PBIS. Additionally, teachers will receive professional development in the areas of technology and instructional strategies aligned with blended learning and G Suite. The Cypress leadership team will provide professional development to colleagues as they complete a Book Study on "BOLD SCHOOL" This book incorporates the Rigor and Relevance Framework and SAMR model both have been utilized in Cypress staff meetings and professional developments. The principal will also work with various software companies to host webinars and professional development in program utilization and accessing data reports to inform instruction in order to personalize instruction for students. Cypress will partnership with the NPHS Science Department to offer professional development in the areas of Next Generation Science Standards to staff members. These teachers will work with Cypress staff members to develop lesson plans that promote critical thinking and problems solving skills through scientific inquiry. Additionally, the Cypress Leadership Team will look into the necessary steps to apply to become an IB school by completing school visits and speaking with educational experts in the area of IB. Teachers will take time during common planning time and staff meetings studying and learning about the core collaborative process and inquiry-based learning. The purpose for Cypress taking the steps to become an IB school comes from the high percentage of students that are meeting or exceeding CCSS as well as work towards rebranding the school to increase enrollment and attract new families to the school/ school district. By June 2019 Cypress will have investigated the steps in completing the recommended processes in making the PYP happen, the IB curriculum framework, and work with stakeholders to move forward with this idea for the 2019-2020 school year. The Cypress Leadership Team will look into attending the IB conference in July.

Data Used to Form this Goal:
Classroom Observations & Learning Walks Feedback from NPHS science teachers on professional development learning goals for NGSS Google Docs to support Data aligned instruction for MTSS Feedback from staff members benchmark scores from various web-based technologies Enrollment Forms Parent and Student Feedback Surveys School Site Council, Leadership and Staff Meeting Collaboration Professional Development Forms from teachers
Findings from the Analysis of this Data:
The Leadership Team will be invited to conduct learning walks to other classrooms to learn from their peers and colleagues. We will then continue to discuss teaching strategies to support blended learning through teaching and technology. The professional development will also be aligned to support the programs we have through our interventions to encourage a connection between the classroom, the academic specialist and home. At Cypress we will continue to develop a inclusive school to support all students and staff.
How the School will Evaluate the Progress of this Goal:
Through monthly staff meetings and Leadership Team meetings we will meet to discuss the overall Instructional goals for the school and the overall needs from professional development. The principal will create google forms to gather data about overall professional development. The administrator will conduct observations and post evaluation conferences and gather more data in relation to teacher professional development and goals.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Cypress will provide TK teachers one day of teacher release in order for them to attend Professional Development at the TK Conference.	September	Teacher, Administration	Teacher Release	1000-1999: Certificated Personnel Salaries	OCBG	275.00
Cypress staff will provide training for teachers, academic specialist and campus supervisors in PBIS training and implementation. Trained staff will work with additional staff members in providing support for PBIS.	October-June	Administration, Staff	Teacher Release	1000-1999: Certificated Personnel Salaries	District Funded	
			Classified Coverage	2000-2999: Classified Personnel Salaries	District Funded	
Cypress will provide teacher release for members of the Leadership Team to attend a site visit to an IB school	December	Administration, Staff	Teacher Release	1000-1999: Certificated Personnel Salaries	OCBG	540.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
similar in make up to Cypress to learn about the inquiry based learning and the IB model.						
Cypress will provide a stipend to an additional Leadership Team member to represent the TK and Kindergarten grade levels during monthly leadership meetings and common planning times.	August-June	Teacher, Administration	Teacher Stipend	1000-1999: Certificated Personnel Salaries	OCBG	1807.00
Cypress will provide materials and supplies to support the professional developments being offered throughout the year.	August-June	Administration, Staff	Supplies and materials	4000-4999: Books And Supplies	OTRM	210.00
Cypress teachers will research, learn, and evaluate research based teaching strategies to support all students and student groups (GATE, ELD, SED, SWD).	August-June	Administration, Staff				
Cypress teachers will implement strategies to support SWD in order to appropriately maintain and support students' Least Restrictive Environment by utilizing differentiated small group instruction, MTSS and tiered intervention, and universal design learning (UDL) strategies.	August-June	Administration, Staff				
Meet with teachers to discuss strategies with both general education and learning center teachers to support academic instruction for students with disabilities within the least restrictive environment.	August-June	Administration, Staff				

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Enriched Learning and College and Career Ready Opportunities for All Students
LEA/LCAP GOAL:
CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes
SCHOOL GOAL #3:
The school will continue to build community with both the parents and the students. The school will emphasize positive behavior supports and find ways to connect students and families to our school. The school will offer several activities both during school and after school to support this goal. The school will also communicate to our families in advance of the opportunities offered to them
Data Used to Form this Goal:
The number of students identified receiving golden tickets received each Trimester compared to students not listed. Overall attendance at events Parent/Staff Feedback in the form of a survey Attendance and Suspension Rates from the dashboard
Findings from the Analysis of this Data:
This past year our dashboard reveals an overall improvement in attendance and fewer suspensions. We still see a varying trend in overall activities. In regards to the golden tickets many older students would prefer to pass on the opportunities to eat lunch with the principal, however, that appeals to the younger students. This year the school will increase this opportunity by recognizing all students that have earned a ticket, not just ones selected from a random drawing.
How the School will Evaluate the Progress of this Goal:
We will look to see the number of students that are being recognized. The principal will work with staff to see if there are students overlooked and not recognized in order to build relationships and school connectivity. We will review LCAP survey results based on how students determine their overall connectivity to school activities. We will also monitor school events offered during the day by having a sign in sheet to look at overall trends in students attending.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will be rewarded for positive behavior though Golden Tickets handed out by all campus members. Then there will be an opportunity for principal lunch for all students caught being good.	September-June	Administration, Staff	Purchase of rewards	4000-4999: Books And Supplies	OCBG	1000.00
Cypress hosted speaker, Judy French from the National Bullying Prevention Center to address what Bullying is and What Bullying is not and how to address Bullying with your child and the school.	October	Administration				
Student Council will create activities centered around leadership and working to support giving back to others within the community. For example, Lighthouse Shelter, Ventura County Sheriff Department Toy Drive, and Cypress Elementary School Projects.	August-June	Administration, Staff	Teacher Stipend	1000-1999: Certificated Personnel Salaries	OCBG	1807.00
All Students will participate in a Growth Mindset Assembly featuring NED and the Power Of Yet.	September	Administration				
Students in grades 3-5 will participate in an assembly led by author, Brandon Mull. He will promote the importance of following dreams, reading and life as an author.	October	IMT				
Cypress will offer lunch activities to promote college and career readiness and enrichment activities. Parent Volunteers will come to assist in these activities.	October-May	Administration & Parent Volunteers	Supplies	4000-4999: Books And Supplies	OCBG	627.00
Cypress will employ 4 academic specialist to provide enrichment in the areas of technology, mindfulness, physical and music education.	September-June	Administration, Staff	Classified Salaries	1000-1999: Certificated Personnel Salaries	OTRM	7,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Classified Salaries	2000-2999: Classified Personnel Salaries	Parent-Teacher Association (PTA)	3,200
			Classified Salaries	2000-2999: Classified Personnel Salaries	Parent-Teacher Association (PTA)	16,000
			Classified Salaries	2000-2999: Classified Personnel Salaries	Parent-Teacher Association (PTA)	2,300
Begin to plan and design lessons using a SEL program in TK and evolve into other grade levels each year after.	September-June	Staff	District provided			
Cypress will be opening a MakerSpace in the Spring that will be open for all students and staff during the school day and at recess.	Spring	Staff	Grant funded			
Cypress will host an introductory EL parent night to inform parents of EL practices at Cypress and additional parent resources. Cypress will also join schools within the Newbury Park Cluster to host an additional EL parent night to include additional student/parent resources.	Spring	Administration				

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA/LCAP GOAL:
SCHOOL GOAL #4:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA/LCAP GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA/LCAP GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Proficiency
SCHOOL GOAL #1:
Provide Support Services to English Learners in order to Increase Language Acquisition

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Certificated Staff	8/26/2015 to 6/12/2016		Salary and Benefits		0860	2124.58
Support Staff	8/26/2015 to 6/12/2016		Salary and Benefits		0860	9886.27
Professional Development	8/26/2015 to 6/12/2016		Costs for speakers, supplies, teacher release, etc.		0860	1012.89

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
OPGR	2752.00	0.00
OTRM	18880.00	0.00
OCBG	20984.00	0.00
0860	1440.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
0860	1,440.00
OPGR	2,752.00
OTRM	18,880.00
Instruction	13,920.51
OCBG	20,984.00
Parent-Teacher Association (PTA)	36,620.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	42,414.00
2000-2999: Classified Personnel Salaries	37,250.00
4000-4999: Books And Supplies	14,932.51

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	0860	1,440.00
2000-2999: Classified Personnel Salaries	OPGR	2,752.00
1000-1999: Certificated Personnel Salaries	OTRM	17,500.00
4000-4999: Books And Supplies	OTRM	1,380.00
2000-2999: Classified Personnel Salaries	Instruction	8,810.00
4000-4999: Books And Supplies	Instruction	5,110.51
1000-1999: Certificated Personnel Salaries	OCBG	10,264.00
2000-2999: Classified Personnel Salaries	OCBG	2,748.00
4000-4999: Books And Supplies	OCBG	7,972.00
1000-1999: Certificated Personnel Salaries	Parent-Teacher Association (PTA)	14,650.00
2000-2999: Classified Personnel Salaries	Parent-Teacher Association (PTA)	21,500.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	470.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	59,830.51
Goal 2	2,832.00
Goal 3	31,934.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Carey Bartlow	X				
Patti McRae			X		
Julie Herder		X			
Nancy Keesling		X			
Stacey Manser		X			
Todd Oberson				X	
Bill Watson				X	
Danielle Barra				X	
Hailey Rohde				X	
Collette Appel- Lemmo				X	
Numbers of members of each	1	3	1	5	

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.



Documents (Active | Archived)

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2018 School Plan For Student Achievement	2019-04-26		View	View	25

Previous Section: [School Site Council Membership](#) Current Section: **Recommendations and Assurances** Next Section:

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You have modified data that has not been saved.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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 (Check those that apply):

- State Compensatory Education Advisory Committee
- English Learner Advisory Committee
- Special Education Advisory Committee
- Gifted and Talented Education Program Advisory Committee
- District/School Liaison Team for schools in Program Improvement
- Compensatory Education Advisory Committee
- Departmental Advisory Committee (secondary)
- Other committees established by the school or district (list):

Signature

H. Rohde

Signature

Ilana Rupp

Signature

[Signature]

Signature

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- 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 April 24, 2019

Attested:

Carey Bartlow

Typed Name of School Principal

Carey Bartlow

Signature of School Principal

4-24-19

Date

Todd Oberson

Typed Name of SSC Chairperson

[Signature]

Signature of SSC Chairperson

4/30/19

Date

Previous Section: [School Site Council Membership](#) Current Section: **Recommendations and Assurances** Next Section:

Budget By Expenditures

Cypress Elementary School

Funding Source: 0860

\$1,440.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
ELL specialist	2000-2999: Classified Personnel Salaries	\$1,440.00	Math & Reading	Cypress will employ one Academic Specialist to provide designated English Language Learner support to students that have are in the emerging or expanding levels according to the ELPAC indicators.

0860 Total Expenditures: \$1,440.00

0860 Allocation Balance: \$0.00

Funding Source: 0PGR

\$2,752.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
TK IA	2000-2999: Classified Personnel Salaries	\$2,752.00	Math & Reading	Cypress will employ two IA's or Academic Specialist to support the literacy development of our transitional kindergarten classes

0PGR Total Expenditures: \$2,752.00

0PGR Allocation Balance: \$0.00

Funding Source: 0TRM

\$18,880.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Cypress Elementary School

Miscellaneous items and supplies to support differentiated instruction	4000-4999: Books And Supplies	\$210.00	Math & Reading	Cypress will provide \$100.00 in supplies and curriculum support per teacher/academic specialist participating in MTSS for the year.
Academic Specialist	1000-1999: Certificated Personnel Salaries	\$4,480.00	Math & Reading	Cypress will employ one academic specialist to support the two combination classes in order to support instruction for each respective grade level where the curriculum standards can not be integrated or blended easily due to the different grade levels (math/science).
Academic Specialist	1000-1999: Certificated Personnel Salaries	\$4,020.00	Math & Reading	Cypress will employ 4 Academic Specialist to provide targeted intervention/enrichment to students (including GATE, ELD, SED, SWD). They will work with small groups of Tier II students to provide targeted intervention in their areas of need. At risk students will be identified via assessment data and have continuous progress monitoring to determine their eligibility for support and area of need.
Academic Specialist	1000-1999: Certificated Personnel Salaries	\$2,000.00	Math & Reading	Cypress will employ two Academic Specialist to administer benchmark assessment system (BAS) to all students in grades 3-5 in the beginning of the year and then administer the BAS two additional times to at risk students to monitor overall student progress.
Supplies and materials	4000-4999: Books And Supplies	\$210.00	Professional Development	Cypress will provide materials and supplies to support the professional developments being offered throughout the year.
Classified Salaries	1000-1999: Certificated Personnel Salaries	\$7,000.00	Enriched Learning and College and Career Ready Opportunities for All Students	Cypress will employ 4 academic specialist to provide enrichment in the areas of technology, mindfulness, physical and music education.
Reading Plus	4000-4999: Books And Supplies	\$960.00	Math & Reading	Cypress will purchase software, licenses and additional instructional materials to enhance instruction and support differentiated learning in reading and math. Teachers/ Academic Specialist and Administration will also utilize the data results to inform instruction and assist in the development of lesson plans to support positive student outcomes.
OTRM Total Expenditures:		\$18,880.00		
OTRM Allocation Balance:		\$0.00		

Cypress Elementary School

Funding Source: Instruction

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Spelling City, Lan School, Reading Plus	4000-4999: Books And Supplies	\$5,110.51	Math & Reading	Cypress will purchase software, licenses and additional instructional materials to enhance instruction and support differentiated learning in reading and math. Teachers/ Academic Specialist and Administration will also utilize the data results to inform instruction and assist in the development of lesson plans to support positive student outcomes.
	2000-2999: Classified Personnel Salaries	\$8,810.00	Math & Reading	Cypress will employ one Academic Specialist to provide designated English Language Learner support to students that have are in the emerging or expanding levels according to the ELPAC indicators.

Instruction Total Expenditures: \$13,920.51

Instruction Allocation Balance: \$0.00

Funding Source: OCBG

\$20,984.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Teacher Release Coverage	1000-1999: Certificated Personnel Salaries	\$5,485.00	Math & Reading	Cypress will provide K-2 teachers release time to administer Reading Results Assessments, 3-5 teachers will be provided release time to collect and organize data for report cards. Additionally, K-5 teachers will meet with administration to participate in three data meetings a year to discuss individual student progress (including GATE, ELD, SED, SWD) towards academic achievement. During these meetings the grade level team will analyze recent grade level and class data in accordance to the above mentioned targeted learning goals. The Academic Specialist will also attend these meetings to collaborate and provide input on student progress in relation to the intervention groupings.

Cypress Elementary School

Academic Specialist	1000-1999: Certificated Personnel Salaries	\$350.00	Math & Reading	Cypress will employ one certificated teacher/specialist to provide kindergarten/afterschool intervention support to students who would benefit from additional tier II academic instruction
Teacher Release	1000-1999: Certificated Personnel Salaries	\$275.00	Professional Development	Cypress will provide TK teachers one day of teacher release in order for them to attend Professional Development at the TK Conference.
Teacher Release	1000-1999: Certificated Personnel Salaries	\$540.00	Professional Development	Cypress will provide teacher release for members of the Leadership Team to attend a site visit to an IB school similar in make up to Cypress to learn about the inquiry based learning and the IB model.
Teacher Stipend	1000-1999: Certificated Personnel Salaries	\$1,807.00	Professional Development	Cypress will provide a stipend to an additional Leadership Team member to represent the TK and Kindergarten grade levels during monthly leadership meetings and common planning times.
TPT, Reflex Math, Tumblebooks, SRI,	4000-4999: Books And Supplies	\$4,945.00	Math & Reading	Cypress will purchase software, licenses and additional instructional materials to enhance instruction and support differentiated learning in reading and math. Teachers/ Academic Specialist and Administration will also utilize the data results to inform instruction and assist in the development of lesson plans to support positive student outcomes.
TK IA	2000-2999: Classified Personnel Salaries	\$2,748.00	Math & Reading	Cypress will employ two IA's or Academic Specialist to support the literacy development of our transitional kindergarten classes
Miscellaneous items and supplies to support differentiated instruction	4000-4999: Books And Supplies	\$1,400.00	Math & Reading	Cypress will provide \$100.00 in supplies and curriculum support per teacher/academic specialist participating in MTSS for the year.
Purchase of rewards	4000-4999: Books And Supplies	\$1,000.00	Enriched Learning and College and Career Ready Opportunities for All Students	Students will be rewarded for positive behavior though Golden Tickets handed out by all campus members. Then there will be an opportunity for principal lunch for all students caught being good.
Teacher Stipend	1000-1999: Certificated Personnel Salaries	\$1,807.00	Enriched Learning and College and Career Ready Opportunities for All Students	Student Council will create activities centered around leadership and working to support giving back to others within the community. For example, Lighthouse Shelter, Ventura County Sheriff Department Toy Drive, and Cypress Elementary School Projects.
Supplies	4000-4999: Books And Supplies	\$627.00	Enriched Learning and College and Career Ready Opportunities for All Students	Cypress will offer lunch activities to promote college and career readiness and enrichment activities. Parent Volunteers will come to assist in these activities.

Cypress Elementary School

OCBG Total Expenditures: \$20,984.00

OCBG Allocation Balance: \$0.00

Funding Source: Parent-Teacher Association (PTA) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Classified Salaries	2000-2999: Classified Personnel Salaries	\$3,200.00	Enriched Learning and College and Career Ready Opportunities for All Students	Cypress will employ 4 academic specialist to provide enrichment in the areas of technology, mindfulness, physical and music education.
Classified Salaries	2000-2999: Classified Personnel Salaries	\$16,000.00	Enriched Learning and College and Career Ready Opportunities for All Students	Cypress will employ 4 academic specialist to provide enrichment in the areas of technology, mindfulness, physical and music education.
Classified Salaries	2000-2999: Classified Personnel Salaries	\$2,300.00	Enriched Learning and College and Career Ready Opportunities for All Students	Cypress will employ 4 academic specialist to provide enrichment in the areas of technology, mindfulness, physical and music education.
SRI	4000-4999: Books And Supplies	\$470.00	Math & Reading	Cypress will purchase software, licenses and additional instructional materials to enhance instruction and support differentiated learning in reading and math. Teachers/ Academic Specialist and Administration will also utilize the data results to inform instruction and assist in the development of lesson plans to support positive student outcomes.
After School Intervention- Teacher	1000-1999: Certificated Personnel Salaries	\$1,400.00	Math & Reading	Cypress will employ one certificated teacher/specialist to provide kindergarten/afterschool intervention support to students who would benefit from additional tier II academic instruction

Cypress Elementary School

Academic Specialist	1000-1999: Certificated Personnel Salaries	\$13,250.00	Math & Reading	Cypress will employ 4 Academic Specialist to provide targeted intervention/enrichment to students (including GATE, ELD, SED, SWD). They will work with small groups of Tier II students to provide targeted intervention in their areas of need. At risk students will be identified via assessment data and have continuous progress monitoring to determine their eligibility for support and area of need.
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Parent-Teacher Association (PTA) Total Expenditures: \$36,620.00

Parent-Teacher Association (PTA) Allocation Balance: \$0.00

Cypress Elementary School Total Expenditures: \$94,596.51