

# 2022-2023 School Plan for Student Achievement (SPSA)

**SPSA Year:**

X2022-23

School Name and School Code	Cypress Elementary 36 67710 6068761		SSC Approval Date: May 10, 2022
School Address	9751 Cypress Avenue, Fontana, CA 92335-6500		Local Governing Board Approval Date: pending approval on June 8, 2022  Original
Name of Principal	Lorena Michel-Jasso	Phone # and Email	(909) 357-5460, michlo@fusd.net
Name of SSC Chairperson	Lori Montigel	Phone # and Email	909-357-5460, MontLL@fusd.net}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

## SCHOOL BACKGROUND

### VISION AND MISSION

Cypress Elementary School "is a community united to ensure that every student is prepared for success in college, career and life." Our mission is to place all students on the "Road to Success." Cypress Elementary School also supports the mission of the Fontana Unified School District, "... to graduate all students prepared to succeed in a changing world." In support of our vision and mission, Cypress Elementary School is prepared to:

- Increase student academic achievement
- Provide a positive and safe learning environment
- Ensure students attend school daily and on time

### SCHOOL AND COMMUNITY PROFILE

Cypress Elementary School serves approximately 621 students from preschool through fifth grade. The ethnicity of our kindergarten - 5th grade student population is 89% Latino, 3.2 % African American, .2% American Indian or Alaska Native, 3% Asian, 1.1% Two or More Races, .3 Native Hawaiian or Pacific Islander, 2% Caucasian, and 1% other. English Learners (ELs) comprise 40% of the student population at Cypress Elementary School. All students receive free and reduced lunches and breakfasts.

Cypress families are encouraged to become actively involved in their child's education. Coffee with the Principal (CWP) meetings are held monthly to provide parents with information about school, district, and community programs and resources. This is also an opportunity for parents to ask questions and share comments about the school. At the annual Title I parent meetings, information is shared about the program, including assessment data as well as plans to ensure all students achieve grade level standards. Throughout the year, parents are invited to attend workshops on a variety of topics related to the school's Key Instructional Practices (KIP) and Positive Behavior Interventions and Supports (PBIS). Parents are also encouraged to become involved in school decision-making by participating in the English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site-Council (SSC).

Cypress Elementary School will continue to implement supplemental programs during the school day and as part of extended learning opportunities to differentiate instruction for all students. Such programs are Read 180, Accelerated Reader (AR), Imagine Learning, LEXIA and United2Read (A2I) for grades K-3. Additional enrichment opportunities include music, Science, Technology, Engineering and Math (STEM). English Language Development (ELD) instruction is implemented daily in every classroom. Students who need additional support are invited to attend after-school tutoring sessions when offered on a limited basis. An after-school class is provided to students identified to participate in Gifted and Talented Education (GATE). The GATE class focuses on differentiated instruction in the form of enrichment opportunities to meet their unique needs. Our Visual and Performing Arts (VAPA) class is provided to

## SCHOOL BACKGROUND

	students after-school as well. This program focuses on color theory, one point, and two-point perspective, composition arrangement, and the utilization of multiple mediums.
SPSA HIGHLIGHTS (bullet points)	The following are the key features of this school year's SPSA: <ul style="list-style-type: none"><li>• Tier 1-3 PBIS framework</li><li>• A2i program for grades k-3</li><li>• Parent workshops focusing on the school's PBIS framework &amp; Social Emotional Learning</li><li>• Extended learning opportunities to increase student proficiency in English Language Arts (ELA) and mathematics</li><li>• Extended learning opportunities and interventions to promote academic and language growth for EL students</li></ul>
INCREASED OR IMPROVED SERVICES (bullet points)	<ul style="list-style-type: none"><li>• Development of Tier III interventions within PBIS framework to maintain a positive and safe learning environment for all students</li><li>• Increased time for PLC collaboration to improve student proficiency and strategic thinking through a focus on Teacher Clarity and Common Formative Assessment (CFA)</li><li>• Employment of A2i program in grades k-3 to meet individual student needs through small group differentiated instruction</li><li>• Review of Professional Learning Cycle during parent meetings to include all stakeholders in the instructional decision-making process</li><li>• Development of ELD program to meet academic and linguistic needs of EL students</li><li>• Increased interventions in both ELA and mathematics for students' requiring additional support</li></ul>
MOONSHOT	Cypress Moonshot Statement: To foster a “gig economy” within the school where all students want to learn in an environment that capitalizes on their individual strengths, talents and interests

## School and Student Performance Data

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

A review of the following data informs the comprehensive needs assessment.

### Student Population

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

#### 2020-21 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>628</b>	<b>93.2</b>	<b>40.0</b>	<b>1.0</b>

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

#### 2020-21 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	251	40.0
Foster Youth	6	1.0
Homeless	5	0.8
Socioeconomically Disadvantaged	585	93.2
Students with Disabilities	79	12.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	20	3.2
American Indian or Alaska Native	1	0.2
Asian	20	3.2
Filipino		
Hispanic	564	89.8
Two or More Races	7	1.1
Native Hawaiian or Pacific Islander	2	0.3
White	14	2.2

**These data points indicate:**

1. Cypress Elementary has a large EL population (40%) which will require more intensive interventions to meet students' academic and language needs.
2. Dashboard data indicates that 12.6 percent of the student population at Cypress Elementary is receiving special education services. This is a 2.3 percent increase from the 19-20 school year. RSP and special education teachers will continue to work closely with the SERT team to make appropriate instructional decisions through the IEP process to ensure access to resources and services needed.
3. Dashboard data also shows that 93.2 percent of the student population at Cypress Elementary are socioeconomically disadvantaged. There was a 4.5 decrease from the 19-20 school year. Student will requiring support in the form of social/emotional interventions which can supported via our PBIS Framework T1-3 and our full time counselor.

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A review of the following data informs the comprehensive needs assessment.

### Overall Performance

#### 2019 Fall Dashboard Overall Performance for All Students

##### Academic Performance

###### English Language Arts



Yellow

###### Mathematics



Orange

##### Academic Engagement

###### Chronic Absenteeism



Red

##### Conditions & Climate

###### Suspension Rate



Blue

**These data points indicate:**

1. The highest area of performance for Cypress is suspension rate.
2. The lowest area of performance for Cypress is chronic absenteeism.
3. In academics, Cypress is performing better in ELA than in math.

## School and Student Performance Data

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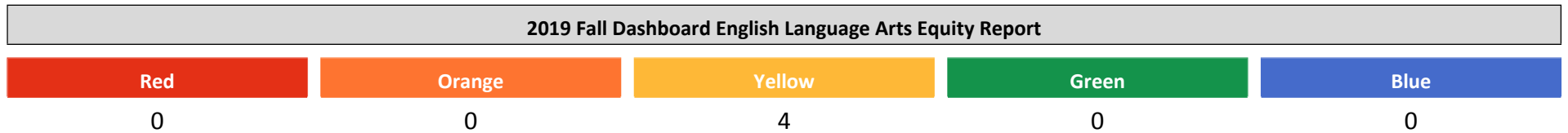
A review of the following data informs the comprehensive needs assessment.

### Academic Performance English Language Arts

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









This section provides number of student groups in each color.











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



2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow 48.4 points below standard Increased ++7.7 points 327	 Yellow 53 points below standard Increased ++4.7 points 195	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 Yellow 51 points below standard Increased ++7.1 points 310	 Yellow 64.7 points below standard Increased Significantly ++22.9 points 43

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<p><b>African American</b></p>  <p>No Performance Color 76.3 points below standard</p> <p>Increased Significantly ++29.5 points 13</p>	<p><b>American Indian</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Asian</b></p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3</p>	<p><b>Filipino</b></p>  <p>No Performance Color 0 Students</p>
<p><b>Hispanic</b></p>  <p>Yellow 48.7 points below standard</p> <p>Increased ++9 points 295</p>	<p><b>Two or More Races</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p><b>White</b></p>  <p>No Performance Color 26.7 points below standard</p> <p>Declined -6.2 points 14</p>

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
<p><b>Current English Learner</b></p> <p>72.8 points below standard</p> <p>Increased Significantly ++20.1 points 144</p>	<p><b>Reclassified English Learners</b></p> <p>2.9 points above standard</p> <p>Declined -9 points 51</p>	<p><b>English Only</b></p> <p>49.9 points below standard</p> <p>Increased ++4.9 points 121</p>

**These data points indicate:**

- CAASPP data indicates that the All Student Group at Cypress Elementary School made growth in ELA by 7.7 points. This is above the district level (6.4 points) and state level (3.7 points). These data points indicate that Cypress is improving achievement for students in ELA. Overall, Cypress students fall

within the yellow performance indicator on the CA Dashboard with a distance from standard (DFS) of 48.4 points. This is below the district level (22.3 points) and state level (2.5 points).

2. CA Dashboard indicates that EL students made growth in ELA by 4.7 points on the CAASPP assessment. This is above the district level (4.6 points) and state level (3.1 points). Current English learners made significant growth (i.e. improvement by 15+ points in the DFS) and reclassified English learners declined by 9 points. These ELA data points indicate that we are improving achievement for our current EL student group.
3. CAASPP data indicates that the following student groups made growth in ELA: socioeconomically disadvantaged students (7.1 points), Hispanic students (9 points), students with disabilities made significant growth (22.9 points), and African American students made significant growth (29.5 points). All four student groups achieved a higher point increase in comparison to both district and state levels on the CA Dashboard.

## School and Student Performance Data

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

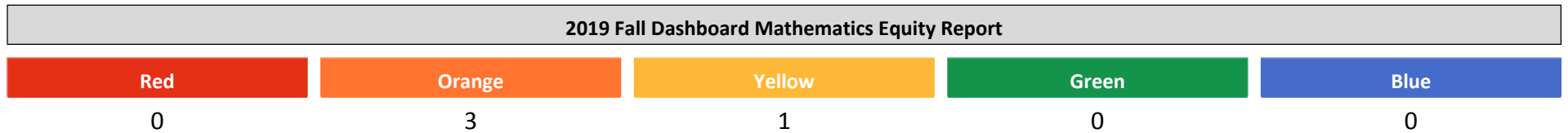
A review of the following data informs the comprehensive needs assessment.

### Academic Performance Mathematics

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





This section provides number of student groups in each color.




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


**2019 Fall Dashboard Mathematics Performance for All Students/Student Group**


<b>All Students</b>
 Orange
69.3 points below standard
Maintained -0.4 points
327

<b>English Learners</b>
 Orange
67 points below standard
Maintained ++2.3 points
195






<b>Foster Youth</b>
 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy
2

<b>Homeless</b>
-----------------

<b>Socioeconomically Disadvantaged</b>
 Orange
70.5 points below standard
Maintained -0.6 points
310

<b>Students with Disabilities</b>
 Yellow
92.1 points below standard
Increased Significantly ++16.5 points
43

**2019 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 112.3 points below standard Declined -5.3 points 13		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 69.3 points below standard Maintained ++1.1 points 295		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 47.4 points below standard Declined -11.5 points 14

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

**2019 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
82.6 points below standard Increased ++12.6 points 144	23 points below standard Declined -4.8 points 51	78 points below standard Declined -7.4 points 121

**These data points indicate:**

- CAASPP data indicates that the All students Group at Cypress Elementary School maintained in Mathematics with -0.4 points. This is below the district level (3.9 points) and state level (2.9 points). These data points indicate that we are not improving achievement for students in Mathematics. Overall,

Cypress students fall within the orange performance indicator on the CA Dashboard with a DFS of 69.3 points. This is comparable to the district level (63.7 points) and below the state level (73.5 points).

2. CAASPP data indicates that EL students maintained in Mathematics with 2.3 points. This is above the district level (0.7 points) and comparable to the state level (2.2 points). Overall, English learners at Cypress fall within the orange performance indicator on the CA Dashboard with a DFS of 67 points. This is above the district level (81.3 points) and comparable to state level (68.6 points). Current EL students made growth by 12.6 points and reclassified EL students declined by 4.8 points. These data points in mathematics indicate that we are improving achievement for our current EL student group.
3. CAASPP data indicates that students with disabilities made significant growth (16.5 points) in Mathematics. Socioeconomically disadvantaged and Hispanic students maintained, while African American and white students experienced a decrease in points.

## School and Student Performance Data

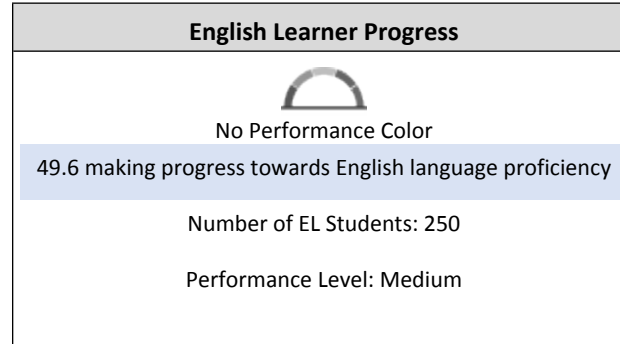
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A review of the following data informs the comprehensive needs assessment.

### Academic Performance English Learner Progress

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

#### 2019 Fall Dashboard English Learner Progress Indicator



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

#### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.8	29.6		47.6

#### These data points indicate:

1. The 2019 Fall CA Dashboard data indicates that 250 students at Cypress Elementary School are English Language Learners. Out of these students, 49.6 percent made progress towards English language proficiency. This is slightly higher than the district level (47.6 percent) and the state level (48.3 percent).



2. The 2019 Fall CA Dashboard English Learner Progress Indicator shows that 20.8 percent of Cypress EL students decreased one English Language Proficiency Index (ELPI) level, which is comparable to both the district (21.3 percent) and state level (20.1 percent).
3. The 2019 Fall CA Dashboard data indicates that 29.6 percent of EL students maintained an ELPI level of 1, 2L, 2H, 3L, or 3H.

## School and Student Performance Data

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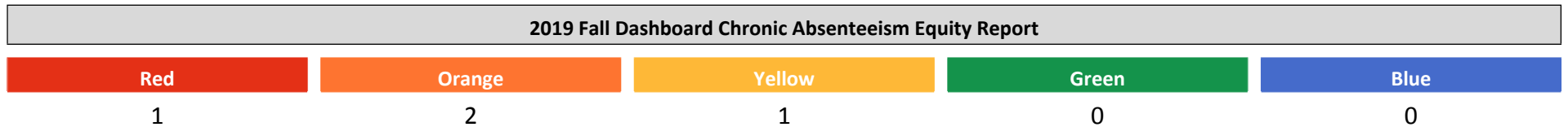
A review of the following data informs the comprehensive needs assessment.

### Academic Engagement Chronic Absenteeism

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

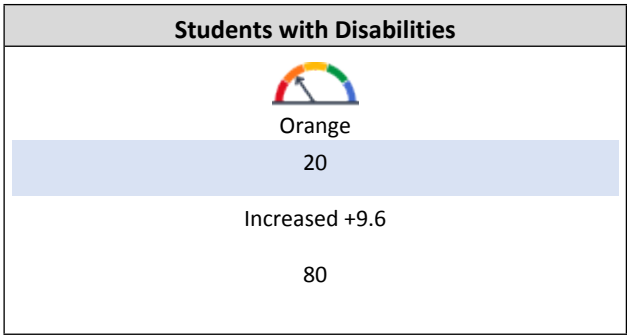
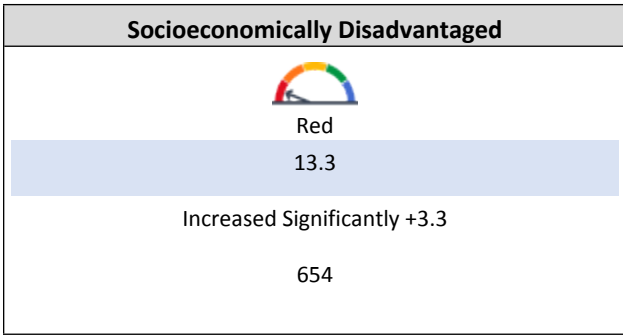
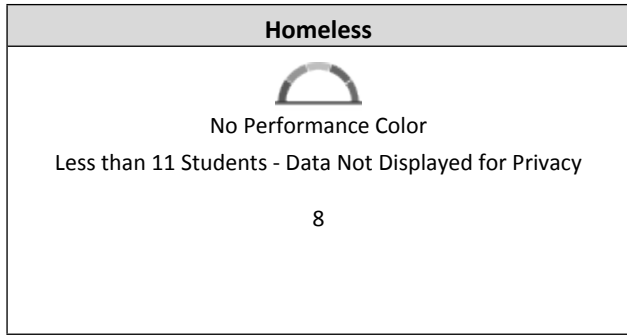
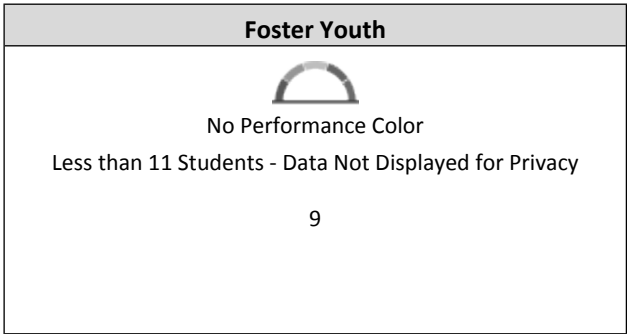
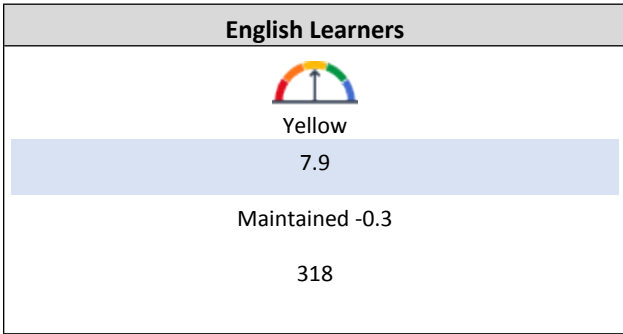
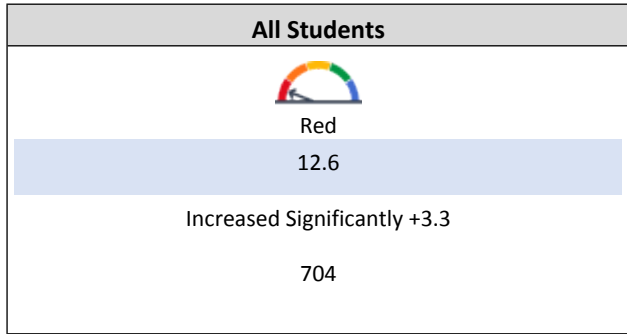


This section provides number of student groups in each color.











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

**2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group**



**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 33.3 Increased +19 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 0 Maintained 0 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Orange 12.3 Increased +2.7 619	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 3.4 Declined -0.6 29

### 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	690	86	13.0
Female	315	40	13.1
Male	375	46	12.8
American Indian or Alaska Native	1	0	0.0
Asian	21	1	4.8
Black or African American	27	6	26.1
Filipino	0	0	0.0
Hispanic or Latino	616	77	12.9
Native Hawaiian or Pacific Islander	2	2	100.0
Two or More Races	8	0	0.0
White	15	0	0.0
English Learners	293	23	8.2
Foster Youth	10	0	0.0
Homeless	8	5	62.5
Socioeconomically Disadvantaged	638	76	12.3
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	107	16	15.8

**These data points indicate:**

1. CA Dashboard indicates that 13.0 percent of the All Students Group at Cypress Elementary School were chronically absent. Of 690 students, 86 students had chronic absenteeism. This percentage rate is higher than the 19-20 school year by .04 percent. Overall, Cypress falls within the red performance indicator on the CA Dashboard, which is the lowest performance level using comparable statewide data. Virtual learning hindered all student groups with respect to attendance. Technological issues such as internet access, navigating system and working devices was major factor in attendance.
2. CA Dashboard data shows that 8.2 percent of Cypress EL students were chronically absent. In comparison to the 19-20 school year, this percentage also increased by .08 percent.
3. Data from the CA Dashboard indicates that students with disabilities chronic absenteeism rate improved significantly by 7.7 percent. Data indicates a 20 percent absenteeism rate in 19-20 as compared to 15.8 percent for the 20-21 school year. With respect to the socioeconomically disadvantaged students' chronic absenteeism also improved with a 1 percent decrease from 13.3 percent (2019-2020) to 12.3 percent (2020-2021).



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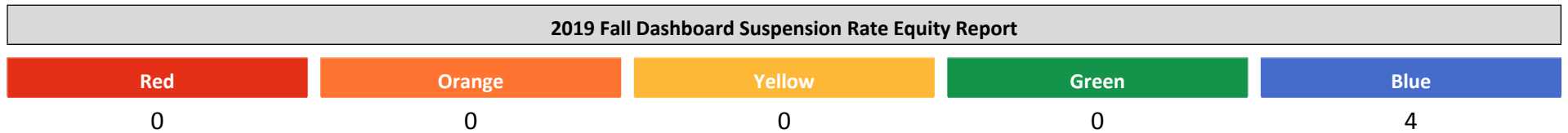
A review of the following data informs the comprehensive needs assessment.

### Conditions & Climate Suspension Rate

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

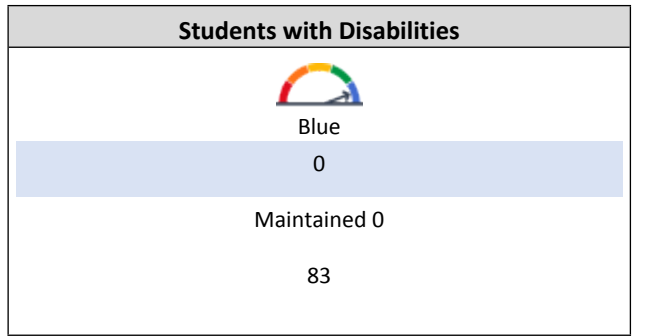
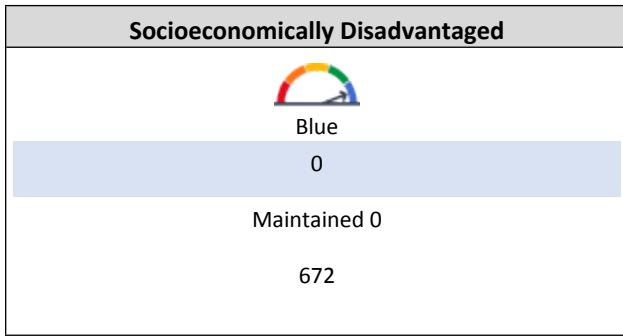
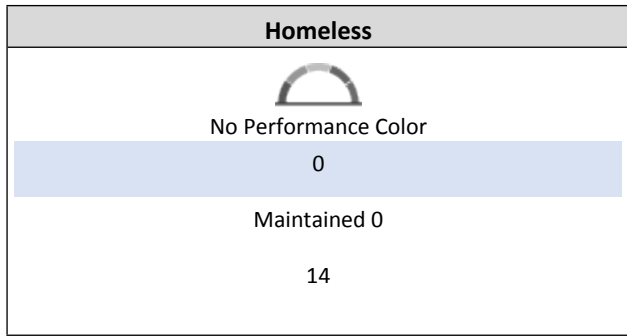
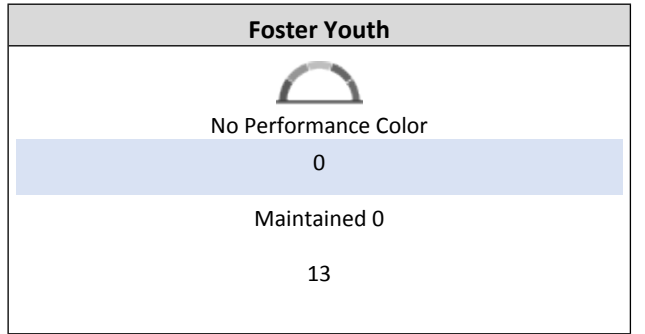
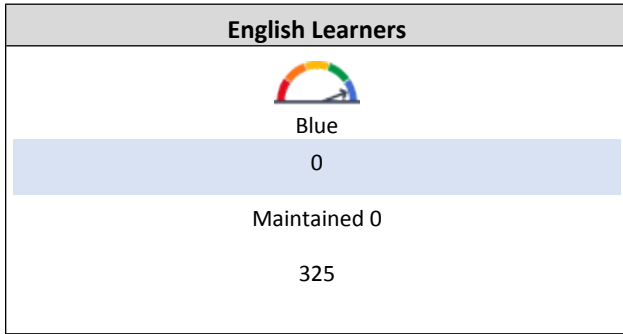
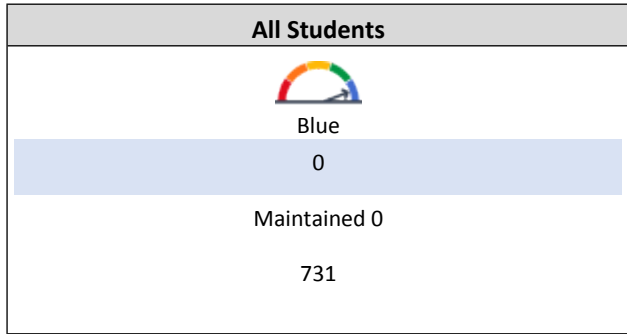


This section provides number of student groups in each color.









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

2019 Fall Dashboard Suspension Rate for All Students/Student Group





**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Maintained 0 29		 No Performance Color 0 Maintained 0 16	
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Maintained 0 641	 No Performance Color 0 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Maintained 0 31

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	0	0

**These data points indicate:**

- Cypress Elementary School's suspension rate is at the highest performance level using comparable statewide data on the CA Dashboard. Zero percent of students at Cypress Elementary School have been suspended in the 2018 and 2019 school years. The zero percent suspension rate in 2019 is below the district level (3.2 percent) and state level (3.4 percent).
- EL students maintained a zero percent suspension rate based on the 2019 Fall CA Dashboard data. This is below the district level (2.9 percent) and state level (3.1 percent). Overall, EL students at Cypress Elementary fall within the blue performance indicator on the CA Dashboard.
- The 2019 Fall CA Dashboard data indicates that each student group maintained a zero percent suspension rate over the passed two years. Each student group achieved a lower percentage rate in comparison to both district and state levels on the CA Dashboard.



## School and Student Performance Data

### Local Data

Academic Data - Schoolwide	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.75 (Excludes K-2 due to invalid Fall 2020 results)
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.72
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.27 (Excludes K-2 due to invalid Fall 2020 results)
Site Specific Measures: Walkthrough Data:% of classrooms utilizing Learning Targets & Success Criteria	86%
Site Specific Measures: Percent of Students demonstrating growth from pre to post assessments in tutoring.	96% in ELA and 88% in Math

#### These data points indicate:

Schoolwide, there is a greater percentage of students scoring in the bottom two performance bands in both reading and mathematics. The most significant needs to accelerate learning is in mathematics for grades K-5. The goal areas where students need the greatest growth and support with respect to reading is Informational Text and Vocabulary. The greatest growth area for mathematics is Geometry. Currently there is only a slight difference in performance between male and female students, however, there are significant differences between ethnic and program groups. Groups that need additional supports and intervention include Hispanic, African American, English Only, English Learners, Students with Disabilities and Homeless.

In looking at the MAP Conditional Growth Index (CGI) from Fall 2020 to Fall 2021, distance learning significantly hindered student growth in both reading and mathematics, although it is more significant in math. Schoolwide, 2nd, 3rd and 5th grade student made less than one year's growth and increased the gap with the national norm in reading and math. The only grade level that made one year's growth in one year's time was 4th grade in reading. K to 1st and 1st to 2nd was not determined because of invalid 2020 scores. Site specific data suggests that most teachers are incorporating elements of Teacher Clarity into their daily instructional practices.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.77 (Excludes K-2 due to invalid Fall 2020 results)

Academic Data – English Learners (EL)	
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-0.92
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.53 (Excludes K-2 due to invalid Fall 2020 results)
Site Specific Measures: Percent of Students demonstrating growth from pre to post assessments in EL tutoring.	85%
Site Specific Measures: Walkthrough Data:% of EL strategies observed in K-5 classrooms	75% - Vocabulary Instruction 83% - Checking for Understanding 70% - Increased wait time 67% Scaffolds for ELL 25% - Sentence Frames or Sentence Starters

**These data points indicate:**

The MAP CGI data indicates that EL students did not meet one year’s growth in one years’ time in reading, language, and math. EL students showed most significant learning loss in mathematics. According to the CGI, EL Student Group made less conditional growth index than all other student groups except for Fluent English Proficient (RFEP) students. Walkthrough data shows that most teachers are incorporating elements of Teacher Clarity into their daily instructional practices. EL tutoring was very success with 85% of student making progress. Services will continue in order to provide additional support in academic vocabulary and language support.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
2020-2021 % by ELPAC Level	Level 4: 9% Level 3: 33% Level 2: 40% Level 1: 18%
2020-2021 ELPAC Listening Domain: % by Performance Level	20% - Well Developed 69% - Somewhat/Moderately Developed 10% - Beginning Development
2020-2021 ELPAC Speaking Domain: % by Performance Level	33% - Well Developed 48% - Somewhat/Moderately Developed

Language Acquisition Data – English Learners (EL)	
	19% - Beginning Development
2020-2021 ELPAC Reading Domain: % by Performance Level	7% - Well Developed 54% - Somewhat/Moderately Developed 39% - Beginning Development
2020-2021 ELPAC Writing Domain: % by Performance Level	9% - Well Developed 61% - Somewhat/Moderately Developed 30% - Beginning Development
Site Specific Measures: Walkthrough Data:% of K-5 classrooms where specific EL strategies have observed in ELD instruction.	21% - 67% depending on specific strategy
Site Specific Measures:	

**These data points indicate:**

Just over 70% of our EL students are performing at level two or three in their language acquisition. In looking at the overall and composite scores for ELPAC Performance across 3 year, written language is the greatest area of need across all grade levels. Furthermore, within the written language composite, data shows a greater percentage of students are in the "somewhat/moderately developed" stage across all grade levels in reading and writing. Specific measures during walkthroughs will focus on implementation of EL strategies (cognitive content dictionary, vocabulary instruction, checking for understanding, increase of wait time, sentence frames or sentence starters) and use of ELD curriculum. 67% of all classrooms K-5 implement the following strategies during ELD instruction: vocabulary development, checking for understanding, engagement and participation, wait time, and providing scaffolds for ELL. 79% of EL classroom in K-5 conduct designated ELD in grade level rotations. 21% of EL classrooms in K-5 conduct designated ELD in self-sustained classrooms.

The 3-Year ELPI progress report from 2019-2021 by cohort group reflects an increase in the percentage students that either maintained or made progress. The data indicates that students in levels 3 Low & 2 High are the groups that are primarily decreasing in their ELPI levels.

Parent/Family Engagement	
School Metrics/Indicators	Current Outcomes

Parent/Family Engagement	
2021-2022 Household Participation Rate on Parent/Family Climate Survey	40%
Site Specific Measures: Parent Empowerment Workshop Survey Data - Percentage of participant found workshop applicable	90%
Site Specific Measures: EL Parent Workshop Survey Data - Percentage of participant found workshop applicable	71%

**These data points indicate:**

The participation rate on the Parent/Family Climate Survey is based on 197 respondents from Cypress Elementary School. This equates to 40 percent of households, an increase of 7 percent from the 2020-21 school year. Furthermore, it exceeds the district's goal of 25 percent by 15 percent. 90% of participants found the Parent Empowerment Workshop applicable and beneficial. However, only 71% of the participants in the EL Parent Workshop found the information applicable and beneficial. Due to the positive response expressed via surveys, we will continue to provide 3 more Parent Empowerment Workshop for Semester 2 and 1 more EL Parent Workshop. Surveys will be conducted to determine need and parent interest.

Kindergarten - 3rd Grade Literacy	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading: Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: Invalid for Fall 2020 Fall 2nd to Fall 3rd: -2.50 Fall 3rd to Fall 4th: -0.86
Fall 2021 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	21-22 3rd Gr. Cohort: 61% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 64% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 60% 24-25 3rd Gr. Cohort (21-22 Kinder): 19%
Site Specific Measures: % of K-3 AR quizzes with a passing score in comprehension	68%
Site Specific Measures: Percent of Students demonstrating growth from pre to post assessments in ELA tutoring.	96%

**These data points indicate:**

The MAP CGI reports for K to 1st and 1st to 2nd were invalidated for Fall 2020 and were not included in this Fall 2020 to Fall 2021 report. The MAP CGI data also indicates that our current 3rd graders and 4th graders did not make one year's growth in one year's time. The data shows that 19% of Kinder students,

60% of 1st grade students, 64% of 2nd grade students, and 61% of 3rd grade students are at-risk of not reading at grade level by the end of 3rd grade by cohort. This data indicates that students in grades 1st - 3rd are in need of strategic interventions in reading. Site specific data suggests a need to continue using Accelerated Reader to encourage gains in reading comprehension.

<b>Behavior</b>	
<b>School Metrics/Indicators</b>	<b>Current Outcomes</b>
Site Specific Measures: Number of Education Code Violations	0
Site Specific Measures: Number of Suspensions	0
Site Specific Measures: % of teachers utilizing PBIS framework	100%
Site Specific Measures:	

**These data points indicate:**

The PBIS data reveals a decrease in the number of Education Code violations from 4 (2019-20) to 0 (2020-21). Data also indicates zero suspensions for the 2020-21 school year. One hundred percent of teachers and students utilize components of the PBIS framework.

## ELD Evaluation

Please evaluate whether ELD, both Integrated (I-ELD) and Designated (D-ELD), has been implemented effectively at your school site and whether adjustments are needed to assist English Learners in overcoming language barriers within a reasonable amount of time. Use the table below to complete your evaluation. Your evaluation may be used as tool to inform your school site's ongoing implementation of ELD and the development of the SPSA.

**Has Integrated ELD been implemented effectively? How was it measured?** Include all supporting data (ex.; ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section.

Integrated ELD has been implemented effectively at Cypress Elementary by all teacher by providing language acquisition support during all regular content areas. The MAP CGI data indicates that EL students did not meet one year's growth in one years' time in reading, language, and math. EL students showed most significate learning loss in mathematics. According to the CGI, EL Student Group made less conditional growth index than all other student groups except for Fluent English Proficient (RFEP) students. The 3-Year ELPI progress report from 2019-2021 by cohort group reflects an increase in the percentage students that either maintained or made progress. The data indicates that students in levels 3 Low & 2 High are the groups that are primarily decreasing in their ELPI levels. Walkthrough data shows that most teachers are incorporating elements of Teacher Clarity into their daily instructional practices. Walkthrough data shows a strength in vocabulary instruction as well as checking for understanding. Areas of instructional needs include the use of the Cognitive Content Dictionary, increased wait time, and sentence frames. However, we need to continue to monitor our reclassified students during integrated ELD instruction to ensure that they continue to grow academically. Services will continue in order to provide additional support in academic vocabulary, language support and serve as a guide to determine areas of need for our professional development.

**Has Designated ELD been implemented effectively?** Include all supporting data (ex.; ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section.

Designated ELD has been implemented effectively at Cypress Elementary by all teachers utilizing the state-mandated ELD standards and adhering to the minutes reflected in our master schedule. 79% of EL classroom in K-5 conduct designated ELD in grade level rotations. 21% of EL classrooms in K-5 conduct designated ELD in self-sustained classrooms. Classrooms opted to conduct ELD rotations in self sustained classrooms in order to decrease the possible exposure of COVID due to rotations.. The data shows just over 70% of our EL students are performing at level two or three in their language acquisition. In looking at the overall and composite scores for ELPAC Performance across 3 year, written language is the greatest area of need across all grade levels. Furthermore, within the written language composite, data shows a greater percentage of students are in the "somewhat/moderately developed" stage across all grade levels in reading and writing. Specific measures during walkthroughs focus on implementation of EL strategies (cognitive content dictionary, vocabulary instruction, checking for understanding, increase of wait time, sentence frames or sentence starters) and use of ELD curriculum. 67% of all classrooms K-5 implement the following strategies during ELD instruction: vocabulary development, checking for understanding, engagement, and participation, wait time, and providing scaffolds for ELL. The data indicates that students in levels 3 Low & 2 High are the groups that are primarily decreasing in their ELPI levels and are in need of additional supports during each grade level's designated ELD block utilizing the Wonders curriculum and EL tutoring.



**What adjustments are needed to improve or enhance the implementation of your site's core comprehensive ELD (I-ELD and D-ELD)?** Sample actions for consideration: provide EL specific professional development, monitor ELD instruction, monitor use of core and supplemental ELD curriculum, etc.

The following adjustments are needed to improve the ELD program and ensure all EL students are making progress towards reclassification.

- Provide small group tutoring to address the academic needs of our English Language Learners
- Provide EL specific professional development
- Provide small group differentiated instruction on building students' academic vocabulary
- Monitor ELD instruction

## Comprehensive Needs Assessment

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

- (a) The SPSA administration of a comprehensive needs assessment with an analysis of academic performance and language development data to determine EL student and program needs. (EC Section 64001[g][2][A])
- (b) The process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA particularly those which address the needs of low-achieving ELs and students at risk of not meeting state academic content standards. (EC Section 64001[g][s][B])

### Data Analysis

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

Analysis of Qualitative Data	
<p><b>Surveys</b> Description of surveys (i.e., Student, Parent, Teacher) used during the schoolyear, and a summary of results from the survey(s).</p>	<p>The Fall 2021 Student Climate Survey was administered in October 2021 to a total of 110 students in fourth and fifth grade. Nineteen students in fourth grade completed the optional survey. The completion rate for our targeted fifth-grade students was 89 percent (91/102 students). The data shows 70 percent or above favorable responses in the following areas: Inclusion efforts, rigorous expectations, self-management, and teacher-student relationships. Areas of need include self-efficacy, other risks, and learning opportunities (greatest need). However, there was a dramatic increase of 11 percent in learning opportunities from Fall 2020 to Fall 2021.</p> <p>The Social-Emotional Learning Survey (SEL) was administered to our 3-5th grade students in August 2021, with a completion rate of 94 percent. Survey was administered to 282 students accounting for 86 third grades, 98 fourth graders, and 98 fifth graders. The data shows 70 percent or above favorable responses in the following areas: supportive relationships (greatest strength), teacher-student relationships, and sense of belonging. Areas of need include emotion regulation (greatest need), growth mindset and self-efficacy.</p> <p>The Fall 2021 Family Climate Survey was also administered in October 2021. Participation rate on the survey is based on 197 respondents from Cypress Elementary School. This equates to 40 percent of households, an increase of 7 percent from the 2020-21 school year. Furthermore, it exceeds the district's goal of 25 percent by 15 percent. Effective strategies that contributed to the completion rate include: Parent Blackboard Messages via phone, email, and text on a bi-weekly basis. Parents were also provided with the direct link via social media: Cypress Website, Twitter, Parent Square, TEAMS, and email. In addition, survey stations were set up during parent conferences week. Parents received incentives of ram cash for their student when the survey was completed. The data shows 80 percent or above favorable responses in the following areas: environment, inclusion (greatest strength), information from school, policy awareness and substances and student interactions. Seventy percent or above favorable responses include family-school communication, learning opportunities, meal choices, parent support, school climate and school safety. Areas of need include family engagement (greatest need), learning</p>

## Analysis of Qualitative Data

model and school fit. The three areas of need however have experienced an overall increase of 4 percent for family engagement, 8 percent for learning model and 12 percent for school fit when comparing the Fall 2020 to Fall 2021 results.

Parents are also provided with a Microsoft Forms survey to provide feedback on parent workshops. Parent surveys indicate that workshops are relevant to their needs and would like to continue with the following trainings: EL Workshops, PBIS and Parent Empowerment. Staff is able to provide feedback via both informal (PLC Agenda) and formal (Microsoft Forms Survey) processes. Teacher surveys via Microsoft Forms are used to determine Strengths and Needs Assessments, feedback on Professional Development are embedded within PLC agendas throughout the school year. ILT team meets on a bi-weekly basis and has provided informal feedback about the need for additional training in small group instruction, dismissal procedures and adjunct duties. Teacher surveys indicate a need for increased PLC time, and supplemental materials to develop differentiated instructional plans within each cycle of professional learning.

## Classroom Observations

Description of types and frequency of classroom observations conducted during the schoolyear and a summary of findings.

Classroom walkthroughs are conducted on a weekly basis and focus on the school's Key Instructional Practices (KIP). The latter encompasses Write from the Beginning (WFTB), Positive Behavior Intervention Support (PBIS) Framework, Teacher Clarity, small group differentiated instruction (A2i), and strategies for designated and integrated ELD. Administrative feedback is provided to all staff on a regular basis via the Friday Memo. The ILT works collaboratively with administration and meet bi-weekly to work collaboratively to complete the cycles of professional learning to enhance and strengthen our school's instructional practices. Observational data is also used to determine the professional development and coaching needs of the school site. Observational data is shared with the ILT to develop cycles of professional learning that include input training, safe practice, professional reading, and opportunities for PLC collaboration. Classroom observation summary of findings include the following:

- Ninety-One percent of classrooms had evidence of reviewing learning targets and success criteria
- One hundred percent of classrooms have Thinking Map posters and using them during the WFTB writing process
- Eighty-eight percent of classrooms have writing displayed
- Ninety-two percent of classrooms are using WFTB color coded drafts
- One hundred percent of teachers provide differentiated instruction during student support time as outlined within the K-5 learning schedules (designated ELD, A2i, Response to Intervention)

## Analysis of 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 student subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals

- Exceeding performance goals

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

### Standards, Assessment, and Accountability

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

Data is obtained and analyzed from internal grade level PLC common assessments, MAP, CAASPP, and supplemental programs, such as STAR and United to Read (A2I assessments). The results of the data analysis are used to develop cycles of professional learning that include key instructional practices to address the identified needs of students within the core curriculum.

Improvements for student achievement include:

- Differentiated instructional plans integrated within each cycle of professional learning
- Additional books, parent workshops, and tutoring to promote student achievement in ELA and mathematics
- Access to technology, professional development, and instructional software to enrich students' understanding of the curriculum

Use of state and local EL academic performance and language development data to determine EL student and program needs.

Based on the state and local data, progress is being made by our English Language Learners (ELLs). The 3-Year ELPI progress report from 2019-2021 by cohort group reflects an increase in the percentage students that either maintained or made progress. The data indicates that students in levels 3 Low & 2 High are the groups that are primarily decreasing in their ELPI levels. Furthermore, just over 70% of our EL students are performing at level two or three in their language acquisition. In looking at the overall and composite scores for ELPAC Performance across 3 year, written language is the greatest area of need across all grade levels. Furthermore, within the written language composite, data shows a greater percentage of students are in the "somewhat/moderately developed" stage across all grade levels in reading and writing. Specific measures during walkthroughs will focus on implementation of EL strategies (cognitive content dictionary, vocabulary instruction, checking for understanding, increase of wait time, sentence frames or sentence starters) and use of ELD curriculum. Additional professional development focused on meeting the linguistic needs of our EL population will be essential for continued growth in language development.

English Language Learner Needs:

- Improved academic growth and achievement in reading through the intentional development of academic vocabulary

Program Needs:

- EL TOA to provide staff PD on strategies to improve receptive language during designated and integrated ELD instruction
- EL TOA to collaborate with teachers to monitor our current and reclassified ELs to provide additional resources and instructional supports
- EL TOA to communicate with families and provide resources and parent workshops to encourage EL student achievement and reclassification process

<b>Standards, Assessment, and Accountability</b>	
	<ul style="list-style-type: none"> <li>Bilingual Aides to provide strategic interventions and supports through small group differentiated instruction</li> </ul>
<p>Process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA, particularly those which address the needs of low-achieving students and those at risk of not meeting state academic content standards.</p>	<p>Parents, teachers and staff work together monthly through SSC, Coffee with the Principal, ELAC to:</p> <ul style="list-style-type: none"> <li>Examine the identified needs and how they are being addressed</li> <li>Discuss the actions/services and related expenditures</li> <li>Develop identified needs as well as actions/services based on the data</li> <li>Monitor the actions/services throughout the year</li> <li>Develop a list of actions/services that are most/least effective</li> <li>Examine each action/service to determine whether to continue, modify, or discontinue</li> </ul> <p>Grade level PLCs and ILT meet bi-weekly to analyze CFA, MAP, A2i data and plan intervention, SIT meets every 6-8 weeks to strategize additional support and resources, PBIS Team meets monthly to analyze behavioral and social and emotional needs for at risk students.</p>
<p>Process for annually evaluating and monitoring implementation and progress toward accomplishing EL program goals for addressing the needs of low-achieving ELs.</p>	<p>The EL program is monitored through monthly meetings where school, district, and state assessment data is shared and analyzed. Teachers regularly examine EL data through PLC collaboration and results are shared with stakeholders. Parents, staff and administration work together to evaluate the program and services initiated with Title I funds to make decisions that address the needs of EL students. All stakeholders complete strengths and needs assessments throughout the year to evaluate the effectiveness of the actions and services within the program.</p>
<p><b>Identified Needs based on Findings:</b></p> <ul style="list-style-type: none"> <li>Continue to use state and local assessments to modify instruction and improve student achievement</li> </ul> <p>Teachers need support in developing differentiated instructional plans within each cycle of professional learning via professional development along with PLC collaboration time.</p> <ul style="list-style-type: none"> <li>EL Students need increased opportunities to build upon their reading proficiency during the instructional day and extended learning/interventions</li> <li>Students need increased access to technology to enrich their understanding of the curriculum in order to build literacy skills in reading and writing</li> <li>Parents need workshops to promote early literacy at home</li> </ul>	

<b>Staffing and Professional Development</b>	
<p>Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)</p>	<p>Cycles of professional learning were completed:</p> <ul style="list-style-type: none"> <li>One hundred percent of teachers engaged in structured PLC time to complete CFA planning &amp; data analysis in both ELA and Mathematics</li> </ul>

**Staffing and Professional Development**

	<ul style="list-style-type: none"> <li>• Eighty-six percent of classrooms had evidence of Learning Targets and Success Criteria</li> <li>• Sixty-six percent of classrooms were providing small group differentiated instruction at the time of administrative visits</li> <li>• One hundred percent of teachers provide differentiated instruction during student support time as outlined within the k-5 hybrid learning schedules</li> <li>• Professional development was provided by the Common Core TOA and EL TOA as outlined within the cycles of professional learning</li> </ul>
<p>Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)</p>	<p>Instructional assistance and support was provided for teachers in the following areas:</p> <ul style="list-style-type: none"> <li>• Development of Targets and Success Criteria</li> <li>• Write From the Beginning and Distance Learning</li> <li>• Positive Behavior Intervention and Support</li> <li>• ELD instruction</li> <li>• Student Intervention</li> </ul> <p>Instructional Leadership Team (ILT) held bi-monthly meetings to review/refine Key Instructional Practices</p>
<p>Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)</p>	<p>Teacher collaboration by grade level includes the following:</p> <ul style="list-style-type: none"> <li>• One hundred percent of PLC agendas (k-5) were submitted. Agendas demonstrated collaboration in the following areas:</li> <li>• Unwrapping standards to develop Targets and Success Criteria</li> <li>• CFA planning &amp; data analysis in both ELA and mathematics</li> <li>• Strengths and Needs Assessments</li> <li>• PBIS request for assistance and SIT process</li> <li>• General grade level planning for grades k-5</li> </ul>

**Identified Needs based on Findings:**

- Teachers need cycles of professional learning that include the following:
- PLC collaboration for CFA data analysis and planning
- PLC time to plan for small group differentiated instruction and teacher clarity
- Professional development in ELD instruction
- Write from the Beginning training
- Professional Development in Teacher Clarity

### Teaching and Learning

<p>Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)</p>	<p>Teachers at all grade levels use The California Common Core Standards including the Frameworks for ELA/ELD, Mathematics, History Social Science and NGSS. Fontana Unified School District has adopted instructional materials that align with the CCSS in Mathematics, English Language Arts and History Social Science:</p> <p>TK-5th grade My Math, McGraw Hill            TK-5th grade Wonders, McGraw Hill            TK-5th Social Studies Alive! TCI            *Mystery Science addresses NGSS in TK-5th grade as a supplemental curriculum.</p> <p>Instructional Strategies are supported by professional development. All curriculum adoptions are paired with comprehensive professional development and support for teachers with instructional strategies. Teachers on assignment provide grade level and individual support with Curriculum Guides, Frameworks, lesson planning and coaching. In addition, grade level teams meet on a regular basis to unpack the standards for the purpose of developing teacher and student clarity.</p>
<p>Availability of standards-based instructional materials appropriate to all student groups (ESEA)</p>	<p>The following standards-based instructional materials are available to all students:</p> <ul style="list-style-type: none"> <li>• Textbooks &amp; workbooks</li> <li>• Software programs: Accelerated Reader (AR), LEXIA and MobyMax</li> <li>• Instructional manipulatives</li> <li>• All program components included within the adopted ELA and Math curriculum</li> </ul>

**Identified Needs based on Findings:**

- Teachers need high quality instructional/supplemental materials in order to plan and deliver instruction aligned with the rigor of the Common Core State Standards (CCSS).

Teachers need supplemental materials and resources to increase student understanding of content through differentiated instruction

- Teachers need supplemental materials and instructional software to promote skills in literacy and mathematics
- Teachers and students need increased access to instructional technology

### Opportunity and Equal Educational Access

<p>Services provided by the regular program that enable underperforming students to meet standards (ESEA)</p>	<p>All students have access to the core instructional program. All students participate in daily grade level tier 1 Multi-tier System of Supports (MTSS) at designated times during the instructional day where students are grouped by identified academic needs. All students in K-3 participate in United 2 Read. All students in K-5 have access to Imagine Learning instructional software in Math and English Language Arts. In addition, all students have access to small group differentiated instruction, Accelerated</p>
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**Opportunity and Equal Educational Access**

	Reader, LEXIA and Moby Max. All students in K-5 participate in the PBIS Tier 1 Framework to improve social/emotional skills and behavior supports .
Student groups for whom there exist disparities in achievement and summary of the root causes.	Performance data indicates that all students are making progress in decreasing distance from standard in both ELA and Math, however, not all student groups are making the same amount of growth. The three sub-groups of focus for Cypress Elementary include English Language Learners, Socioeconomically Disadvantaged and Students with Disabilities. There is a need to identify and address specific gaps in learning with these populations in order to increase student achievement in the areas of math and language arts. Chronic absenteeism is a root cause in the academic achievement disparities for all student groups because 13% of students are considered chronically absent. This percentage rate is higher by .04 percent higher from the previous school year.
Determination of whether the needs of all children have been met by the SPSA Actions/Services implemented, particularly the language and academic needs of English Learners and students not meeting the state academic content standards.	<p>The following actions/services were effective due to the overall level of implementation:</p> <ul style="list-style-type: none"> <li>• Small group differentiated instruction - Increased instructional differentiation through software, printing expenditures, extended learning opportunities, and access to technology.</li> <li>• PLC time to complete the following:</li> <li>• Grade level planning for all grades K-5</li> <li>• Common Formative Assessment (CFA) planning &amp; Data analysis</li> <li>• Teacher Clarity</li> <li>• Instructional Leadership Team (ILT) collaboration to evaluate school’s Key Instructional Practices</li> <li>• Small group tutoring during the school day and afterschool in number sense to build strong foundations for mathematical understanding, ELA early literacy skills, reading comprehension, and academic vocabulary, and EL language development and academic needs</li> <li>• Virtual parent meetings, workshops and events to promote small group and differentiated instruction as well as our PBIS framework</li> <li>• Professional Development in ELD</li> </ul> <p>Regular pre and post assessments, ELPI, CFAs, A2i an increase in achievement for at risk and EL students in ELA and Math</p>

**Identified Needs based on Findings:**

- School site needs to provide tiered interventions that decrease chronic absenteeism, academic and social/emotional growth for all student groups
- School site needs to continue with PBIS and social emotional tiered interventions to maintain a positive and safe learning environment for all students
- Students need strategic intervention to address the academic and linguistic needs of our EL students
- Students need strategic intervention for all student groups in the area of Mathematics and ELA
- Teachers need additional teacher hourly to provide students with intervention, tutoring, and technology enrichment



## Opportunity and Equal Educational Access

### Parental Engagement

Resources available for families to support their child(ren's) education and assist under-achieving students.

Resources include the following:

- 6 Virtual Parent Empowerment Workshops
- 2 Virtual PBIS Workshops for families
- Incentives for parent attendance at all stakeholder meetings
- Virtual Back to School Night
- Virtual Family learning event - STEAM night
- SSC, ELAC, CWP, and PTA
- Virtual Science Fair & Ed Tech student presentations
- Cypress Watch - parent volunteer program to improve school community relationship
- Virtual Numeracy Counts Parent Workshop
- 3 Virtual EL Parent Workshops focused on how parents can support their students for success in the educational system
- Virtual Latino Early Literacy Project with Kindergarten focus

#### Identified Needs based on Findings:

- Parent surveys indicate a need for workshops that focus on the following topics:
- Positive Behavior Interventions and Supports (PBIS) and Parent Empowerment
- Strategies for EL student achievement
- Supports for developing early literacy at home
- Teachers need additional teacher hourly to develop and facilitate community workshops/events
- School site needs supplemental printing and materials for workshop/events
- Child care provided at all parent workshops

### Funding

Services provided by state and local funds that enable underperforming students to meet standards.

Services provided by state and local funds include:

- Small group differentiated instruction
- Intervention Coordinator
- Access to technology equipment and supplies
- Recognition for students' academic achievements

### Funding

	<ul style="list-style-type: none"> <li>• Extended learning and interventions for EL students</li> <li>• Positive Behavior Interventions and Supports and awards</li> </ul>
Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)	<p>Services provided by Title I funds include:</p> <ul style="list-style-type: none"> <li>• Expansion of library resources to support literacy across content areas</li> <li>• Small group differentiated instruction</li> <li>• Extended learning opportunities for all student groups</li> <li>• Professional Development in EL strategies, and Teacher Clarity</li> <li>• Time for PLC collaboration</li> <li>• Instructional Software for differentiated learning</li> <li>• Extended learning and interventions</li> <li>• Parent Workshops to promote early literacy, PBIS, and academic support</li> </ul>

<p><b>Identified Needs based on Findings:</b></p> <ul style="list-style-type: none"> <li>• Students need small group differentiated instruction</li> <li>• Teachers need technology equipment such as TVs, Hovercams, Laptops to effectively deliver instruction</li> <li>• Extended learning opportunities to students</li> <li>• Professional development and structured PLC time to staff</li> <li>• Workshops and learning events to empower parents to support their child academically, socially and emotionally</li> <li>• Resources to students to support literacy across content areas</li> </ul>
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### Stakeholder Involvement

<p>Involvement of parents, community representatives, classroom teachers, other school personnel, students in secondary schools, SSC and ELAC members in the SPSA evaluation and development process.</p>	<p>In March, School Site Council and ELAC conducted progress monitoring on the SPSA Actions and Services. All but one actions and services have been substantially or fully implemented. In April, School Site Council determined which actions to continue, modify, or discontinue based on progress monitoring and the anticipated needs of students. All members agreed to the following modifications:</p> <ul style="list-style-type: none"> <li>• Goal 1D to reduce the additional teacher hourly for grade levels to engage in after school PLCs.</li> <li>• Goal 1bA to eliminate the purchasing of instructional technology (laptop carts for EL student intervention with Bilingual Aides) since instructional technology has already been purchased.</li> </ul> <p>In April, SSC met to determine which actions/services to continue, modify, or discontinue based on the progress monitoring. SSC developed the SPSA actions and services based on anticipated needs of students. In April, ELAC provided input to School Site Council on recommended actions and services for English Learners. All members of ELAC agreed with the recommendation to continue with EL student access to instructional technology. In addition, all members worked together to</p>
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**Stakeholder Involvement**

develop and refine the EL actions and services outlined within the proposed plan.  
In May, School Site Council will approved the 2022-2023 SPSA.

**Identified Needs based on Findings:**

School site needs to continue to collaborate with all stakeholders to complete strengths and needs assessments throughout the year. School site will in-person (when safe to do so) and maintain the virtual platform as an option if/when needed.

## SWP Requirements

<p><b>SWP Requirements:</b> [ESSA section 1114(b)(7)] The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:</p>	<p><b>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</b></p>	<p><b>TIMEFRAME(s)</b></p>
<p>Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards</p>	<ul style="list-style-type: none"> <li>• Instructional differentiation through supplemental resources, software, and access to technology</li> <li>• Teacher access to professional development on strategies to improve receptive and productive language during designated ELD instruction</li> <li>• Teacher access to professional development on strategies to increase students' academic vocabulary during integrated ELD instruction</li> <li>• Teacher access to professional development to improve implementation of key instructional practices</li> <li>• Teacher access to professional development in PBIS to decrease chronic absenteeism, suspensions, and increase class engagement</li>   <li>• Supporting early literacy at home</li> <li>• PBIS</li> <li>• Parent Empowerment Workshops</li> <li>• Promoting EL student achievement</li> </ul>	<p>Instructional Differentiation - Daily August - May ELD PD with EL TOA (annually) ELD PD with EL TOA (annually) Teacher PD - (2 sessions annually) PBIS PD with PBIS Team (2 sessions annually)</p> <p>Latino Family Literacy Project - 6 sessions annually PBIS Family Workshops - 2 annually Parent Empowerment Workshops - 3 annually EL Workshop with EL TOA - 3 annually</p>
<p>Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education</p>	<p>Professional development and PLCs will improve teachers' capacity to teach the core subjects at increasingly effective levels. By increasing student access to high quality instruction and intervention, including technology, teachers will ensure their ongoing engagement and deep learning in the core subject areas. Strengths and Needs Assessments will also be embedded within each cycle of professional learning to monitor the effectiveness of the academic program throughout the year.</p> <p>STEAM Enrichment Classes K-3 GATE</p>	<p>Teacher PD related to Key Instructional Practices - (2 sessions annually) PLC meetings after school (2 per month) PLC meetings on Admin Directed Days (2 per month) Strengths &amp; Needs Assessments (annually)</p> <p>2 Sessions a Week Afterschool Biweekly Semester 2</p>

<p>Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards</p>	<ul style="list-style-type: none"> <li>• United 2 Read: A2I K-3</li> <li>• Increased access to differentiated curriculum and instruction</li> <li>• Increased use of Attendance Outreach Team to provide tiered interventions that decrease chronic absenteeism</li> <li>• Tutoring for EL students in ELA</li> <li>• Tutoring for students in ELA and Math</li> <li>• Strategic intervention in the form of small group differentiated instruction for EL students</li> <li>• SIT Meetings to determine students needs and goals</li> </ul>	<p>Instructional Differentiation - Daily August - May</p> <p>Instructional Differentiation - Daily August - May</p> <p>Attendance Outreach Team - Weekly September- May</p> <p>EL tutoring - 2 times per week (January - March )</p> <p>ELA &amp; Math tutoring - 2 times per week (October - March)</p> <p>Daily - August - May</p> <p>6 Week Cycle - August - May</p>
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## Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

LEA/School GOAL 1: Students will demonstrate improved academic growth and achievement through access to high quality educators, academic programs, and instructional resources that increase engagement and unlock potential.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (ALL): Average Distance from Standard (DFS)	-48.4	>= -33.4
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-69.3	>= -54.3
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.75 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.72	>= 0
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.27 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
2021-2022 Household Participation Rate on Parent/Family Climate Survey	40%	>= 25%

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>MAP data indicates that k-5th grade students need to develop number sense in order to build a strong foundation for mathematical understanding</li> <li>MAP data shows that 3rd - 5th grade students need to build literacy skills in reading and writing</li> <li>Parent surveys indicate a need for workshops in PBIS, Parent Empowerment, EL student achievement, and early literacy development</li> <li>Classroom visit data shows that teachers need professional development in Teacher clarity and PBIS</li> </ul>
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<p>1A: Deliver small group, differentiated instruction to build students' literacy and math skills:</p> <ul style="list-style-type: none"> <li>• Instructional software and EdTech TV cohort expansion to support literacy and math development</li> <li>• Supplemental printing to support differentiated instruction</li> <li>• Supplemental instructional materials</li> </ul>	<ul style="list-style-type: none"> <li>• AR Comprehension Reports</li> <li>• Classroom visit data</li> <li>• Inventory log</li> </ul>	All Students	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• AR Committee</li> <li>• Principal</li> <li>• Categorical Clerk</li> </ul>	10,802	26,253
<p>1B: Provide small group tutoring in number sense to build a strong foundation for mathematical understanding and early literacy (ELA):</p> <ul style="list-style-type: none"> <li>• Certificated additional hourly</li> <li>• Supplemental printing</li> <li>• Supplemental materials</li> </ul>	- Pre/Post assessment data	Students performing below grade level based on teacher recommendation and MAP RIT score below 30th percentile	- Certificated staff providing the tutoring	3,900	
<p>1C: Provide professional development on unpacking standards to develop effective targets and success criteria:</p> <ul style="list-style-type: none"> <li>• Supplemental printing/books</li> <li>• Consultant fees and related materials</li> <li>• substitute coverage for teacher release/planning</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher surveys</li> <li>• Classroom visit data</li> </ul>	All Students	<ul style="list-style-type: none"> <li>• Common Core TOA</li> <li>• Teachers</li> <li>• Principal</li> </ul>	100	
<p>1D: Provide PLC collaboration time to focus on the 4 key questions: What do students need to learn? How will we know they have</p>	<ul style="list-style-type: none"> <li>• PLC CFA data</li> </ul>	All students	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Principal</li> </ul>	10,000	

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<p>learned? What will we do when they have already learned? What will we do when they have not learned?</p> <ul style="list-style-type: none"> <li>• Supplemental printing</li> <li>• Certificated additional hourly</li> <li>• Substitute coverage for teacher release/planning</li> </ul>	<ul style="list-style-type: none"> <li>• Agenda &amp; Minutes</li> <li>• Timesheets</li> <li>• Classroom visit data</li> </ul>				
<p>1E: Deliver parent workshops to help parents support their child's academic and behavior needs:</p> <ul style="list-style-type: none"> <li>• Consultant fees</li> <li>• Supplemental printing/resources</li> <li>• Recognition parent attendance</li> </ul>	<ul style="list-style-type: none"> <li>• PBIS data</li> <li>• Parent surveys</li> <li>• Attendance rosters</li> </ul>	Students of participating parents	<ul style="list-style-type: none"> <li>• Community Aide</li> <li>• Staff providing the workshops</li> </ul>	3,000	500
<b>Total Estimated Cost for This Goal:</b>				27,802	26,753



## Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

LEA/School GOAL 1a Academic Needs of EIs: EL students will demonstrate improved academic growth and achievement in reading through the intentional development of academic vocabulary.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-53.0	>= -38
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-67.0	>= -52
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.77 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-0.92	>= 0
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.53 (Excludes K-2 due to invalid Fall 2020 results)	>= 0

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>• ELPAC data indicates a need to focus on reading skills for Reclassified EL students.</li> <li>• ELPAC data indicates a need to build all EL students' academic and content specific vocabulary.</li> </ul>
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1aA: Provide small group tutoring to develop reading skills through the development of academic vocabulary: <ul style="list-style-type: none"> <li>• Supplemental printing and instructional materials for EL tutoring program</li> <li>• Certificated and classified additional hourly</li> </ul>	- Pre/Post Assessments	Reclassified EIs and current EIs performing below grade level based on teacher recommendation and MAP RIT score	<ul style="list-style-type: none"> <li>• Certificated and classified staff providing the tutoring</li> </ul>	1,400	

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
		below 30th percentile.			
1aB: Provide professional development on strategies to increase students' academic vocabulary during integrated ELD instruction: <ul style="list-style-type: none"> <li>• Supplemental printing</li> <li>• Books</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher surveys</li> <li>• Classroom visit data</li> </ul>	All EL Students	<ul style="list-style-type: none"> <li>• EL TOA</li> <li>• Teachers</li> <li>• Principal</li> </ul>		
<b>Total Estimated Cost for This Goal:</b>				1,400	

## Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

LEA/School GOAL 1b Language Needs of EIs: EL students will demonstrate English language proficiency growth in their receptive language by developing reading skills through the intentional development of academic vocabulary.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	49.6%	>= 52.6%

<b>Identified Need(s):</b>	- English Learner Progress Indicator from ELPAC indicates a need to focus on receptive language for EL students who decreased one ELPI level
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1bA: Provide small group differentiated instruction to build receptive language through a focus on academic vocabulary: <ul style="list-style-type: none"> <li>• Instructional software</li> <li>• Instructional materials</li> <li>• Certificated additional hourly</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom visit data</li> </ul>	EL Students who decreased one ELPI level	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Bilingual Aides</li> <li>• Principal</li> <li>• ELPAC Coordinator</li> </ul>	13,383	850
1bB: Provide professional development on strategies that improve receptive language during designated ELD instruction: <ul style="list-style-type: none"> <li>• Supplemental printing</li> <li>• Books</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher surveys</li> <li>• Classroom visit data</li> </ul>	All EL Students	<ul style="list-style-type: none"> <li>• EL TOA</li> <li>• Teachers</li> <li>• Principal</li> </ul>		

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<b>Total Estimated Cost for This Goal:</b>				13,383	850

**LEA/School GOAL 2: Students will demonstrate grade level literacy skills by the end of 3rd grade.**

School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA: % of 3rd Grade Students Scoring Standard Met or Exceeded	12.5%	>= 15.5%
2018-2019 SBA ELA: 3rd Grade Average Distance from Standard (DFS)	-78.9	>= -63.9
MAP Growth Reading: Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: Invalid for Fall 2020 Fall 2nd to Fall 3rd: -2.50 Fall 3rd to Fall 4th: -0.86	>= 0 for each grade level
Fall 2021 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	21-22 3rd Gr. Cohort: 61% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 64% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 60% 24-25 3rd Gr. Cohort (21-22 Kinder): 19%	21-22 3rd Gr. Cohort(22-23 4th Gr.): 51% 22-23 3rd Gr. Cohort (22-23 3rd Gr.): 54% 23-24 3rd Gr. Cohort (22-23 2nd Gr.): 50% 24-25 3rd Gr. Cohort (22-23 1st Gr.): 9%

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>MAP data indicates that K - 3rd grade students need to build early literacy skills through a focus on phonological and phonemic awareness and reading comprehension</li> <li>Parent surveys show a need for workshops on read aloud strategies to support students' early literacy development at home</li> <li>Teacher support and professional development to ensure high quality teaching and teachers</li> </ul>
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
A: Deliver small group ELA tutoring to promote early literacy skills: <ul style="list-style-type: none"> <li>Certificated additional hourly</li> <li>Instructional Materials</li> </ul>	- Pre/Post assessment data	Students performing below grade level based on teacher recommendation	- Certificated staff providing the tutoring	3,900	

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<ul style="list-style-type: none"> <li>Supplemental printing</li> </ul>		and MAP RIT score below 30th percentile			
B: Provide parents with workshops that focus on read aloud strategies to support students' early literacy development at home: <ul style="list-style-type: none"> <li>Consultant fees</li> <li>Certificated/classified additional hourly</li> <li>Supplemental instructional materials</li> </ul>	<ul style="list-style-type: none"> <li>Parent surveys</li> <li>AR Comprehension Reports</li> </ul>	Students of participating parents	Certificated staff providing the workshops	3,000	
C: Provide students with additional books and magazines to build early literacy skills: <ul style="list-style-type: none"> <li>Library books and magazines</li> </ul>	- AR usage	All students	<ul style="list-style-type: none"> <li>Librarian</li> <li>Teachers</li> </ul>	3,000	
<b>Total Estimated Cost for This Goal:</b>				9,900	

### Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Goal 1 Action A - Deliver small group, differentiated instruction to build students' literacy skills Taggable Supplies - Computers Instructional Software Supplemental printing	All Students	\$35,000	Principal
Goal 1 Action B - Provide small group tutoring in number sense to build a strong foundation for mathematical understanding Certificated Additional Hourly	All Students	\$20,000	Principal
Goal 1 Action D - Provide PLC collaboration time to focus on the 4 key questions Certificated additional hourly Substitute Costs Supplemental printing	All Students	\$20,000	Principal
Goal 2 Action C - Provide students with additional books and magazines to build early literacy skills Other Books	All Students	\$5,000	Principal
Goal 2 Action A - Provide small group tutoring to promote early literacy skills through differentiated instruction Certificated additional hourly	All Students	\$20,000	Principal
Goal 1 Action E - Deliver parent workshops to help parents support their child's academic and behavior needs Consultant Service	All Students	\$4,000	Principal
Goal 1b Action A - Provide small group differentiated instruction to build receptive language through a focus on academic vocabulary Computer software and related supplies	All Students	\$20,000	Principal

<b>Actions/Services</b>	<b>Pupils to be served</b>	<b>Estimated Cost</b>	<b>Person(s) Responsible</b>
Goal 1a Action A - Provide small group tutoring to develop reading skills through development of academic vocabulary Classified and certificated additional hourly	All Students	\$5,000	Principal



**Programs Included in this Plan**

<b>Federal Programs</b>		<b>Allocation</b>
X	<b>Title I, Part A: Allocation</b> Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	52,485
X	<b>Title I, Part A: Carryover</b>	
X	<b>Title I, Part A: Parent and Family Engagement</b> Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children’s schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	2,308
X	<b>Supplemental Concentration (SUPC) Allocation</b> Purpose: To increase and/or improve services for English Learners, Foster Youth, and pupils meeting income requirements to receive a free or reduced-price meal (FRPM)	27,603
X	<b>SUPC Carryover</b>	
<b>Total amount of state and federal funds allocated to this school</b>		80,088
<b>Total amount of state funds spent (SUPC)</b>		27,603
<b>Total amount of federal funds spent (Title I)</b>		52,485
<b>Total amount of state and federal funds spent</b>		80,088
<b>Balance</b>		0

## School Site Council Membership

The SSC shall be composed of

- 1) The principal, teachers (selected by teachers at the school), other school personnel (selected by other school personnel at the school);
- 2) Parents of pupils attending the school/community members (selected by such parents).
- 3) Parity between the two groups is required.
- 4) Alternate members may be included but they must have been voted in by the peers who they represent on the SSC.

Name	Position	Length of Term	Term Expires	Minimum Numbers
Lorena Michel-Jasso	Principal	Not-Applicable	Not-Applicable	1
Debbie Hernandez	Classroom Teacher	2 years	May 2022	1
Lori Montigel	Classroom Teacher	2 years	May 2022	1
Rosa Granados	Classroom Teacher	2 years	May 2022	1
Veronica Cortez	Other Staff Member (Specify): School Site Aide	2 years	May 2023	1
Valente Valenzuela	Parent/Community Member	2 years	May 2023	1
Secilia Hernandez	Parent/Community Member	2 years	May 2022	1
Nakeshia Porter	Parent/Community Member	2 years	May 2023	1
Guadalupe Erenas	Parent/Community Member	2 years	May 2022	1
Sandra Escoto	Parent/Community Member	2 years	May 2022	1


## RECOMMENDATIONS AND ASSURANCES

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/10/2022.

Attested:

	Principal, Lorena Michel-Jasso on 5/10/2022
	SSC Chairperson, Lori Montigel on 5/10/22