

The Single Plan for Student Achievement

School: Cypress Elementary School
CDS Code: 56737596093165
District: Conejo Valley Unified School District
Principal: Carey Bartlow, Principal
Revision Date: November, 2016

The Single 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:

Contact Person: Carey Bartlow
Position: Principal
Phone Number: (805) 498-6683
Address: 4200 Kimber Dr.
Newbury Park, Ca, 91320-4898
E-mail Address: cbartlow@conejousd.org

The District Governing Board approved this revision of the SPSA on February 7, 2017 .

Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	3
Data Analysis	3
Surveys	3
Classroom Observations.....	3
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	7
School and Student Performance Data	8
CAASPP Results (All Students)	8
CELDT (Annual Assessment) Results.....	12
CELDT (All Assessment) Results.....	13
Title III Accountability (School Data)	14
Title III Accountability (District Data).....	15
Planned Improvements in Student Performance	16
School Goal #1.....	16
School Goal #2.....	18
School Goal #3.....	21
Centralized Services for Planned Improvements in Student Performance	23
Centralized Service Goal #1	23
Centralized Service Goal #2.....	24
Centralized Service Goal #3.....	25
Centralized Service Goal #4.....	26
Summary of Expenditures in this Plan.....	27
Total Allocations and Expenditures by Funding Source	27
Total Expenditures by Object Type.....	28
Total Expenditures by Object Type and Funding Source.....	29
Total Expenditures by Goal	30
School Site Council Membership.....	31
Recommendations and Assurances.....	32

School Vision and Mission

Cypress Elementary School's Vision and Mission Statements

MISSION STATEMENT

Cypress Elementary School will provide 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 K-5 school located in Newbury Park. Cypress students participate in a standards-based, comprehensive program which meets their individual needs in a positive, child-centered, cooperative environment fostered by a dedicated and caring staff. The school-wide goals are developed by the teachers, parents and principal following the State and District Standards. The staff believes in high standards and expectations for all students. Students not making expected progress are assisted through a multi-tiered system of support intervention program. In addition to an effective academic program, Cypress students are afforded the opportunity to experience an excellent Visual and Performing Arts program embedded in the curriculum. The Cypress spirit and sense of community are clearly shown through our Student Council, active Parent Teacher Association, parent facilitated art program, Carnival, Jog-a-Thon, family nights, and other enrichment activities.

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 2016. 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)

Intervention materials from the adopted curricula are utilized for students requiring additional support.

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 allocation of resources, goals for the schools and to implement action steps. The School Site Council will create and administer a survey for parents or students in the spring of each year. This data is collected, analyzed and action steps are implemented based on the results. Cypress PTA is in its third year and continuing to evolve. The Cypress PTA supplements computers, art, music, and physical education programs at school. The art program consists of a monthly training where a local Art studio within the community comes to train our parent volunteers a specific art technique. Then the parent volunteers will visit the classrooms to teach the specific art lesson. Our PTA supports our Abilities Awareness Committee which provides activities to teach students empathy, kindness and tolerance for all people. This committee collaborates with 50+ volunteers from Bank of America to help facilitate activities to teach students about different learning capabilities of all students and possible impairments one might encounter and the challenges that go along with the impairment. This year the PTA supported an assembly that focused on bullying prevention through the use of Bucket-filling. The Abilities Awareness Committee will continue on that premise throughout the week. There will also be a special guest speaking at our assembly to discuss the challenges that he has faced and the perseverance and determination he has put forth to rise above challenges he encounters in life. In addition, students from our feeder high school on the Panther Sparkles Cheer squad will perform. The school also partners with members of the LAPD & VCSD who are members of our safety committee. They conduct staff training on active shooter and emergency preparedness. 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. 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. 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 partnership 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

Slow implementation of new technology as well as training and support.
Limited access to school based counseling and psychologist time.
Limited community resources to help some socio-economically disadvantaged families.
Limited ELD facilitator/ paraprofessional time on the school site.
Multiple combination classes across the grade levels.
Continue implementation of MTSS.

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	42	49	41	47	41	47	97.6	95.9
Grade 4	52	40	50	39	50	39	96.2	97.5
Grade 5	79	51	77	51	73	51	97.5	100
All Grades	173	140	168	137	164	137	97.1	97.9

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2487.2	2492.2	51	55	37	32	2	11	10	2
Grade 4	2489.7	2500.7	24	28	36	46	28	13	12	13
Grade 5	2525.4	2540.5	22	29	38	37	22	18	13	16
All Grades	N/A	N/A	30	38	37	38	19	14	12	10

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	46	47	44	49	10	4
Grade 4	24	28	64	62	12	10
Grade 5	29	29	53	47	15	24
All Grades	32	35	54	52	13	13

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	59	62	27	34	15	4
Grade 4	30	36	50	54	18	10
Grade 5	29	47	45	35	23	18
All Grades	37	49	42	40	20	11

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	46	28	41	70	12	2
Grade 4	16	31	84	62	0	8
Grade 5	21	22	64	76	14	2
All Grades	26	26	65	70	9	4

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	29	45	63	51	7	4
Grade 4	16	26	78	62	6	13
Grade 5	40	43	55	51	5	6
All Grades	30	39	64	54	6	7

Conclusions based on this data:

- Overall 76 % of Cypress students in grades 3-5 taking this assessment met or exceeded ELA standards.
 87% of students in grade 3 met or exceeded standards
 74% of 4th graders met or exceeded standards
 66% 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% of Cypress students in grades 3-5 taking the Reading portion of the assessment were near, at, or above standards.
 89% were near, at, or above in writing
 96% were near, at or above in listening
 93% 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.
- The percentage of students falling in the Below Standard range is equal to or less than 10%. There were 14% of students that nearly met the standards in English Language Arts/ Literacy. Cypress staff will continue to monitor both classifications of students listed above as we look to develop instructional practices aligned to targeted skills. The conclusion that can be drawn from this information includes that students in both the nearly met and the below standards range need to be a priority in our Tier II planning for Response to Intervention. Three factors will be taken into consideration as we continue to plan to meet our students with success. First, the staff will plan for specific targeted instruction that uses research based intervention materials. Next, our academic specialists will be certificated teachers to support the teachers in their overall planning and implementation of targeted instruction. Finally, students will attend intervention supports that do not interfere with the implementation of core curriculum. In addition, 38% of the students that are exceeding the standards will also receive special intervention supports during our Response To Intervention time.

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	42	49	41	47	41	47	97.6	95.9
Grade 4	52	40	50	39	50	39	96.2	97.5
Grade 5	79	51	77	51	75	51	97.5	100
All Grades	173	140	168	137	166	137	97.1	97.9

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2478.5	2478.7	44	34	34	49	15	15	7	2
Grade 4	2511.6	2517.2	26	31	46	49	24	13	4	8
Grade 5	2520.0	2521.1	19	20	30	29	31	31	17	20
All Grades	N/A	N/A	27	28	36	42	25	20	11	10

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	59	55	32	38	10	6	
Grade 4	52	56	32	26	16	18	
Grade 5	29	31	43	35	28	33	
All Grades	43	47	37	34	20	20	

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	59	60	29	36	12	4
Grade 4	30	31	54	59	16	10
Grade 5	31	27	52	53	17	20
All Grades	37	39	47	49	16	12

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	46	55	44	43	10	2
Grade 4	34	49	52	38	14	13
Grade 5	21	27	53	47	25	25
All Grades	31	43	51	43	18	14

Conclusions based on this data:

- Overall 70% of Cypress students in grades 3-5 taking this assessment met or exceeded math standards.
83% of 3rd graders met or exceeded standards.
80% of 4th graders met or exceeded standards.
49% of 5th graders met or exceeded standards.

In conclusion, Cypress will spend time looking at instructional strategies specific related to math concepts, procedures, problem solving, and communicating reasoning. There will also be ongoing professional development to assist with the new math adoption.

- 81% of Cypress students in grades 3-5 taking the Concepts and Procedures portion of the assessment scored above or at/near standard range.
88% 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.
86% 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 have the potential for the greatest growth and achievement.

- The percentage of students falling in the Below Standard range is equal to or less than 10%. There were 20% of students that nearly met the standards in Math. Cypress staff will continue to monitor both classifications of students listed above as we look to further develop instructional practices aligned to targeted skills. The conclusion that can be drawn from this information includes that students in both the nearly met and the below standards range need to be a priority in our Tier II planning for Response to Intervention. Three factors will be taken into consideration as we continue to plan to meet our students with success. First, the staff will plan for specific targeted instruction that uses research based intervention materials. Next, our academic specialists will be certificated teachers to support the teachers in their overall planning and implementation of targeted instruction. Finally, students will attend intervention supports that do not interfere with the implementation of core curriculum. In addition, 28% of the students that are exceeding the standards will also receive special intervention supports during our Response To Intervention time.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K				***											
1	25	44		38	44		25	11		13					
2	50		20	25	***	60	25	***	20						
3	20			20		***	60								
4					***										
5	***		***			***									
Total	32	27	22	32	53	67	32	20	11	5					

Conclusions based on this data:

1. Students that are identified in Beginning or Early Intermediate performance range will receive targeted Language Acquisition instruction. In addition to developing additional supports for English Language Learners in the areas of reading and writing the school will strive to increase the English Language Acquisition Level by one stage.
2. 65% of our English Language Learners are in the Early Advanced or Advanced range.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K						10			40			20			30
1		45			45			9							
2			20		***	60		***	20						
3						***									
4					***										
5			***			***									
Total		29	11		53	37		18	26			11			16

Conclusions based on this data:

1. 66% of English Language Learners are identified as Advanced or Early Advanced proficiency.
2. School will work towards improving the proficiency of English Language Acquisition students by one level.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	19	15	9
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	19	15	9
Number Met	--	12	--
Percent Met	--	80.0%	--
NCLB Target	59.0	60.5	62.0%
Met Target	--	Yes	--

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	23	1	15	0	15	2
Number Met	--	--	12	--	3	--
Percent Met	--	--	80.0%	--	20.0%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	--	Yes	--	No	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		--	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		--	
Met Percent Proficient or Above		--	

Conclusions based on this data:

1. Not enough data to draw conclusions at this time.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	1768	1751	1,694
Percent with Prior Year Data	99.9		100
Number in Cohort	1767	1751	1,694
Number Met	1141	1075	1,074
Percent Met	64.6	61.4	63.4
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1506	607	1455	623	1,484	534
Number Met	455	367	404	381	466	311
Percent Met	30.2	60.5	27.8	61.2	31.4	58.2
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	95	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

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 academic performance index (API) and adequate yearly progress growth (AYP) 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 & Technology
LEA/LCAP GOAL:
Goal #1 Enhance the culture and conditions that optimize learning for all students
SCHOOL GOAL #1:
By June 2017, Cypress students will make gains in math as evidenced by 85% of students meeting a majority of the District Benchmarks as well as continue to make growth in the percentage of students meeting or exceeding standards on the CAASPP (from 70%).
Data Used to Form this Goal:
CAASPP Assessments in math Report Card data Trimester Results from District Math Benchmark Assessments Formal and Informal Classroom Observations
Findings from the Analysis of this Data:
The 2016 CAASPP results indicate that 28% of the students in grades 3-5 are exceeding the standards, 42% of the students in grades 3-5 have met the standard, 20% have nearly met and 10% have not met. The overall analysis indicates Cypress needs to look at providing additional educational supports for students in the area of science, technology and math for students that have exceeded or met the standard. Also, Cypress staff will work to identify specific targeted skills for students that scored within the 30th percentile of the nearly met and have not met range to work towards in our MTSS groupings. Finally, as a vertical grade level teams Cypress staff will collaborate to look at patterns and trends of student data from report cards, district benchmark and chapter tests aligned to standards in order to identify patterns of strengths and weaknesses within the overall implementation state standards.
How the School will Evaluate the Progress of this Goal:
2016 District Math Benchmark Assessments and CAASPP performance data. Report Card Data data analysis of student achievement on state standards based on chapter assessments, technology software, benchmarks, and state testing results.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Teachers will receive ongoing professional development in the areas of technology, Go Math, and data management systems.</p> <p>Teachers will collect, analyze and interpret district and site based data throughout the year in order to develop lesson plans and instruction centered around goals and California State Standards.</p> <p>Teachers in Grades 4 & 5 will be given half day subs to collect and organize data for report cards.</p> <p>Teachers will use their Tuesday collaboration time, 1 release day (a half day in December/January and March/April) and specialist time to develop an intervention model which captures the students' needs reflected in the data captured at each trimester.</p> <ul style="list-style-type: none"> After reports cards have been submitted for trimester 1 & trimester 2 the teachers will be given release time to discuss individual students' academic progress. Academic Specialists will support the MTSS model in the area of math for both acceleration and remediation. 	<p>Trimester 1: professional development ,data analysis, software implementation, MTSS session 1</p> <p>Trimester 2 & 3: teacher release days for data analysis, intervention groupings, academic progress, software implementation, MTSS session 2 & 3.</p>	<p>Principal Certificated Teachers Academic Specialist (PE, Computer, Reading/Math, Literacy)</p>	Teacher Release towards collaboration and analysis of data for MTSS development and discuss student progress.	1000-1999: Certificated Personnel Salaries	OCBG	2500.00
			Meet with teachers individually for student academic progress conference.	2000-2999: Classified Personnel Salaries	OCBG	1000.00
			Academic Specialist (NG)	2000-2999: Classified Personnel Salaries	OTRM	15284.00
			Academic Specialist (MW)	2000-2999: Classified Personnel Salaries	OCBG	3390.00
			Academic Specialist (SH)	2000-2999: Classified Personnel Salaries	003R	2050.00
			Academic Specialist(CA)	2000-2999: Classified Personnel Salaries	OCBG	2050.00
			Miscellaneous items and supplies to support math adoption and implementation of instruction (copy charges, classroom and intervention supplies).	4000-4999: Books And Supplies	OCBG	1498.00
			Miscellaneous items and supplies to support math adoption and implementation of instruction (copy charges, software, classroom and intervention supplies).	4000-4999: Books And Supplies	OTRM	210.00
			Professional development and stipends.	1000-1999: Certificated Personnel Salaries	OCBG	1000.00

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 academic performance index (API) and adequate yearly progress growth (AYP) 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: Reading and English Language Acquisition
LEA/LCAP GOAL:
Maximize all students' achievement through highly effective instruction that includes opportunities for academic acceleration and intervention.
SCHOOL GOAL #2:
By June 2017, 90% of students will demonstrate an overall improved ability in the area of reading comprehension/fluency, math and writing as measured by site and district benchmarks. Cypress will align instruction to data results and continue to implement a tiered support of instruction which will encompass acceleration and remediation to meet the needs of students.
Data Used to Form this Goal:
In grades K-2 BPST (Basic Phonics Skills Test) and Reading Results. In grades 3-5 Trimester Benchmarks, SRI (Scholastic Reading Inventory), CAASPP, Chapter and Unit tests from District Adopted Reading and Math Curriculum, Web based Software CELDT and ADEPT tests Academic Grades
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Teachers will administer the appropriate benchmarks at least three times a year. Teachers will meet and analyze the data collectively to determine student placement in appropriate interventions based on the student levels of progress. Teachers will design instruction to meet the needs of the students and continue to implement differentiated instruction.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Teachers will be provided release time to collaborate, organize data and align students into tiered intervention support classes, and prepare intervention materials to meet the needs of individual students within our Multi-Tiered System of Support (MTSS).</p> <p>Tiered Systems of Intervention will be implemented through the use of Academic Specialist.</p> <p>Academic Specialist Support to assist with small group instruction in TK</p> <p>Professional Development and training towards implementation of ELD standards.</p> <p>Maintain office equipment copiers, and other necessary technology. Purchase needed office supplies, paper, ink cartridges, computer software licenses, and materials for teacher and classroom support.</p>	October 2016-June 2017	Principal & Teachers	Teacher Release towards collaboration and analysis of data for MTSS development and discuss student progress.	1000-1999: Certificated Personnel Salaries	OCBG	2500.00
		Principal/ Teachers/ Academic Specialist	Academic Support Specialist (SH)	2000-2999: Classified Personnel Salaries	003R	2050.00
		Teachers/Academic Specialist	Academic Support Specialist (MW)	2000-2999: Classified Personnel Salaries	0860	721.00
			Academic Support Specialist (CA)	2000-2999: Classified Personnel Salaries	OCBG	3050.00
		Teachers	Academic Support Specialist (TK)	2000-2999: Classified Personnel Salaries	OPGR	3350.00
			Academic Support Specialist (TK)	2000-2999: Classified Personnel Salaries	003R	1900.00
			Academic Support Specialist (TK)	2000-2999: Classified Personnel Salaries	OCBG	900.00
		Professional Development for ELD standards.	5800: Professional/Consulting Services And Operating Expenditures	0860	350.00	
		Miscellaneous supplies And Supplies	4000-4999: Books And Supplies	OCBG	1498.00	
		Miscellaneous supplies And Supplies	4000-4999: Books And Supplies			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Academic Specialist (NG) 2000-2999: Classified Personnel Salaries	OCBG		2366.00

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 academic performance index (API) and adequate yearly progress growth (AYP) 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: Postive Behavior Support and Social Emotional
LEA/LCAP GOAL:
Develop high quality activities that engage students with their schools.
SCHOOL GOAL #3:
Develop and implement strategies and groups to support social-emotional support of students through an increase of interventions and activities.
Data Used to Form this Goal:
attendance data office referrals teacher feedback campus supervision feedback
Findings from the Analysis of this Data:
Staff and students needs opportunities for positive behavior supports and social skills development. By providing professional development, training and supplemental supports for staff to use within the class and on the playground with the campus supervisors I hope to see a decrease of referrals and an increase in overall attendance rates.
How the School will Evaluate the Progress of this Goal:
The school will generate a school site survey that includes social-emotional behavior, it will monitor overall attendance and office referrals. The principal will work with campus supervisors and teachers to elicit feedback on overall student behavior.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development in areas related to CHAMPS & positive behavior support and social skills. Purchase supplemental materials to supports teachers TK-5 in the area of social emotional development.	September-June 2017	Principal Principal Teacher	Miscellaneous materials and supplies to support social emotional development and positive behavior supports.		TPGR	3438.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student Council stipend			Miscellaneous materials and supplies to support social emotional development and positive behavior supports.		OCBG	710.00
			Student Council stipend		OCBG	1300.00

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	901.44
Support Staff	8/26/2015 to 6/12/2016		Salary and Benefits		0860	6,326.40
Professional Development	8/26/2015 to 6/12/2016		Costs for speakers, supplies, teacher release, etc.		0860	200.16

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
1. The district will send the principal and two teachers to the VOCE for CHAMPS training.	June, October, December, 2014				District Funded	
2. Student free staff development days will be provided to each school to train the staff on CHAMPS.	August and October, 2014				District Funded	

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
OCBG	23,762.00	0.00
OTRM	15,494.00	0.00
003R	6,000.00	0.00
0860	1,071.00	0.00
TPGR	3438.00	0.00
OPGR	3350.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
003R	6,000.00
0860	1,071.00
OPGR	3,350.00
OTRM	15,494.00
OCBG	23,762.00
TPGR	3,438.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	6,000.00
2000-2999: Classified Personnel Salaries	38,111.00
4000-4999: Books And Supplies	3,206.00
5800: Professional/Consulting Services And Operating	350.00

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	003R	6,000.00
2000-2999: Classified Personnel Salaries	0860	721.00
5800: Professional/Consulting Services And	0860	350.00
2000-2999: Classified Personnel Salaries	OPGR	3,350.00
2000-2999: Classified Personnel Salaries	OTRM	15,284.00
4000-4999: Books And Supplies	OTRM	210.00
	OCBG	2,010.00
1000-1999: Certificated Personnel Salaries	OCBG	6,000.00
2000-2999: Classified Personnel Salaries	OCBG	12,756.00
4000-4999: Books And Supplies	OCBG	2,996.00
	TPGR	3,438.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	28,982.00
Goal 2	18,685.00
Goal 3	5,448.00

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		
Susan Rogers		X			
Stacey Manser		X			
Nancy Keesling		X			
Laura McDermott				X	
Heather O'Conner				X	
Tammy Taggert				X	
James McAvoy				X	
Polina Malinowski				X	
Numbers of members of each category:	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.

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. 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

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

X Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on December 14, 2016.

Attested:

Carey Bartlow, Principal

Typed Name of School Principal

Signature of School Principal

Date

Heather O'Conner

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date