

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cypress Elementary School District

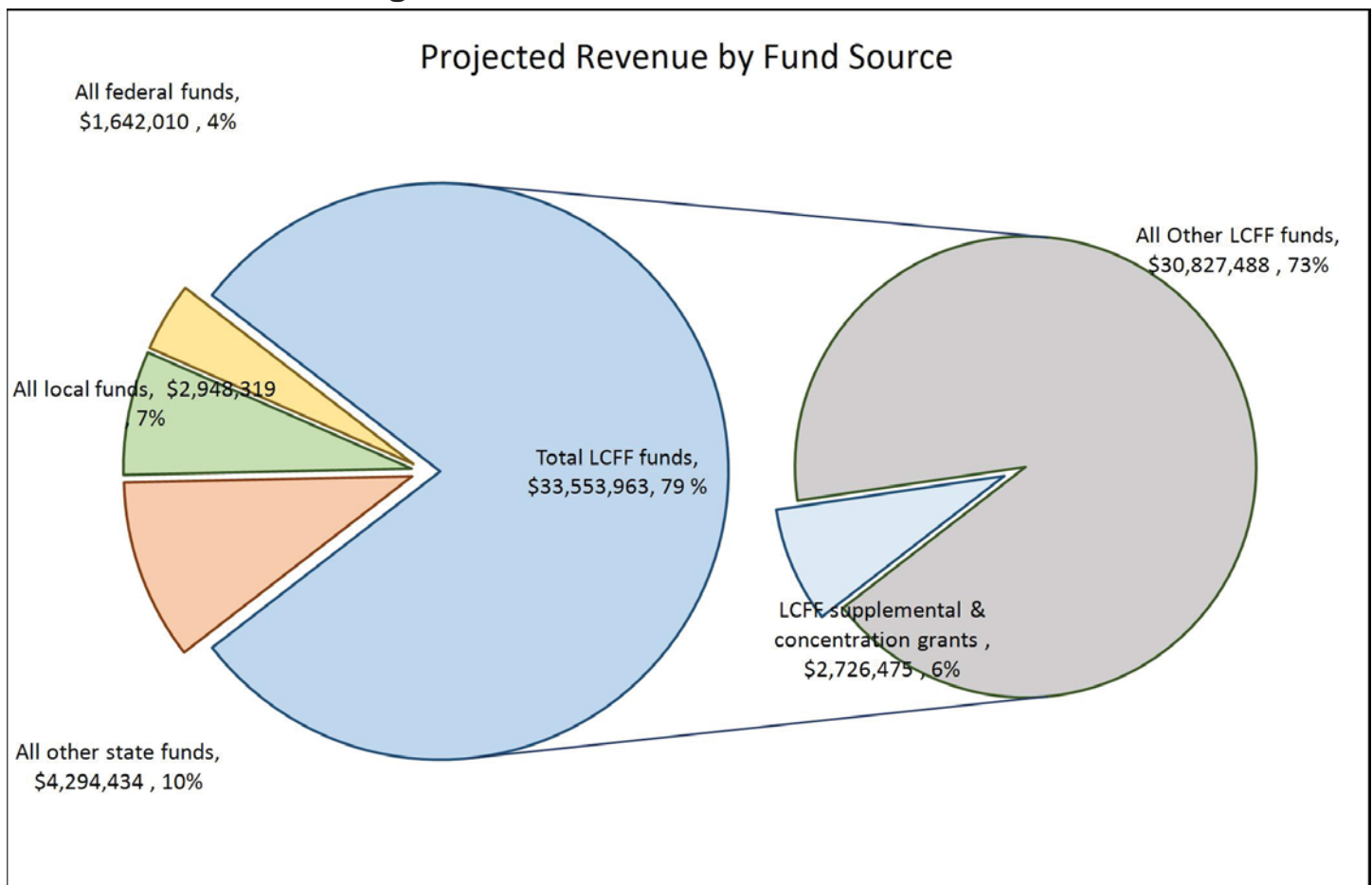
CDS Code: 30-66480-0000000

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Tandy Taylor, Director, Instructional Services

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

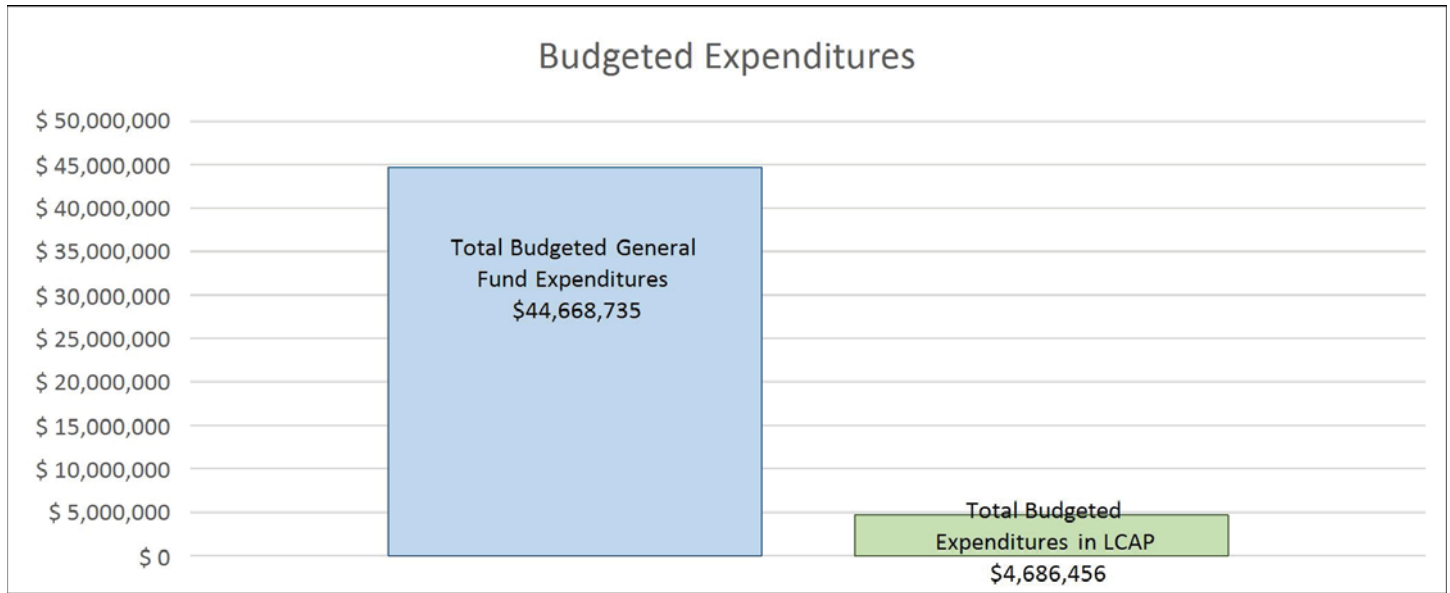


This chart shows the total general purpose revenue Cypress Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Cypress Elementary School District is \$42,438,726, of which \$33,553,963 is Local Control Funding Formula (LCFF), \$4,294,434 is other state funds, \$2,948,319 is local funds, and \$1,642,010 is federal funds. Of the \$33,553,963 in LCFF Funds, \$2,726,475 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Cypress Elementary School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Cypress Elementary School District plans to spend \$44,668,735 for the 2019-20 school year. Of that amount, \$4,686,456 is tied to actions/services in the LCAP and \$39,982,279 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

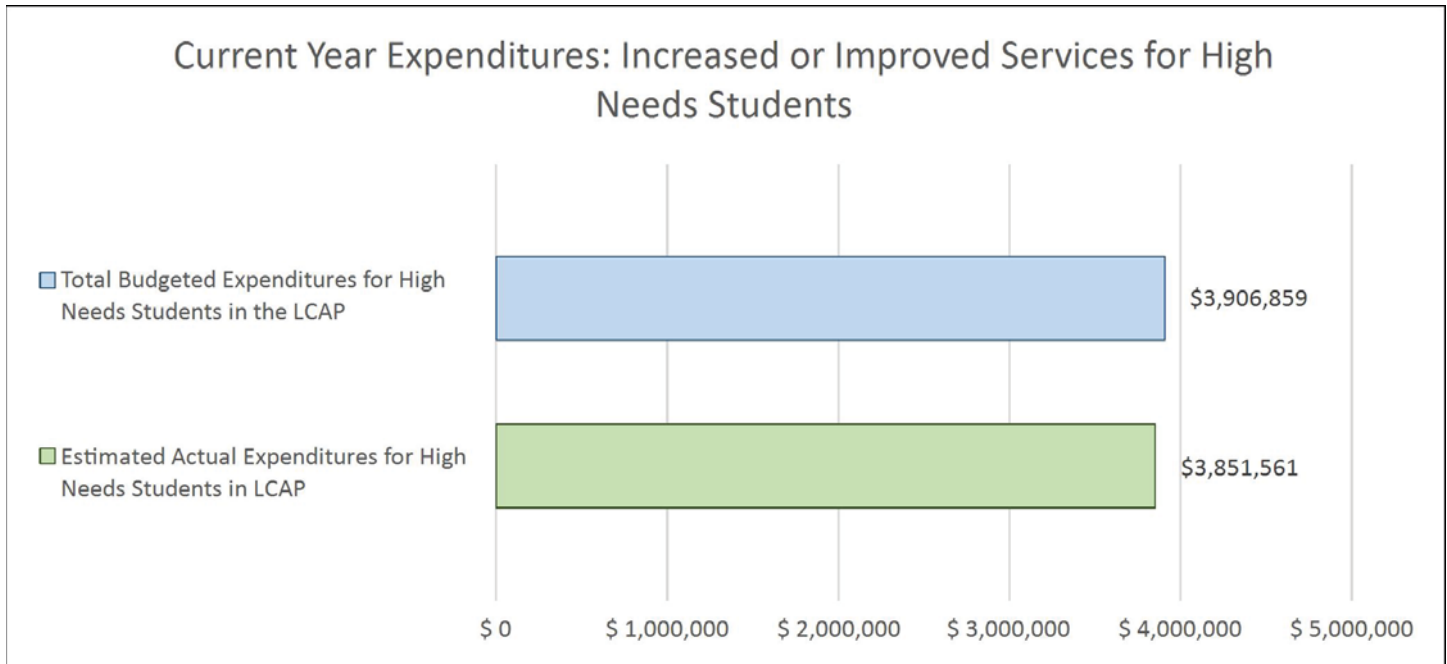
General fund salaries, utilities, and associated costs are not included in LCAP unless directly related to providing action and services to the unduplicated student count.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Cypress Elementary School District is projecting it will receive \$2,726,475 based on the enrollment of foster youth, English learner, and low-income students. Cypress Elementary School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Cypress Elementary School District plans to spend \$3,857,402 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Cypress Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Cypress Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Cypress Elementary School District's LCAP budgeted \$3,906,859 for planned actions to increase or improve services for high needs students. Cypress Elementary School District estimates that it will actually spend \$3,851,561 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$-55,298 had the following impact on Cypress Elementary School District's ability to increase or improve services for high needs students: There was no negative impact to the actions or services and the overall increased or improved services for high needs students in 2018-19.



CYPRESS SCHOOL DISTRICT

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Contact Name and Title

Email and Phone

Cypress Elementary School
District

Tandy Taylor
Director, Instructional Services

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The Cypress School District serves a diverse community located in a suburban community in North Orange County. We serve approximately 4,000 students annually, with 35% Socioeconomically Disadvantaged, 16% English Learner, 8% Special Education, and <1% Foster. In partnership with staff, parents and the community, the Local Control and Accountability Plan (LCAP) was developed using the Cypress School District's mission, vision, and core values. The LCAP provides a roadmap to ensure high quality, well-rounded curriculum that inspires academic success, open and transparent communication, and engaging learning environments for all students.

Mission ~
We inspire and empower...
Every Student,
Every Moment, for
Every Opportunity!

Vision ~
Engaging in dynamic learning for success in an ever-changing world.

Core Values ~
In the Cypress School District,
We work with respect and integrity;
We embrace innovation and diversity;
We model compassion, resilience, and perseverance.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The LCAP is organized into three goals: curriculum & instruction, involvement & communication, and safe and engaging classrooms.



Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

The Cypress School District (CYPSSD) has met or exceed all expectations overall, as measured by the LCFF rubrics, including Socioeconomically Disadvantaged and English learners. The LCAP goals and actions were well designed to meet our student and community needs. Cypress School District implemented the actions and services outlined in the LCAP, making measurable progress toward the district's LCAP goals.

We are very proud of our programs: Science, Technology, Engineering and Math (STEM) and Music. These programs were developed with the purpose to provide access for all students including, English Learners, special education, and Socioeconomically Disadvantaged, to ensure a vibrant teaching experience that enhances and expands the classroom. Lessons are designed to meet the needs of the diverse student population we serve.

Beginning in the summer of 2016, Cypress School District installed six STEM labs and six music rooms at each of our six schools. The classrooms were designed to meet the unique needs of each curricular focus. Within the STEM room, the furniture allows for flexible seating allowing the teachers to adjust the room to meet the diverse needs of their students. Technology includes Chromebooks and three flat-screen TVs that can project both student and teacher computers. Each music room has a large flat-screen TV, auditory system, and music sound equipment. The work was completed in April 2017.

Cypress School District hired two STEM teachers on special assignment (TOSA) to assist with the roll-out of STEM and Next Generation Science Standards (NGSS). It was identified by the Orange County STEM Initiative Committee to begin the Cypress School District roll-out with a focus on engineering. In the 2017/18 school year, the STEM TOSAs trained 100% of Cypress School District teachers on NGSS through grade-specific units of study. Two STEM parent education classes were held providing parents with an opportunity to learn about NGSS and how to support STEM education at home. In the 2018/19 school year, we began to fully implement and develop TK-6 STEM modules. The STEM TOSAs provided embedded professional development through co-planning, co-teaching, and over 400 modeled lessons.

Cypress School District has five credentialed music teachers to provide general music to all TK-6 grade students. Each week students received direct music lessons that were engaging and interactive with the music standards embedded in learning. To highlight the learning efforts of the students, each school had an end-of-year spring performance. Additionally, selected students participated in an after-school choir or beginning band program. These programs host an annual concert on the Cypress Civic Center lawn with local leaders and community in attendance. Each year, we look to refine and improve our program.

In addition to our STEM and music programs, our Instructional Learning Coaches (ILCs) continue to provide professional development and support to all certificated staff. The coaches delved into data, supporting teachers in analyzing and designing instruction to meet students' needs. This past year the ILCs provided a variety of support systems to the teachers such as release time, facilitated

planning and model lessons. Through teacher release time, ILCs met with each teacher at least three times during the 2018/19 school year.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Using the California Dashboard, Cypress School District does not have any overall performance areas in the "Red" or "Orange" performance bands. English Language Arts, Mathematics, and Absenteeism were identified with an overall performance level of "Green" and suspension with an overall performance level of "Blue." English Learner progress does not have a performance indicator due to the transition into the new assessment.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

The following gaps have been identified:

- ~Suspension Rate: Foster Youth (Red), African American (Orange), Homeless (Yellow)
- ~ELA: Students with Disabilities (Orange), African American (Orange)
- ~Math: Students with Disabilities (Orange)

This past year, Cypress School District established a Multi-Tiered System of Support (MTSS) committee and did a full analysis of each site using the site-based Fidelity Integrity Assessments. Training on the discipline, a matrix, and other means of corrections was provided to all administrators and will be expanded in the 2019/20 school year with on-going analysis of who is being suspended and for what reasons. The Department of Student Services is developing a system to provide staff consistent professional development that includes alternative means of discipline in the 2019/20 school year. The select staff has been trained and earned a certificate as a Behavior Interventionist and will be used to provide another layer of support at the sites.

Principals and teachers will meet three times a year to review student performance data and monitor progress. Teachers will create actions plans and provide targeted intervention(s) based on identified needs in the area of ELA and math, through small group instruction, peer mentoring, and technology resources. Through the continuous improvement cycle, the teachers will reflect each trimester and make adjustments to the action plans based on student need. The Cypress School District will continue to employ Instructional Learning Coaches (ILCs) as a support position designed to increase the capacity of teachers to implement effective instructional strategies and cooperative learning structures. Additional duties include peer coaching on effective instructional strategies using technology. A Behavior/Inclusion Specialist will assist in the implementation of a districtwide Response to Instruction and Intervention and provide direct and indirect support to all staff and students. As determined by the Individualized Education Program (IEP) team, appropriate accommodation and/or modification are identified and implemented.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

The Cypress School District does not have any schools that meet the criteria for Comprehensive Support and Improvement (CSI), under the Every Student Succeeds Act.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

The Cypress School District does not have any schools that meet the criteria for Comprehensive Support and Improvement (CSI), under the Every Student Succeeds Act.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

The Cypress School District does not have any schools that meet the criteria for Comprehensive Support and Improvement (CSI), under the Every Student Succeeds Act.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Provide comprehensive, well-rounded, and rigorous educational experiences to all students, aligned to State Standards.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Priority 1- Basic
a. Highly qualified staff
b. Standards-aligned materials

18-19

a. Maintain
b. Maintain

Actual

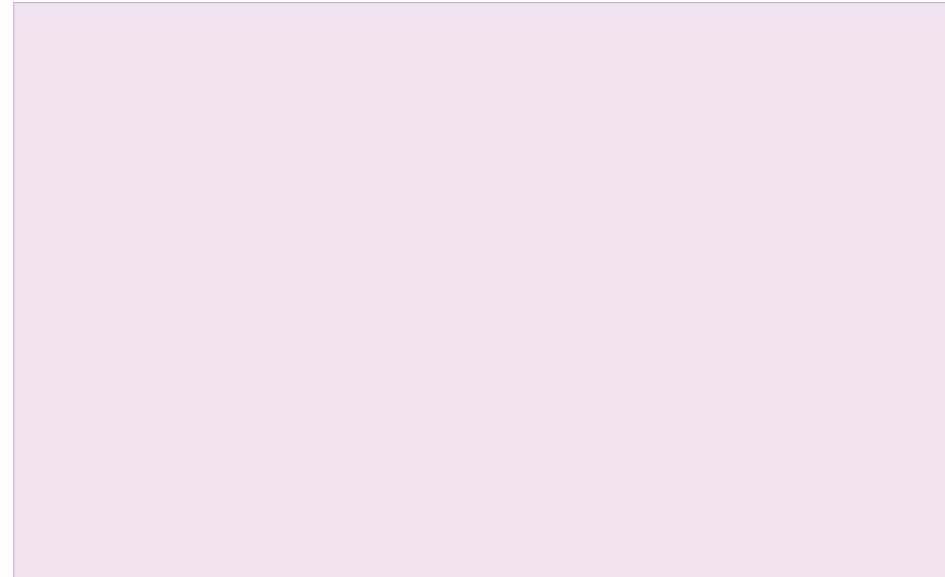
a. 100% of staff are highly qualified - Williams Act
b. 100% of students have access to Core Curriculum - Williams Act

Expected

Actual

Baseline

- a. 100% of staff are highly qualified - Williams Act
- b. 100% of students have access to Core Curriculum - Williams Act
- c. 100% of students received instruction aligned to State Standards
- d. 100% of English Learners are instructed using core materials and state standards
- e. Academic Indicator:
 ELA- Status: High
 Change: Maintained
 Math- Status: High
 Change: Maintained
- f. English Learner Progress Indicator:
 Status: Very High
 Change: Maintained
- g. 100% of students have accessed the approved course of study as described in Sections 51210 and 51220(a)-(i), including unduplicated count pupils and students with disabilities.



Metric/Indicator

- Priority 2- Implementation of State Standards
- c. Implementation of Board adopted academic content and performance standards for all students
- d. English Learners will have access and instruction utilizing the adopted standards

18-19

- c. Maintain
- d. Maintain

Baseline

- c. 100% of students received instruction aligned to State Standards
- d. 100% of English Learners are instructed using core materials and state standards

- c. 100% of students received instruction aligned to State Standards
- d. 100% of English Learners are instructed using core materials and State Standards

Metric/Indicator

Priority 4- Pupil Achievement
 Pupil Achievement as measured by all of the following, as applicable:

- e. Academic Indicator:
 ELA- Status: High
 Change: Increase
 Math- Status: High
 Change: Increase

Expected

e. Academic Indicator
 f. English Learner
 Progress Indicator

18-19

e. Maintain
 f. English Learner Progress Indicator:
 Status: High

Baseline

e. Academic Indicator: ELA- Status: High Change: Maintained Math- Status:
 High Change: Maintained
 f. English Learner Progress Indicator: Status: Very High Change: Maintained

Metric/Indicator

Course Access- Priority
 7/8
 g. Course Access

18-19

g. Maintain

Baseline

g. 100% of students have accessed the approved course of study as
 described in Sections 51210 and
 51220(a)-(i), including unduplicated count pupils and students with
 disabilities.

Actual

f. English Learner Progress Indicator:

Based on the California School Dashboard, the English language progress
 standard was met.

English Learner progress indicators demonstrate the following language
 proficiency:

47.7% Well Developed, 29.7% Moderately Developed, 13.3% Somewhat
 Developed, 9.3% Beginning Stage, Reclassification rate 4.7%.

Due to changes in the state English language proficiency testing the status is
 not available this year.

g. 100% of students have accessed the approved course of study, as
 described in Sections 51210 and 51220(a)-(i), including unduplicated count
 pupils and students with disabilities.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned

Actual

Budgeted

Estimated Actual

Actions/Services

Provide a rigorous, high-quality instructional program in English Language Arts including English Language Development, Mathematics, Science, History-Social Science, Visual and Performing Arts, and Physical Education aligned to the adopted California State Standards that includes higher order thinking application, and creativity. Differentiated instruction and assignments will be used to meet the needs of all students (e.g. GATE, English Learner, foster). All students will have equitable access to all programs, classrooms, and services as required by law, including access to the core curriculum, as defined by the Williams Act. (Priority: 1, 2, 7)

Actions/Services

Provided a rigorous, high-quality instructional program in English Language Arts including English Language Development, Mathematics, Science, History-Social Science, Visual and Performing Arts, and Physical Education aligned to the adopted California State Standards that includes higher order thinking application, and creativity. Differentiated instruction and assignments were used to meet the needs of all students (e.g. GATE, English Learner, foster). All students have equitable access to all programs, classrooms, and services as required by law, including access to the core curriculum, as defined by the Williams Act.

Expenditures

4000-4999: Books And Supplies Base \$150,000

Supplemental curriculum/materials, including Software/Webware 4000-4999: Books And Supplies Supplemental \$225,054

Technology such as devices and ancillaries for students, teachers, and administrators 4000-4999: Books And Supplies Supplemental \$179,816

Expenditures

4000-4999: Books And Supplies Base \$119,541

Supplemental curriculum/materials, including Software/Webware 4000-4999: Books And Supplies Supplemental \$172,119

Technology such as devices and ancillaries for students, teachers, and administrators 4000-4999: Books And Supplies Supplemental \$88,968

Action 2

Planned Actions/Services

The instructional program for English Learner (EL) students will be designed and implemented to ensure that they meet English Language Development (ELD) standards for their respective grade levels. Students will acquire full proficiency in English as rapidly and effectively in order to attain parity with native speakers within a reasonable period of time, and achieve the same rigorous, grade-level academic standards that are

Actual Actions/Services

Provided integrated and designated English Language Development (ELD) designed to meet the student's needs.

Budgeted Expenditures

English Language Development Aides 2000-2999: Classified Personnel Salaries Supplemental \$80,000

Summer English Language Proficiency Assessments for California (ELPAC) (replaced CELDT) to facilitate proper class placement-teachers. 2000-2999: Classified Personnel Salaries Supplemental \$15,000

Estimated Actual Expenditures

English Language Development Aides 2000-2999: Classified Personnel Salaries Supplemental \$80,000

Summer English Language Proficiency Assessments for California (ELPAC) (replaced CELDT) to facilitate proper class placement-teachers. 2000-2999: Classified Personnel Salaries Supplemental \$15,000

expected of all students. (Priority: 2)

Summer English Language Proficiency Assessments for California (ELPAC) (replaced CELDT) to facilitate proper class placement-teachers. 1000-1999: Certificated Personnel Salaries Supplemental \$3,939

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Implement a high-quality program for Students with Disabilities (SWD) to ensure full participation with equity and access to the instructional program with the appropriate accommodation and/or modifications, as identified in the student's Individualized Educational Plan (IEP) or 504 Plan. (Priority: 2)</p>	<p>Implemented a high-quality program for Students with Disabilities (SWD) to ensure full participation with equity and access to the instructional program with the appropriate accommodation and/or modifications, as identified in the student's Individualized Educational Plan (IEP) or 504 Plan. Students, as appropriate, participated in the Learning Center Model enabling received services in the Least Restrictive Environment (LRE) and remain at their home school.</p>	<p>Classroom Teachers-ESY 1000-1999: Certificated Personnel Salaries Special Education \$55,657</p> <p>Classified Staff-ESY 2000-2999: Classified Personnel Salaries Special Education \$40,286</p> <p>Administrator Designee 1000-1999: Certificated Personnel Salaries Special Education Base \$4,827</p>	<p>Classroom Teachers-ESY 1000-1999: Certificated Personnel Salaries Special Education \$21,300</p> <p>Classified Staff-ESY 2000-2999: Classified Personnel Salaries Special Education \$19,375</p> <p>Administrator Designee 1000-1999: Certificated Personnel Salaries Special Education \$4,827</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Assess, monitor and report student academic progress by using a variety of data (work samples, observations, assessments) gathered will be used by the teacher, grade, school, and district to determine student progress. The progress of students in at-risk sub-groups will carefully be monitored.</p>	<p>Staff used at variety of assessments to assess and monitor student academic progress. Three times throughout the year, teachers were released to review the data and met with the principal and/or instructional learning coach to analyze the results. Action plans with targeted</p>	<p>Educational Assessment Data Management System/Measured Progress 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$25,000</p>	<p>Educational Assessment Data Management System/Measured Progress 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$25,000</p>

National/ state/ local assessment data as well as student work samples, observations and presentations will be analyzed to determine if interventions are closing the achievement gap. Action plans will be reviewed and revised as needed to ensure students are making progress toward proficiency. (Priority 4, 8)

interventions were developed to address areas of need. Teachers monitored progress through observation and work samples.

Data Analyst/Technician 2000-2999: Classified Personnel Salaries Base \$64,575

Data Analyst/Technician 2000-2999: Classified Personnel Salaries Base \$63,256

Student Management System 5000-5999: Services And Other Operating Expenditures Base \$30,000

Student Management System 5000-5999: Services And Other Operating Expenditures Base \$30,000

Materials and printing 4000-4999: Books And Supplies Supplemental \$5,000

Materials and printing 4000-4999: Books And Supplies Supplemental \$5,000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide each site with instructional support who will assist in the implementation of 21st Century teaching skills, curriculum development, and the integration of technology into the classroom with a focus on the district identified sub-groups. (Priority: 7)	Provided instructional support to assist in the implementation of 21st Century teaching skills, curriculum development, and the integration of technology into the classroom with a focus on the district identified sub-groups.	Instructional Learning Coaches 1000-1999: Certificated Personnel Salaries Supplemental \$415,000	Instructional Learning Coaches 1000-1999: Certificated Personnel Salaries Supplemental \$420,849
		Coordinator, Assessment and Technology 1000-1999: Certificated Personnel Salaries Supplemental \$276,397	Coordinator, Assessment and Technology 1000-1999: Certificated Personnel Salaries Supplemental \$276,397
		2 STEM Teachers on Special Assignment 1000-1999: Certificated Personnel Salaries Supplemental \$175,000	2 STEM Teachers on Special Assignment 1000-1999: Certificated Personnel Salaries Supplemental \$177,304
		5 Music Teachers 1000-1999: Certificated Personnel Salaries Supplemental \$579,665	5 Music Teachers 1000-1999: Certificated Personnel Salaries Supplemental \$579,665
		6 Technology Lead Teachers 1000-1999: Certificated Personnel Salaries Supplemental \$6,000	6 Technology Lead Teachers 1000-1999: Certificated Personnel Salaries Supplemental \$6,000

		6 STEM Lead Teachers 1000-1999: Certificated Personnel Salaries Supplemental \$6,000	6 STEM Lead Teachers 1000-1999: Certificated Personnel Salaries Supplemental \$6,000
		Early Learning Programs: School Readiness and State Preschool staff 2000-2999: Classified Personnel Salaries Grant \$394,000	Early Learning Programs: School Readiness and State Preschool staff 2000-2999: Classified Personnel Salaries Grant \$394,000
		Library Clerks 2000-2999: Classified Personnel Salaries Base \$102,878	Library Clerks 2000-2999: Classified Personnel Salaries Base \$98,319

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>All Certificated and Classified staff will increase content and pedagogical knowledge through collaboration and professional development. All teachers and support staff will be trained in and will implement adopted programs and strategies to provide a comprehensive, well-rounded and rigorous educational experience for all students. Professional development will be of sufficient intensity and duration to have a positive and lasting impact on teacher and staff performance and student achievement. These opportunities will be provided during staff meetings, in-services, workshops, release days, etc. Professional development may include:</p> <ul style="list-style-type: none"> ~ State Standards ~ District Core/Supplemental Curriculum 	<p>All staff attended professional development as appropriate to their assignment. Training included:</p> <ul style="list-style-type: none"> ~ELA Core Curriculum ~ELA/ELD ~Writing ~Differentiation ~Using data to drive instruction ~Positive behavior supports 	Pupil Free and Minimum Days-Certificated 1000-1999: Certificated Personnel Salaries Base \$477,222	Pupil Free and Minimum Days-Certificated 1000-1999: Certificated Personnel Salaries Base \$477,222
		Pupil Free and Minimum Days-Classified 2000-2999: Classified Personnel Salaries Base \$72,775	Pupil Free and Minimum Days-Classified 2000-2999: Classified Personnel Salaries Base \$28,362
		Release Time, Extra Pay, Stipends-Certificated 1000-1999: Certificated Personnel Salaries Supplemental \$366,500	Release Time, Extra Pay, Stipends-Certificated 1000-1999: Certificated Personnel Salaries Supplemental \$349,677
		Beginning Teacher Support and Assessment (BTSA) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$25,000	Beginning Teacher Support and Assessment (BTSA) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$25,761
		Contracts with Providers (Such as OCDE, Thinking Maps, CRLP, PEPD) 5000-5999: Services And	Contracts with Providers (Such as OCDE, Thinking Maps, CRLP, PEPD) 5000-5999: Services And

~ Using data to drive instruction
~ Positive Behavior Supports
~ Differentiation
(Priority: 4, 7)

Other Operating Expenditures
Supplemental \$170,000

Other Operating Expenditures
Supplemental \$170,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Cypress School District's goal was implemented as written in the LCAP as supported by the budgeted expenditures. Additionally, through surveys and committee meetings, stakeholders have identified that we implemented and/or provided services as outlined.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our actions/services were effective as evidenced by:

~LCFF Rubrics. The Cypress School District's actions/services maintained a high-level performance (status), as indicated on Academic Indicators (ELA, Math, English Learners).

~All stakeholders report the district made strong progress on standards-based instruction with the adopted course of study, with a strong focus on STEM, music, writing, and professional development.

~95.21% of parents, 88.7%% of certificated staff, and 83.9% of classified staff indicated the district is making progress toward our goal. There were a total of 558 respondents.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no significant material differences between budgeted expenditures and estimated actual expenditures although, we did not expend all the funds as anticipated due to shifts in staffing:

~Added certificated staff for English Language Proficiency Assessments

~Actual cost of staff

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

~Academic and English Learner Progress Indicator was updated due to change at the state level.

While the actions will not change, the expenditure will be aligned with expected and/or additional funding and/or reflect the cost of personnel including:

~Certificated personnel costs

~Instructional materials and technology

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Provide a wide variety of parents/guardians and community involvement opportunities with open and transparent communication to assure accurate, timely information.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Local Priorities: Community Relations

Annual Measurable Outcomes

Expected

Metric/Indicator

Priority 3- Parental Involvement

- a. Parents will be provided with opportunities to participate in decision-making District and School advisory committees.
- b. Parent participation in District and School involvement opportunities with outreach to Socio-Economically Disadvantaged (SED), English Learner and foster families
- c. District staff will participate in community/advocacy groups which support all students, including English Learners, Foster and Socio-Economically Disadvantaged (SED) students
- d. Monthly newsletters and Board Meeting Highlights

Actual

- a. 100% of schools had a School Site Council (SSC). Parents participated in decision-making district and school advisory committees: SSC, ELAC, DELAC, and LCAP.
- b. Eight parent education classes were held at a variety of times and locations. Outreach was provided and targeted toward Socioeconomically Disadvantaged (SED), English Learner (EL) and foster families. A wide variety of communication tools were used: School Messenger, text, website, and social media. At selected events, busing was provided for families.
- c. Staff participated in community/advocacy groups which support all students, including English Learners, foster and Socioeconomically Disadvantaged, such Boys and Girls Club, OC STEM, Rotary, Kiwanis, and PTA.
- d. Monthly newsletter and board meeting highlights were published.

Expected

- 18-19**
 a. Maintain
 b. Maintain
 c. Maintain
 d. Maintain

Baseline

- a. 100% of schools had a School Site Council (SSC)/English Learner Advisory Committee (ELAC) includes parent representation as required in EC. 52852/35147.
 100% schools had an identified parent representative for LCAP and District English Language Advisory Committees.
 b. Four District parent education classes, with translation provided, located at various times and locations.
 c. District staff participates in Rotary, PTA Roundtable Association of California School Administrators, Anaheim Union High School District Articulation Committees.
 d. Monthly District newsletters (10 times per year)
 Monthly Board Meeting Highlights (12 times per year)

Actual

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide for a variety of means for two-way communication between staff, parent, community and district such as conferences, meetings, email, and phone calls. (Priority: 3)	Staff utilized variety of means for two-way communication between staff, parent, community, and district such as conferences, meetings, email, and phone calls.	Formal Parent Conferences 1000-1999: Certificated Personnel Salaries Base \$160,000	Formal Parent Conferences 1000-1999: Certificated Personnel Salaries Base \$160,000
		Materials 4000-4999: Books And Supplies Supplemental \$2,500	Materials 4000-4999: Books And Supplies Supplemental \$2,500

Action 2

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
<p>Provide timely communication to parents/guardians and community on their child's educational program through a variety of means such as email, phone, text messaging. Revise and update policies and guidelines for websites and social media and roll-out plan for parent portals to access student information, annual registration, and grade book. (Priority: 3)</p>	<p>Staff provided timely communication to parents/guardians and community on their child's educational program through a variety of means such as email, phone, and text messaging. Staff revised and updated policies and guidelines for websites and social media and rolled-out a plan for parent portals to access student information, annual registration, and grade book.</p>	<p>Materials 4000-4999: Books And Supplies Base \$2,000</p> <p>District Website 5000-5999: Services And Other Operating Expenditures Base \$5,300</p> <p>Communication System: School Messenger 5000-5999: Services And Other Operating Expenditures Base \$6,000</p> <p>Constant Contact 5000-5999: Services And Other Operating Expenditures Base \$3,000</p> <p>Re-registration support 2000-2999: Classified Personnel Salaries Base \$5,000</p>	<p>Materials 4000-4999: Books And Supplies Base \$2,000</p> <p>District Website 5000-5999: Services And Other Operating Expenditures Base \$5,300</p> <p>Communication System: School Messenger 5000-5999: Services And Other Operating Expenditures Base \$6,000</p> <p>Constant Contact 5000-5999: Services And Other Operating Expenditures Base \$3,000</p> <p>Re-registration support 2000-2999: Classified Personnel Salaries Base \$3,289</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Parents will participate in decision-making regarding school and district priorities reflecting the demographics by:</p> <ul style="list-style-type: none"> ~ LCAP committee to be representative of district demographics ~ School Site Councils, as indicated on site by-laws ~ English Learner Advisory Committee (ELAC), as indicated on site by-laws or will follow the SBE guidelines when incorporating in SSC ~ District English Learner Committee (DELAC), in 	<p>Parents participated in decision-making regarding school and district priorities reflecting demographics by:</p> <ul style="list-style-type: none"> ~ LCAP committee representative of district demographics ~ School Site Council, as indicated on site by-laws ~ English Learner Advisory Committee (ELAC), as indicated on site by-laws or will follow the SBE guidelines when incorporating in SSC ~ District English Learner Committee (DELAC), in accordance with Education Code 35147 	<p>Materials 4000-4999: Books And Supplies Supplemental \$1,000</p> <p>Qualtrics Platform: Research, Surveys, Forms 5000-5999: Services And Other Operating Expenditures Supplemental \$17,000</p>	<p>Materials 4000-4999: Books And Supplies Supplemental \$1,000</p> <p>Qualtrics Platform: Research, Surveys, Forms 5000-5999: Services And Other Operating Expenditures Supplemental \$17,000</p>

accordance with Education Code 35147.
 ~ Community Advisory Council (Special Education)
 (Priority: 3)

~ Community Advisory Council (Special Education)

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide parents with the resources and access to be active participants in their student's educational program through a variety of means: ~ Standards-based report cards. ~ Progress reports for students not meeting expectations/standards. ~ Written explanation and/or FAQs to explain student expectations and learning goals. ~ Offer parent education classes including topics such as Smarter Balanced, Technology, Next Generation Science Standards, STEM Cyber-Safety and School Safety. ~ Variety of meeting times and locations to accommodate parent's diverse schedules. ~ Promote parent participation: providing a variety of school/district involvement activities; Career Day; Read Across America; Back to School; Open House. (Priority: 3)</p>	<p>Provided parents with the resources and access to be active participants in their child's educational program through a variety of means: ~ Standards-based report cards ~ Progress reports for students not meeting expectations/standards ~ Written explanation and/or FAQs to explain student expectations and learning goals ~ Offer parent education classes including topics such as Smarter Balanced, Technology, Next Generation Science Standards, STEM Cyber-Safety and School Safety ~ Variety of meeting times and locations to accommodate parent's diverse schedules ~ Promote parent participation: provided a variety of school/district involvement activities; Career Day; Read Across America; Back to School; Open House</p>	<p>Parent Education Classes 4000-4999: Books And Supplies Supplemental \$6,000</p>	<p>Parent Education Classes 4000-4999: Books And Supplies Supplemental \$6,000</p>

Action 5

Planned

Actual

Budgeted

Estimated Actual

Actions/Services

The district and schools will provide targeted outreach to parents of students in at-risk subgroups to ensure parent participation is representative of district and school demographics, including Special Education, foster parents and parents of English Learners. All sites make accommodations, as appropriate for parents with disabilities. (Priority: 3)

Actions/Services

A variety of outreach was provided and targeted toward Socioeconomically Disadvantaged, English Learner and foster families. A wide variety of communication tools: School Messenger, text, website, and social media. At selected events, busing was provided for families.

Expenditures

Translator-Korean 2000-2999: Classified Personnel Salaries Base \$26,000

Provide additional interpretation and translation when possible in other languages including sign language or other communication devices not required by Education Code. 5000-5999: Services And Other Operating Expenditures Supplemental \$20,000

Expenditures

Translator-Korean 2000-2999: Classified Personnel Salaries Base \$26,496

Provide additional interpretation and translation when possible in other languages including sign language or other communication devices not required by Education Code. 5000-5999: Services And Other Operating Expenditures Supplemental \$23,046

Action 6

**Planned
Actions/Services**

District administrators and appropriate staff will participate in community organizations and articulation opportunities to build relationships and share District vision and mission. Participation in community groups such as:
~ Rotary
~ Arts Association
~ PTA
~ ACSA
~ AUHSD Articulation
(Priority: Local)

**Actual
Actions/Services**

District administrators and appropriate staff participated in community organizations and articulation opportunities to build relationships and share district vision and mission. Participation in community groups such as:
~ Rotary
~ Arts Association
~ PTA
~ ACSA
~ AUHSD Articulation

**Budgeted
Expenditures**

Conference Attendance 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000

**Estimated Actual
Expenditures**

Conference Attendance 5000-5999: Services And Other Operating Expenditures Supplemental \$2,132

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The Cypress School District's goal was implemented as designed. Through surveys and committee meetings, stakeholders have identified that we implemented and/or provided services as stated in our LCAP.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

All stakeholders report the district has a strong communication presence through a variety of means, parent involvement opportunities with 76.4% of parents identifying as feeling connected to the school community. Our actions/services were effective as evidenced by 97.7.8% of parents, 95.5% of certificated staff and 92.9% of classified staff indicated that our progress toward goal two is moderately effective, very effective, or extremely effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted expenditure and estimated actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There are no changes being recommended for goal 2.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Provide an engaging, safe, and secure learning environment for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Priority 1-Basic
 a. 100% will meet or exceed maintenance standards-Williams Act

18-19

a. Maintain

Baseline

a. 100% of school meet or exceed maintenance standards-Williams Act
 b. 96% attendance rate
 c. Estimated 6% chronic absenteeism rate, official data is not yet available
 d. Less than 1%
 e. Less than 1 %
 f. Surveys measuring a sense of safety and school connectedness is administrated February-March

a. 100% have met or exceed maintenance standards - Williams Act

Metric/Indicator

Priority 5 Pupil

b. 96% attendance rate
 c. 4% chronic

Expected

Engagement
b. School attendance rates
c. Chronic absenteeism rates

18-19
b. Maintain
c. Maintain

Baseline
b. 96% attendance rate
c. Estimated 6% chronic absenteeism rate, official data is not yet available

Metric/Indicator
Priority 6 Engagement
d. Pupil suspension rates
e. Pupil expulsion rates
f. Surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

18-19
d. Maintain
e. Maintain
f. Maintain

Baseline
d. Less than 1%
e. Less than 1 %
f. Surveys measuring a sense of safety and school connectedness is administrated February- March

Actual

d. Less than 1%
e. Less than 1%
f. Surveys measuring a sense of safety and school connectedness was administrated

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide systemic and comprehensive Student Services, supporting all students, including healthcare support to help monitor and support student access to their educational program including:</p> <ul style="list-style-type: none"> ~ District-wide enrollment process and annual registration of all students ~ Revising and updating attendance accountability ~ District School Registered Nurse, Licensed Vocational Nurse ~ Implement a School Readiness Program with a School Readiness Teacher and Nurse ~ Review and adjust clerical staffing as appropriate (Priority: 5) 	<p>Provided systemic and comprehensive Student Services, supporting all students, including healthcare support to help monitor and support student access to their educational program including:</p> <ul style="list-style-type: none"> ~ Districtwide enrollment process and annual registration of all students ~ Revised and updated attendance accountability ~ District/School Registered Nurse, Licensed Vocational Nurse ~ Implemented a School Readiness Program with a School Readiness Teacher and Nurse ~ Reviewed and adjusted clerical staffing as appropriate 	<p>District Nurses (1.5) 1000-1999: Certificated Personnel Salaries Base \$116,391</p> <p>Licensed Vocational Nurse 2000-2999: Classified Personnel Salaries Other: MAA \$37,806</p> <p>School Readiness Nurse (.5) 1000-1999: Certificated Personnel Salaries Grant \$50,000</p> <p>Review and adjust Clerical Staffing as appropriate 2000-2999: Classified Personnel Salaries Base No associated cost at this time</p>	<p>District Nurses (1.5) 1000-1999: Certificated Personnel Salaries Base \$116,391</p> <p>Licensed Vocational Nurse 2000-2999: Classified Personnel Salaries Other: MAA \$37,806</p> <p>School Readiness Nurse (.5) 1000-1999: Certificated Personnel Salaries Grant \$50,000</p> <p>Review and adjust Clerical Staffing as appropriate 2000-2999: Classified Personnel Salaries Base No associated cost at this time</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>District and schools will implement a positive learning environment that supports and monitors attendance rates and student discipline data including incident reports, suspension, and expulsion data. (Priority: 5,6)</p>	<p>District and schools implemented a positive learning environment that supports and monitors attendance rates and student discipline data including incident reports, suspension, and expulsion data.</p>	<p>Student information system-Aeries Goal 1- Student Information System</p>	<p>Student information system-Aeries Goal 1- Student Information System</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>District staff will attend ongoing meetings at Orange County Department of Education (OCDE) to address cultural diversity and social justice issues, increase collective knowledge, share best practices, and problem-solve to better support every student. Information will be shared with staff on how to work with a diverse parent population.</p> <p>Coordinate services for homeless and foster students to ensure a continuity of their educational program by utilizing the following support groups to improve our McKinney-Vento student's conditions of learning:</p> <ul style="list-style-type: none"> ~ County Child Welfare Agency ~ OCDE Homeless Liaison Network ~ 211 Support ~ OC Partnership ~ HOPES Collaborative ~ First International Doers Ministries ~ Straight Talk ~ Provide counseling outreach for eligible students and families (Priority: 8) 	<p>Coordinated services for homeless and foster students to ensure a continuity of their educational program by utilizing the following support groups to improve our McKinney-Vento student's conditions of learning:</p> <ul style="list-style-type: none"> ~ County Child Welfare Agency ~ OCDE Homeless Liaison Network ~ 211 Support ~ OC Partnership ~ HOPES Collaborative ~ First International Doers Ministries ~ Straight Talk ~ Outreach counseling provided to eligible students and families 	<p>Director of Student Support Services 1000-1999: Certificated Personnel Salaries Base \$157,850</p>	<p>Director of Student Support Services 1000-1999: Certificated Personnel Salaries Base \$157,850</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>To align with the diverse community needs, review and</p>	<p>Aligned with the diverse community needs, reviewed and</p>	<p>No anticipated cost</p>	<p>No anticipated cost</p>

annually update district student calendars to maximize student attendance and minimize cost. (Priority: 5)

annually updated the district student calendars to maximize student attendance and minimize cost.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain high quality, clean and secure facilities in accordance with the Williams Act ~ Review and adjust Classified staffing as appropriate ~ Review and plan for technology upgrades and improvements. (Priority: 1)	Maintained high quality, clean and secure facilities in accordance with the Williams Act, such as: ~ Review and adjust classified staffing as appropriate ~ Review and plan for technology upgrades and improvements	Raptor 5000-5999: Services And Other Operating Expenditures Base \$3,241	Raptor 5000-5999: Services And Other Operating Expenditures Base \$3,241

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The Cypress School District's goal was implemented as designed. Through surveys and committee meetings, stakeholders have identified that we implemented and/or provided services as outlined.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our actions/services were effective as evidenced by:

- ~ High attendance rates
- ~ Low suspension/expulsion rated
- ~ 95.6% of parents, 88.7% of certificated staff, and 92.8% of classified staff indicated on the LCAP survey that our progress toward goal 3 is moderately effective, very effective, or extremely effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no materials differences between budget expenditures and estimated actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will add social and emotional programs with training and support to goal 3, based on our needs assessment.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

A Local Control and Accountability Plan (LCAP) Advisory Committee was established to include parents from each school site, bargaining units (ACT, CSEA), management representative, community group (Boys and Girls Club of Cypress), and Community Advisory Council (Special Education). The committee met three times to review the data and make recommendations on how to best meet the needs of the Cypress School District's students, aligned with District Goals and State Priorities. The committee participated in the analysis and revision recommendations of the LCAP. The District English Language Advisory Committee (DELAC) received the implementation and progress of the LCAP. Additionally, the committee reviewed the district goals and gave recommendations on how to meet the academic needs of English Learner (EL) students over the course of three meetings. The DELAC has recommended the updated LCAP be submitted to Board for approval.

Each school held a School Site Council (SSC) and English Language Advisory Committee (ELAC) meetings allowing for committee members to review data and district goals. Committee members are directed to the district LCAP survey to provide feedback on the progress and make recommendations on district actions and budget. Stakeholder input on what is working and recommendations for next steps were collected and shared. Each site has a minimum of four meetings annually.

In addition to regular updates each month, a presentation on the implementation and progress of the LCAP was presented to the Board in March 2019. The Local Educational Agency (LEA) used the following quantitative data for the analysis of the goals: Smarter Balanced, English Language Arts and Math proficiency, California Standards Test (CST), Science, English Language Proficiency Assessments for California (ELPAC), attendance rates, suspension/expulsion rates, and facilities inspection data.

Once a month, the Superintendent and Executive Director of Human Resources/Induction have a formal meeting with the leadership of ACT (Association of Cypress Teachers), and CSEA (California School Employees Association). The leadership representatives are the President and Vice President. ACT leadership meetings are typically held on the first Wednesday of the month, and CSEA leadership meetings are held on the third Monday of the month. Each meeting lasts two to three hours. During these meetings, bargaining units have an opportunity to discuss their unit's perspective as it relates to district goals and needs of their membership. The certificated and classified staff has an opportunity to participate in the annual LCAP survey to provide feedback on the progress toward meeting goals and suggestions for consideration.

As appropriate, teachers and classified staff had on-going opportunities to provide input through the district and school committees, including school leadership teams, surveys, and informal meetings. Principals have shared district and school data. Additionally, Cypress School District personnel who work with Student with Disabilities (SWD) meet regularly. Specialized Academic Instructor (SAI) meetings are ongoing, bi-monthly and are attended by all Resource Specialists and Special Day Class teachers in the district, to review and collaborate on the progress of students with exceptional needs. School psychologists meetings are held on a monthly basis. All five school psychologists have access to and have been an integral member in sharing information regarding data of our Special Education students with their school teams, principals, parents, students, and community. Speech and Language Pathologist (SLP) meetings are held on a monthly basis. These meetings facilitate the continual conversation regarding the improvement of programs, strategies, and services to our students with special needs. The SLPs use data and assessments to drive this discussion. All teachers were provided the opportunity to participate in a districtwide survey that focused on the state's eight priorities.

Additionally, advisory groups and identified stakeholder groups collected qualitative evidence.

The Superintendent, Director of Instructional Services, Director of Special Education & Student Services, and Educational Leaders walk-through TK-6 grade classrooms including Resource, Speech, and Special Day classes to observe and interview students regarding their thoughts on their learning and learning environment. 100% of classrooms were visited in the school year. In addition to the observation and interviews, students in TK-6 grades participated in a survey aligned to the state's eight priorities, asking the students to reflect on their learning environment and safety.

The Superintendent met monthly with the Parent Teacher Association (PTA) at their site council roundtable. During these meetings, parents are provided with updates and afford the opportunity to provide insight and feedback as it relates to the LCAP and parent communication/involvement. A districtwide LCAP parent survey was administered in the spring as outreach to ensure all parents had an opportunity to have their voice heard.

Students in TK-6 had an opportunity to participate in a districtwide LCAP survey. The students identify what they feel makes their school great and make the recommendations for improvement.

The Cypress School District has made available all materials presented at the LCAP meetings. There is a dedicated email address for any stakeholder to submit questions and/or comments. On June 10, 2019, the Cypress School District held a public hearing and a draft of the plan was made available to allow all stakeholders an additional window of opportunity to give input and ask questions regarding the proposed plan. There were no questions or comments.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Through analysis and stakeholder input, it was determined that we are making steady progress toward obtaining the Cypress School District's goals.

Goal 1: High Quality Instructional Program

Goal 2: Communication & Involvement

Goal 3: Safe & Engaging Learning Environment

After discussion and careful review from all stakeholders, input was evaluated and used as a guide to developing the LCAP Actions and Services, aligned to District Goals and State Priorities. A wide variety of data was used to analyze the LCAP implementation to determine if the Cypress School District goals were obtained. Data reviewed included:

- ~ Standardized tests
- ~ District common assessments
- ~ Standards-based grades
- ~ Reading Counts!
- ~ Student work samples
- ~ Formal and informal observations
- ~ Stakeholder surveys
- ~ Attendance rates
- ~ Suspensions and Expulsions

Stakeholder review and analysis of the LCAP indicated the district continues to be effective in taking steps to reach the identified goal and metrics. Data, including the LCFF rubrics, demonstrated the students of the Cypress School District are meeting and exceeding state performance averages. Reflection demonstrated the actions indicated in the plan were predominately implemented. This reflection and analysis provided guidance to update the 2019/20 Local Control and Accountability Plan (LCAP) three-year plan beginning the 2017/18 school year. Stakeholder input aligned to the district's Strategic Plan and the State Priorities. Once the Actions and Services had been identified, priorities were established and the LCAP was drafted. Based on stakeholder's input, there have been no significant content changes to the three-year plan, rather expenditures were aligned to areas of focus.

PUBLIC HEARING

On June 10, 2019, the Cypress District School Board held a public hearing.

The LCAP approval is scheduled for June 20, 2019.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Provide comprehensive, well-rounded, and rigorous educational experiences to all students, aligned to State Standards.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

There is an ongoing need to ensure that Cypress School District maintains high-quality materials are in every classroom and a staff of highly qualified teachers and instructional aides, as defined by state and federal law. The shift to newly adopted State Standards and Frameworks in the content areas and aligned CAASPP assessments creates a need for new instructional materials aligned to these new expectations for all core subject areas with professional development and instructional support to meet the diverse needs to the student population.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1- Basic a. Highly qualified staff b. Standards-aligned materials	a. 100% of staff are highly qualified - Williams Act b. 100% of students have access to Core	a. Maintain b. Maintain (For Actual Outcome see the Annual Update)	a. Maintain b. Maintain (For Actual Outcome see the Annual Update)	a. Maintain b. Maintain

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Curriculum - Williams Act			
<p>Priority 2- Implementation of State Standards</p> <p>c. Implementation of Board adopted academic content and performance standards for all students</p> <p>d. English Learners will have access and instruction utilizing the adopted standards</p>	<p>c. 100% of students received instruction aligned to State Standards</p> <p>d. 100% of English Learners are instructed using core materials and state standards</p>	<p>c. Maintain</p> <p>d. Maintain (For Actual Outcome see the Annual Update)</p>	<p>c. Maintain</p> <p>d. Maintain (For Actual Outcome see the Annual Update)</p>	<p>c. Maintain</p> <p>d. Maintain</p>
<p>Priority 4- Pupil Achievement</p> <p>Pupil Achievement as measured by all of the following, as applicable:</p> <p>e. Academic Indicator</p> <p>f. English Learner Progress Indicator</p> <p>Reclassify students based on state and local criteria as listed in Educational Code 313</p>	<p>e. Academic Indicator: ELA- Status: High Change: Maintained</p> <p>Math- Status: High Change: Maintained</p> <p>f. English Learner Progress Indicator: Status: Very High Change: Maintained</p>	<p>f. Maintain (For Actual Outcome see the Annual Update)</p>	<p>e. Maintain</p> <p>f. Maintain (For Actual Outcome see the Annual Update)</p>	<p>e. Maintain</p> <p>f. Maintain</p>
<p>Course Access- Priority 7/8</p> <p>g. Course Access</p>	<p>g. 100% of students have accessed the approved course of study as described in Sections 51210 and 51220(a)-(i), including unduplicated count</p>	<p>g. Maintain (For Actual Outcome see the Annual Update)</p>	<p>g. Maintain (For Actual Outcome see the Annual Update)</p>	<p>g. Maintain</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	pupils and students with disabilities			

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide a rigorous, high-quality instructional program in English Language Arts including English Language Development, Mathematics, Science, History-Social Science, Visual and Performing Arts, and Physical Education aligned to the adopted California State Standards that includes higher order

2018-19 Actions/Services

Provide a rigorous, high-quality instructional program in English Language Arts including English Language Development, Mathematics, Science, History-Social Science, Visual and Performing Arts, and Physical Education aligned to the adopted California State Standards that includes higher order

2019-20 Actions/Services

Provide a rigorous, high-quality instructional program in English Language Arts including English Language Development, Mathematics, Science, History-Social Science, Visual and Performing Arts, and Physical Education aligned to the adopted California State Standards that includes higher order

thinking application, and creativity. Differentiated instruction and assignments will be used to meet the needs of all students (e.g. GATE, English Learner, Foster). All students will have equitable access to all programs, classrooms, and services as required by law, including access to the core curriculum, as defined by the Williams Act. (Priority: 1, 2, 7)

thinking application, and creativity. Differentiated instruction and assignments will be used to meet the needs of all students (e.g. GATE, English Learner, foster). All students will have equitable access to all programs, classrooms, and services as required by law, including access to the core curriculum, as defined by the Williams Act. (Priority: 1, 2, 7)

thinking application and creativity. Differentiated instruction and assignments will be used to meet the needs of all students (e.g. GATE, English Learner, foster). All students will have equitable access to all programs, classrooms, and services as required by law, including access to the core curriculum, as defined by the Williams Act. (Priority: 1, 2, 7)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$250,000	\$150,000	\$150,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$278,737	\$225,054	\$350,054
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Supplemental curriculum, including Software/Webware	4000-4999: Books And Supplies Supplemental curriculum/materials, including Software/Webware	4000-4999: Books And Supplies Supplemental curriculum/materials, including Software/Webware
Amount	\$49,816	\$179,816	\$229,816
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Technology such as devices and ancillaries for students, teachers, and administrators	4000-4999: Books And Supplies Technology such as devices and ancillaries for students, teachers, and administrators	4000-4999: Books And Supplies Technology such as devices and ancillaries for students, teachers, and administrators

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

The instructional program for English Learner (EL) students will be designed and implemented to ensure that they meet English Language Development (ELD) standards for their respective grade levels. Students will acquire full proficiency in English as rapidly and effectively in order to attain parity with native speakers within a reasonable period of time, and achieve the same rigorous, grade-level academic standards that are expected of all students. (Priority: 2)

2018-19 Actions/Services

The instructional program for English Learner (EL) students will be designed and implemented to ensure that they meet English Language Development (ELD) standards for their respective grade levels. Students will acquire full proficiency in English as rapidly and effectively in order to attain parity with native speakers within a reasonable period of time, and achieve the same rigorous, grade-level academic standards that are expected of all students. (Priority: 2)

2019-20 Actions/Services

The instructional program for English Learner (EL) students will be designed and implemented to ensure that they meet English Language Development (ELD) standards for their respective grade levels. Students will acquire full proficiency in English as rapidly and effectively in order to attain parity with native speakers within a reasonable period of time, and achieve the same rigorous, grade-level academic standards that are expected of all students. (Priority: 2)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$56,887	\$80,000	\$80,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries English Language Development Aides	2000-2999: Classified Personnel Salaries English Language Development Aides	2000-2999: Classified Personnel Salaries English Language Development Aides
Amount	\$13,499	\$15,000	\$15,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Summer CELDT to facilitate proper class placement-teachers	2000-2999: Classified Personnel Salaries Summer English Language Proficiency Assessments for California (ELPAC) (replaced CELDT) to facilitate proper class placement-teachers.	2000-2999: Classified Personnel Salaries English Language Proficiency Assessment support for California (ELPAC) (replaced CELDT) to facilitate proper class placement-teachers.
Amount			\$25,000
Source			Supplemental
Budget Reference			1000-1999: Certificated Personnel Salaries English Language Proficiency Assessment support for California (ELPAC) (replaced CELDT) to facilitate proper class placement-teachers, and instructional support

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Implement a high-quality program for Students with Disabilities (SWD) to ensure full participation with equity and access to the instructional program with the appropriate accommodation and/or modifications, as identified in the student's Individualized Educational Plan (IEP) or 504 Plan. (Priority: 2)

2018-19 Actions/Services

Implement a high-quality program for Students with Disabilities (SWD) to ensure full participation with equity and access to the instructional program with the appropriate accommodation and/or modifications, as identified in the student's Individualized Educational Plan (IEP) or 504 Plan. (Priority: 2)

2019-20 Actions/Services

Implement a high-quality program for Students with Disabilities (SWD) to ensure full participation with equity and access to the instructional program with the appropriate accommodation and/or modifications, as identified in the student's Individualized Educational Plan (IEP) or 504 Plan. (Priority: 2)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$55,657	\$55,657	\$55,657
Source	Special Education	Special Education	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries Classroom Teachers-ESY	1000-1999: Certificated Personnel Salaries Classroom Teachers-ESY	1000-1999: Certificated Personnel Salaries Classroom Teachers-ESY
Amount	\$40,286	\$40,286	\$40,286
Source	Special Education	Special Education	Special Education
Budget Reference	2000-2999: Classified Personnel Salaries Classified Staff-ESY	2000-2999: Classified Personnel Salaries Classified Staff-ESY	2000-2999: Classified Personnel Salaries Classified Staff-ESY

Amount	Base	Base	Base
Source	Special Education	Special Education	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries Administrator Designee	1000-1999: Certificated Personnel Salaries Administrator Designee	1000-1999: Certificated Personnel Salaries Administrator Designee

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Assess, monitor and report student academic progress by using a variety of data (work samples, observations, assessments) gathered will be used by the teacher, grade, school, and district to determine student progress. The progress of students in at-risk sub-groups will

2018-19 Actions/Services

Assess, monitor and report student academic progress by using a variety of data (work samples, observations, assessments) gathered will be used by the teacher, grade, school, and district to determine student progress. The progress of students in at-risk sub-groups will

2019-20 Actions/Services

Assess, monitor and report student academic progress by using a variety of data (work samples, observations, assessments) gathered will be used by the teacher, grade, school, and district to determine student progress. The progress of students in at-risk sub-groups will

carefully be monitored. National/ state/ local assessment data as well as student work samples, observations and presentations will be analyzed to determine if interventions are closing the achievement gap. Action plans will be reviewed and revised as needed to ensure students are making progress toward proficiency. (Priority 4, 8)

carefully be monitored. National/ state/ local assessment data as well as student work samples, observations and presentations will be analyzed to determine if interventions are closing the achievement gap. Action plans will be reviewed and revised as needed to ensure students are making progress toward proficiency. (Priority 4, 8)

carefully be monitored. National/ state/ local assessment data as well as student work samples, observations and presentations will be analyzed to determine if interventions are closing the achievement gap. Action plans will be reviewed and revised as needed to ensure students are making progress toward proficiency. (Priority 4, 8)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,000	\$25,000	\$25,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Educational Assessment Data Management System/Measured Progress	5800: Professional/Consulting Services And Operating Expenditures Educational Assessment Data Management System/Measured Progress	5800: Professional/Consulting Services And Operating Expenditures Educational Assessment Data Management System/Measured Progress
Amount	\$64,575	\$64,575	\$64,575
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Data Analyst/Technician	2000-2999: Classified Personnel Salaries Data Analyst/Technician	2000-2999: Classified Personnel Salaries Data Analyst/Technician
Amount	\$30,000	\$30,000	\$30,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Student Management System	5000-5999: Services And Other Operating Expenditures Student Management System	5000-5999: Services And Other Operating Expenditures Student Management System

Amount	\$5,000	\$5,000	\$5,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Materials and printing	4000-4999: Books And Supplies Materials and printing	4000-4999: Books And Supplies Materials and printing

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Provide each site with instructional support who will assist in the implementation of 21st Century teaching skills, curriculum development, and the integration of technology into the classroom with a focus on the district identified sub-groups. (Priority: 7)

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Provide each site with instructional support who will assist in the implementation of 21st Century teaching skills, curriculum development, and the integration of technology into the classroom with a focus on the district identified sub-groups. (Priority: 7)

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Provide each site with instructional support that will assist in the implementation of 21st Century teaching skills, curriculum development, and the integration of technology into the classroom with a focus on the district identified sub-groups. (Priority: 7)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$415,000	\$415,000	\$415,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Instructional Learning Coaches	1000-1999: Certificated Personnel Salaries Instructional Learning Coaches	1000-1999: Certificated Personnel Salaries Instructional Learning Coaches
Amount	\$149,650	\$276,397	\$276,397
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Coordinator, Assessment and Technology	1000-1999: Certificated Personnel Salaries Coordinator, Assessment and Technology	1000-1999: Certificated Personnel Salaries Coordinator, Assessment and Technology
Amount	\$175,000	\$175,000	\$175,000
Source	Other	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 2 STEM Teachers on Special Assignment	1000-1999: Certificated Personnel Salaries 2 STEM Teachers on Special Assignment	1000-1999: Certificated Personnel Salaries 2 STEM Teachers on Special Assignment
Amount	\$240,000	\$579,665	\$300,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 3 Music Teachers	1000-1999: Certificated Personnel Salaries 5 Music Teachers	1000-1999: Certificated Personnel Salaries 5 Music Teachers
Amount	\$6,000	\$6,000	\$6,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 6 Technology Lead Teachers	1000-1999: Certificated Personnel Salaries 6 Technology Lead Teachers	1000-1999: Certificated Personnel Salaries 6 Technology Lead Teachers

Amount	\$6,000	\$6,000	\$6,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 6 STEM Liaisons	1000-1999: Certificated Personnel Salaries 6 STEM Lead Teachers	1000-1999: Certificated Personnel Salaries 6 STEM Lead Teachers
Amount	\$394,000	\$394,000	\$394,000
Source	Other	Grant	Grant
Budget Reference	2000-2999: Classified Personnel Salaries Early Learning Programs: School Readiness and State Preschool staff	2000-2999: Classified Personnel Salaries Early Learning Programs: School Readiness and State Preschool staff	2000-2999: Classified Personnel Salaries Early Learning Programs: School Readiness and State Preschool staff
Amount	\$98,319	\$102,878	\$102,878
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Library Clerks	2000-2999: Classified Personnel Salaries Library Clerks	2000-2999: Classified Personnel Salaries Library Clerks

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

All Certificated and Classified staff will increase content and pedagogical knowledge through collaboration and professional development. All teachers and support staff will be trained in and will implement adopted programs and strategies to provide a comprehensive, well-rounded and rigorous educational experience for all students. Professional development will be of sufficient intensity and duration to have a positive and lasting impact on teacher and staff performance and student achievement. These opportunities will be provided during staff meetings, in-services, workshops, release days, etc. Professional development may include:

- ~ State Standards
 - ~ District Core/Supplemental Curriculum
 - ~ Using data to drive instruction
 - ~ Positive Behavior Supports
 - ~ Differentiation
- (Priority: 4, 7)

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

All Certificated and Classified staff will increase content and pedagogical knowledge through collaboration and professional development. All teachers and support staff will be trained in and will implement adopted programs and strategies to provide a comprehensive, well-rounded and rigorous educational experience for all students. Professional development will be of sufficient intensity and duration to have a positive and lasting impact on teacher and staff performance and student achievement. These opportunities will be provided during staff meetings, in-services, workshops, release days, etc. Professional development may include:

- ~ State Standards
 - ~ District Core/Supplemental Curriculum
 - ~ Using data to drive instruction
 - ~ Positive Behavior Supports
 - ~ Differentiation
- (Priority: 4, 7)

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

All Certificated and Classified staff will increase content and pedagogical knowledge through collaboration and professional development. All teachers and support staff will be trained in and will implement adopted programs and strategies to provide a comprehensive, well-rounded and rigorous educational experience for all students. Professional development will be of sufficient intensity and duration to have a positive and lasting impact on teacher and staff performance and student achievement. These opportunities will be provided during staff meetings, in-services, workshops, release days, etc. Professional development may include:

- ~ State Standards
 - ~ District Core/Supplemental Curriculum
 - ~ Using data to drive instruction
 - ~ Positive Behavior Supports
 - ~ Differentiation
- (Priority: 4, 7)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$477,222	\$477,222	\$477,222
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Pupil Free and Minimum Days-Certificated	1000-1999: Certificated Personnel Salaries Pupil Free and Minimum Days-Certificated	1000-1999: Certificated Personnel Salaries Pupil Free and Minimum Days-Certificated
Amount	\$72,775	\$72,775	\$72,775
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Pupil Free and Minimum Days-Classified	2000-2999: Classified Personnel Salaries Pupil Free and Minimum Days-Classified	2000-2999: Classified Personnel Salaries Pupil Free and Minimum Days-Classified
Amount	\$366,500	\$366,500	\$466,500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Release Time, Extra Pay, Stipends-Certificated	1000-1999: Certificated Personnel Salaries Release Time, Extra Pay, Stipends-Certificated	1000-1999: Certificated Personnel Salaries Release Time, Extra Pay, Stipends-Certificated
Amount	\$25,000	\$25,000	\$25,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Beginning Teacher Support and Assessment (BTSA)	5800: Professional/Consulting Services And Operating Expenditures Beginning Teacher Support and Assessment (BTSA)	5800: Professional/Consulting Services And Operating Expenditures Beginning Teacher Support and Assessment (BTSA)

Amount	\$266,500	\$170,000	\$170,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Contracts with Providers (Such as OCDE, Thinking Maps, CRLP, PEPD)	5000-5999: Services And Other Operating Expenditures Contracts with Providers (Such as OCDE, Thinking Maps, CRLP, PEPD)	5000-5999: Services And Other Operating Expenditures Contracts with Providers (Such as OCDE, Thinking Maps, CRLP, PEPD)

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Provide a wide variety of parents/guardians and community involvement opportunities with open and transparent communication to assure accurate, timely information.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities: Community Relations

Identified Need:

There is a need to maintain parents/guardians and community as active partners in their child's educational program that welcomes them into the school for engagement and volunteer opportunities. It is identified there is a diverse population in the Cypress School District and there is a need to ensure that all families have access to the school community in a wide variety of ways with open and transparent communication between school and home. In all parent and staff input meetings and in the Cypress School District stakeholder survey data, it was identified that parents feel connected to their school. There is a need to provide expanded parent education opportunities at a variety of times to meet the demands of the working and stay-at-home parent. All of these outreach efforts will engage parents as partners in the educational process and will serve to strengthen the goals listed throughout this plan, including improving academic achievement, language proficiency, student behavior, and student attendance.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Priority 3- Parental Involvement</p> <p>a. Parents will be provided with opportunities to participate in decision-</p>	<p>a. 100% of schools had a School Site Council (SSC)/English Learner Advisory Committee (ELAC) includes parent representation as required in EC.</p>	<p>a. Maintain b. Maintain c. Maintain d. Maintain (For Actual Outcome see the Annual Update)</p>	<p>a. Maintain b. Maintain c. Maintain d. Maintain (For Actual Outcome see the Annual Update)</p>	<p>a. Maintain b. Maintain c. Maintain d. Maintain</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>making district and school advisory committees</p> <p>b. Parent participation in district and school involvement opportunities with outreach to Socioeconomically Disadvantaged (SED), English Learner and foster families</p> <p>c. District staff will participate in community/advocacy groups which support all students, including English Learners, foster and Socioeconomically Disadvantaged (SED) students</p> <p>d. Monthly newsletters and Board Meeting Highlights</p>	<p>52852/35147. 100% of schools had an identified parent representative for LCAP and District English Language Advisory (DELAC) Committees.</p> <p>b. Four district parent education classes, with interpretation provided, located at various times and locations.</p> <p>c. District staff participates in Rotary, PTA Roundtable, Association of California School Administrators, Anaheim Union High School District Articulation Committees.</p> <p>d. Monthly district newsletters (10 times per year), Monthly Board Meeting Highlights (12 times per year).</p>			

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide for a variety of means for two-way communication between staff, parent, community and district such as conferences, meetings, email, and phone calls. (Priority: 3)

2018-19 Actions/Services

Provide for a variety of means for two-way communication between staff, parent, community and district such as conferences, meetings, email, and phone calls. (Priority: 3)

2019-20 Actions/Services

Provide for a variety of means for two-way communication between staff, parent, community and district such as conferences, meetings, email, and phone calls. (Priority: 3)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$160,000	\$160,000	\$160,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Formal Parent Conferences	1000-1999: Certificated Personnel Salaries Formal Parent Conferences	1000-1999: Certificated Personnel Salaries Formal Parent Conferences

Amount	\$2,500	\$2,500	\$2,500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Provide timely communication to parents/guardians and community on their child's educational program through a variety of means such as email, phone, text messaging. Revise and update policies and guidelines for websites and social media and roll-out plan for parent

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Provide timely communication to parents/guardians and community on their child's educational program through a variety of means such as email, phone, text messaging. Revise and update policies and guidelines for websites and social media and roll-out plan for parent portals to access student information,

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Provide timely communication to parents/guardians and community on their child's educational program through a variety of means such as email, phone, text messaging. Revise and update policies and guidelines for websites and social media and roll-out plan for parent portals to access student information,

portals to access student information, re-registration, and grade book. (Priority: 3)

annual registration, and grade book. (Priority: 3)

annual registration, and grade book. (Priority: 3)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials
Amount	\$5,300	\$5,300	\$5,300
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures District Website	5000-5999: Services And Other Operating Expenditures District Website	5000-5999: Services And Other Operating Expenditures District Website
Amount	\$6,000	\$6,000	\$6,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Communication System: School Messenger	5000-5999: Services And Other Operating Expenditures Communication System: School Messenger	5000-5999: Services And Other Operating Expenditures Communication System: School Messenger
Amount	\$3,000	\$3,000	\$3,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Constant Contact	5000-5999: Services And Other Operating Expenditures Constant Contact	5000-5999: Services And Other Operating Expenditures Constant Contact
Amount	\$5,000	\$5,000	\$5,000
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Re-registration support	2000-2999: Classified Personnel Salaries Re-registration support	2000-2999: Classified Personnel Salaries Re-registration support

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Parents will participate in decision-making regarding school and district priorities reflecting the demographics by:

- ~ LCAP committee to be representative of district demographics
- ~ School Site Councils, as indicated on site by-laws
- ~ English Learner Advisory Committee (ELAC), as indicated on site by-laws or will follow the SBE guidelines when incorporating in SSC
- ~ District English Learner Committee (DELAC), in accordance with Education Code 35147.

2018-19 Actions/Services

Parents will participate in decision-making regarding school and district priorities reflecting the demographics by:

- ~ LCAP committee to be representative of district demographics
- ~ School Site Councils, as indicated on site by-laws
- ~ English Learner Advisory Committee (ELAC), as indicated on site by-laws or will follow the SBE guidelines when incorporating in SSC
- ~ District English Learner Committee (DELAC), in accordance with Education Code 35147.

2019-20 Actions/Services

Parents will participate in decision-making regarding school and district priorities reflecting the demographics by:

- ~ LCAP committee to be representative of district demographics
- ~ School Site Councils, as indicated on site by-laws
- ~ English Learner Advisory Committee (ELAC), as indicated on site by-laws or will follow the SBE guidelines when incorporating in SSC
- ~ District English Learner Committee (DELAC), in accordance with Education Code 35147.

~ Community Advisory Council (Special Education)
(Priority: 3)

~ Community Advisory Council (Special Education)
(Priority: 3)

~ Community Advisory Council (Special Education)
(Priority: 3)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials
Amount		\$17,000	\$17,000
Source		Supplemental	Supplemental
Budget Reference		5000-5999: Services And Other Operating Expenditures Qualtrics Platform: Research, Surveys, Forms	5000-5999: Services And Other Operating Expenditures Qualtrics Platform: Research, Surveys, Forms

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)
English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Provide parents with the resources and access to be active participants in their student's educational program through a variety of means:

- ~ Standards-based report cards
- ~ Progress reports for students not meeting expectations/standards.
- ~ Written explanation and/or FAQs to explain student expectations and learning goals.
- ~ Offer parent education classes including topics such as Smarter Balanced, Technology, Next Generation Science Standards, STEM Cyber Safety, and School Safety.
- ~ Variety of meeting times and locations to accommodate parent's diverse schedules.
- ~ Promote parent participation: providing a variety of school/district involvement activities; Career Day; Read Across America; Back to School; Open House.

(Priority: 3)

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Provide parents with the resources and access to be active participants in their student's educational program through a variety of means:

- ~ Standards-based report cards.
- ~ Progress reports for students not meeting expectations/standards.
- ~ Written explanation and/or FAQs to explain student expectations and learning goals.
- ~ Offer parent education classes including topics such as Smarter Balanced, Technology, Next Generation Science Standards, STEM Cyber-Safety, and School Safety.
- ~ Variety of meeting times and locations to accommodate parent's diverse schedules.
- ~ Promote parent participation: providing a variety of school/district involvement activities; Career Day; Read Across America; Back to School; Open House.

(Priority: 3)

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Provide parents with the resources and access to be active participants in their student's educational program through a variety of means:

- ~ Standards-based report cards.
- ~ Progress reports for students not meeting expectations/standards.
- ~ Written explanation and/or FAQs to explain student expectations and learning goals.
- ~ Offer parent education classes including topics such as Smarter Balanced, Technology, Next Generation Science Standards, STEM Cyber-Safety, and School Safety.
- ~ Variety of meeting times and locations to accommodate parent's diverse schedules.
- ~ Promote parent participation: providing a variety of school/district involvement activities; Career Day; Read Across America; Back to School; Open House.

(Priority: 3)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,000	\$6,000	\$6,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Parent Education Classes	4000-4999: Books And Supplies Parent Education Classes	4000-4999: Books And Supplies Parent Education Classes

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

The district and schools will provide targeted outreach to parents of students in at-risk subgroups to ensure parent participation is representative of the district and school demographics, including Special Education, foster parents and

2018-19 Actions/Services

The district and schools will provide targeted outreach to parents of students in at-risk subgroups to ensure parent participation is representative of the district and school demographics, including Special Education, foster parents and

2019-20 Actions/Services

The district and schools will provide targeted outreach to parents of students in at-risk subgroups to ensure parent participation is representative of the district and school demographics, including Special Education, foster parents and

parents of English Learners. All sites make accommodations, as appropriate for parents with disabilities. (Priority: 3)

parents of English Learners. All sites make accommodations, as appropriate for parents with disabilities. (Priority: 3)

parents of English Learners. All sites make accommodations, as appropriate for parents with disabilities. (Priority: 3)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$26,000	\$26,000	\$26,000
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Translator-Korean	2000-2999: Classified Personnel Salaries Translator-Korean	2000-2999: Classified Personnel Salaries Translator-Korean
Amount	\$20,000	\$20,000	\$20,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Provide additional interpretation and translation when possible in other languages including sign language or other communication devices not required by Education Code.	5000-5999: Services And Other Operating Expenditures Provide additional interpretation and translation when possible in other languages including sign language or other communication devices not required by Education Code.	5000-5999: Services And Other Operating Expenditures Provide additional interpretation and translation when possible in other languages including sign language or other communication devices not required by Education Code.
Budget Reference			

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

District administrators and appropriate staff will participate in community organizations and articulation opportunities to build relationships and share district vision and mission. Participation in community groups such as:
~ Rotary
~ Arts Association
~ PTA
~ ACSA
~ AUHSD Articulation
(Priority: Local)

2018-19 Actions/Services

District administrators and appropriate staff will participate in community organizations and articulation opportunities to build relationships and share district vision and mission. Participation in community groups such as:
~ Rotary
~ Arts Association
~ PTA
~ ACSA
~ AUHSD Articulation
(Priority: Local)

2019-20 Actions/Services

District administrators and appropriate staff will participate in community organizations and articulation opportunities to build relationships and share district vision and mission. Participation in community groups such as:
~ Rotary
~ Arts Association
~ PTA
~ ACSA
~ AUHSD Articulation
(Priority: Local)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Conference Attendance	5000-5999: Services And Other Operating Expenditures Conference Attendance	5000-5999: Services And Other Operating Expenditures Conference Attendance

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Provide an engaging, safe, and secure learning environment for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

The Cypress School District's students are engaged with school, and the average attendance rate is 96% districtwide. There is a need to support students and monitor chronic absenteeism.

The Cypress School District recognizes the on-going need to provide appropriate behavioral interventions. Student discipline and behavioral intervention data indicate there is a need to increase support for students with a multi-tiered support system that will refine behavior management activities, and provide intensive behavioral supports for students with needs in this area. In order to ensure the safety and well-being of all students and staff, school facilities must continue to be maintained in good repair. Continual changes in technologies create the need for periodic updates of communications and maintenance systems. Modern systems ensure adequate infrastructure for safe and effective learning environments.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1-Basic a. 100% will meet or exceed maintenance standards-Williams Act	a. 100% of school meet or exceed maintenance standards-Williams Act	a. Maintain (For Actual Outcome see the Annual Update)	a. Maintain (For Actual Outcome see the Annual Update)	a. Maintain
Priority 5 Pupil Engagement b. School attendance rates c. Chronic absenteeism rates	b. 96% attendance rate c. Estimated 6% chronic absenteeism rate, official data is not yet available	b. Maintain c. Maintain (For Actual Outcome see the Annual Update)	b. Maintain c. Maintain (For Actual Outcome see the Annual Update)	b. Maintain c. Maintain
Priority 6 Engagement d. Pupil suspension rates e. Pupil expulsion rates f. Surveys of pupils, parents, and teachers on the sense of safety and school connectedness	d. Less than 1% e. Less than 1 % f. Surveys measuring a sense of safety and school connectedness is administrated February-March	d. Maintain e. Maintain f. Maintain (For Actual Outcome see the Annual Update)	d. Maintain e. Maintain f. Maintain (For Actual Outcome see the Annual Update)	d. Maintain e. Maintain f. Maintain

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide systemic and comprehensive Student Services, supporting of all students, including health care support to help monitor and support student access to their educational program including:
 ~ District-wide enrollment process and re-enrollment of all students
 ~ Revising and updating attendance accountability
 ~ District School Registered Nurse, Licensed Vocational Nurse
 ~ Implement a School Readiness Program with a School Readiness Teacher and Nurse
 ~ Review and adjust Clerical Staffing as appropriate
 (Priority: 5)

2018-19 Actions/Services

Provide systemic and comprehensive Student Services, supporting all students, including healthcare support to help monitor and support student access to their educational program including:
 ~ District-wide enrollment process and annual registration of all students
 ~ Revising and updating attendance accountability
 ~ District School Registered Nurse, Licensed Vocational Nurse
 ~ Implement a School Readiness Program with a School Readiness Teacher and Nurse
 ~ Review and adjust clerical staffing as appropriate
 (Priority: 5)

2019-20 Actions/Services

Provide systemic and comprehensive Student Services, supporting all students, including healthcare support to help monitor and support student access to their educational program including:
 ~ Districtwide enrollment process and annual registration of all students
 ~ Revising and updating attendance accountability
 ~ District School Registered Nurse, Licensed Vocational Nurse
 ~ Implement a School Readiness Program with a School Readiness Teacher and Nurse
 ~ Review and adjust clerical staffing as appropriate
 (Priority: 5)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$116,391	\$116,391	\$116,391
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries District Nurses (1.5)	1000-1999: Certificated Personnel Salaries District Nurses (1.5)	1000-1999: Certificated Personnel Salaries District Nurses (1.5)
Amount	\$37,806	\$37,806	\$37,806
Source	Other	Other: MAA	Other: MAA
Budget Reference	2000-2999: Classified Personnel Salaries Licensed Vocational Nurse	2000-2999: Classified Personnel Salaries Licensed Vocational Nurse	2000-2999: Classified Personnel Salaries Licensed Vocational Nurse
Amount	\$50,000	\$50,000	\$50,000
Source	Other	Grant	Grant
Budget Reference	1000-1999: Certificated Personnel Salaries School Readiness Nurse (.5)	1000-1999: Certificated Personnel Salaries School Readiness Nurse (.5)	1000-1999: Certificated Personnel Salaries School Readiness Nurse (.5)
Amount	No associated cost at this time	No associated cost at this time	No associated cost at this time
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Review and adjust Clerical Staffing as appropriate	2000-2999: Classified Personnel Salaries Review and adjust Clerical Staffing as appropriate	2000-2999: Classified Personnel Salaries Review and adjust Clerical Staffing as appropriate

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action
Unchanged Action

2017-18 Actions/Services

District and schools will implement a positive learning environment that supports and monitors attendance rates and student discipline data including incident reports, suspension, and expulsion data.
(Priority: 5,6)

2018-19 Actions/Services

District and schools will implement a positive learning environment that supports and monitors attendance rates and student discipline data including incident reports, suspension, and expulsion data.
(Priority: 5,6)

2019-20 Actions/Services

District and schools will implement positive learning environment programs as well as utilize systems to monitor attendance rates and student discipline data including incident reports, suspension, and expulsion data.
(Priority: 5,6)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Goal 1- Student Information System	Goal 1- Student Information System	Goal 1- Student Information System
Budget Reference	Student information system-Aeries	Student information system-Aeries	Student information system-Aeries
Amount			\$36,000
Source			Supplemental
Budget Reference			4000-4999: Books And Supplies SEL curriculum

Amount			\$55,298
Source			Supplemental
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures Playworks
Amount			\$13,910
Source			Supplemental
Budget Reference			1000-1999: Certificated Personnel Salaries Release time, teacher hourly

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

District staff will attend ongoing meetings at Orange County Department of Education (OCDE) to address cultural diversity and social justice issues, increase collective knowledge, share best practices, and problem-solve to better support every student. Information will be shared with staff on how to work with a diverse parent population.

Coordinate services for homeless and foster students to ensure the continuity of their educational program by utilizing the following support groups to improve our McKinney-Vento student's conditions of learning:

- ~ County Child Welfare Agency
- ~ OCDE Homeless Liaison Network
- ~ 211 Support
- ~ OC Partnership
- ~ HOPES Collaborative
- ~ First International Doers Ministries
- ~ Straight Talk
- ~ Provide counseling outreach for eligible students and families

(Priority: 8)

District staff will attend ongoing meetings at Orange County Department of Education (OCDE) to address cultural diversity and social justice issues, increase collective knowledge, share best practices, and problem-solve to better support every student. Information will be shared with staff on how to work with a diverse parent population.

Coordinate services for homeless and foster students to ensure the continuity of their educational program by utilizing the following support groups to improve our McKinney-Vento student's conditions of learning:

- ~ County Child Welfare Agency
- ~ OCDE Homeless Liaison Network
- ~ 211 Support
- ~ OC Partnership
- ~ HOPES Collaborative
- ~ First International Doers Ministries
- ~ Straight Talk
- ~ Provide counseling outreach for eligible students and families

(Priority: 8)

District staff will attend ongoing meetings at Orange County Department of Education (OCDE) to address cultural diversity and social justice issues, increase collective knowledge, share best practices, and problem-solve to better support every student. Information will be shared with staff on how to work with a diverse parent population.

Coordinate services for homeless and foster students to ensure the continuity of their educational program by utilizing the following support groups to improve our McKinney-Vento student's conditions of learning:

- ~ County Child Welfare Agency
- ~ OCDE Homeless Liaison Network
- ~ 211 Support
- ~ OC Partnership
- ~ HOPES Collaborative
- ~ First International Doers Ministries
- ~ Straight Talk
- ~ Provide counseling outreach for eligible students and families

(Priority: 8)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$157,850	\$157,850	\$157,850
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Director of Student Support Services	1000-1999: Certificated Personnel Salaries Director of Student Support Services	1000-1999: Certificated Personnel Salaries Director of Student Support Services

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

To align with the diverse community needs, review and annually update district student calendars to maximize student attendance and minimize cost. (Priority: 5)

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

To align with the diverse community needs, review and annually update district student calendars to maximize student attendance and minimize cost. (Priority: 5)

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

To align with the diverse community needs, review and annually update district student calendars to maximize student attendance and minimize cost. (Priority: 5)

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

No anticipated cost

No anticipated cost

No anticipated cost

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Maintain high quality, clean and secure facilities in accordance with the Williams Act
 ~ Review and adjust classified staffing as appropriate
 ~ Review and plan for technology upgrades and improvements.
 (Priority: 1)

2018-19 Actions/Services

Maintain high quality, clean and secure facilities in accordance with the Williams Act
 ~ Review and adjust classified staffing as appropriate
 ~ Review and plan for technology upgrades and improvements.
 (Priority: 1)

2019-20 Actions/Services

Maintain high quality, clean and secure facilities in accordance with the Williams Act
 ~ Review and adjust classified staffing as appropriate
 ~ Review and plan for technology upgrades and improvements.
 (Priority: 1)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No anticipated cost	\$3,241	\$3,241
Source		Base	Base
Budget Reference		5000-5999: Services And Other Operating Expenditures Raptor	5000-5999: Services And Other Operating Expenditures Raptor

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$2,726,475

Percentage to Increase or Improve Services

8.91%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The information below remains the same as 2018/19, as the actions/services funded will remain the same for the 2019/20 school year with the exception of Goal 3.

The Cypress School District saw an increase in funds from \$2,611,025 to \$2,726,475. The Cypress School District continues to be committed to improve and increase services for a minimum proportionality percentage of 8.91% for English Learner (EL), Socioeconomically Disadvantaged (SED) and foster students (unduplicated students), as compared to services to all students. Cypress School District historically serves fewer than 15 foster students at any given time. To determine how to best use the funds, the Cypress School District has engaged all stakeholders in the development of the LCAP through the analysis of data to determine the English Learner, Socioeconomically Disadvantaged, and foster students' areas of strength and needs. Cypress School District continues to be a high achieving district, with our English Learners performing at or above the performance levels of their English speaking peers. The Socioeconomically Disadvantaged students continue to show an achievement gap within the district, although they outperform peers when compared to county and the statewide average. Data included grades 3-6 Smarter Balanced Assessments, English Language Proficiency Assessments for California (ELPAC), and local data including Reading Inventory, grades, attendance and suspension, surveys, and stakeholder meetings. Data indicated that we would primarily need to utilize our funds districtwide and focus on closing the achievement gap for underperforming students in the identified unduplicated count pupil subgroups. Since the district's population of English Learner, Socioeconomically Disadvantaged and foster is small and scattered across the district, it was determined there was a need to provide select actions and services districtwide. The actions and services described below for districtwide and schoolwide implementation are principally directed toward Socioeconomically Disadvantaged (low-income), English Learners and foster students have proven most effective based on the research.

GOAL 1

All certificated and classified staff will increase content and pedagogical knowledge through collaboration and professional development. The professional development will address the needs of EL, SED and at-risk populations. Instructional Learning Coaches, STEM TOSAs, and lead teachers will provide follow-up with a focus on the district identified instructional initiatives and programs and use data to inform instructional decisions. Jim Knight's research on of the Kansas Coaching Project says, "Effective coaching makes it easier for teachers to learn and implement new ideas. Indeed, without follow-up such as coaching, most professional learning will have little effect." This supports the implementation of research-based best practices through coaching cycles and on-demand support to meet the diverse needs of each classroom. Robert Marzano, an educational researcher, found that groups of teachers who work together to improve student learning have the potential to transform major aspects of teaching and learning.

The Student Information System (SIS), Aeries, and the data management system, IO Education, enables the Cypress School District to assess, monitor and report student academic progress by using a variety of data gathered to be used by the teacher, grade, school, and district to determine student progress. The progress of students in at-risk sub-groups will carefully be monitored. National/state/local assessment data as well as student work samples, observations and presentations will be analyzed to determine if interventions are closing the achievement gap. Action plans will be reviewed and revised as needed to ensure students are making progress toward proficiency. The Assessment and Technology Coordinator will provide support and training on the use of the data management system and how to use the reports to identify areas of need including EL, and SED student groups. John Hattie, an educational researcher, found that when instructional coaching conducted over-time in conjunction with data team analysis of how students learn to inform instruction student growth is impacted with an effect size of .51 (anything with an effect size above .4 is considered effective).

Students in grades TK-6 will receive music instruction by credentialed music teachers. Below are some highlights on how students benefit from music education in schools:

- ~Elementary students in high-quality school music scored higher on tests of general and spatial cognitive development, the abilities that form the basis for performance in math and engineering and scored higher on standardized tests compared to students in schools with deficient music education programs, regardless of the socioeconomic level of community.
- ~African-American and Hispanic parents generally believe more strongly in a wide array of potential benefits from music education, are more likely to have seen these positive impacts on their own child and more strongly support expanding music education programs.
- ~Schools that have music programs have an attendance rate of 93.3% compared to 84.9% in schools without a music program.
- ~Everyday listening skills are stronger in musically-trained children than in those without music training. Significantly, listening skills are closely tied to the ability to: perceive speech in a noisy background, pay attention, and keep sounds in memory.
- ~Lastly Arne Duncan, Secretary of Education, Letter to Schools and Community Leaders, 2009 "At this time when you are making a critical and far-reaching budget and program decisions...I write to bring to your attention the importance of the arts as a core academic

subject and part of a complete education for all students. The Elementary and Secondary Education Act defines the arts as a core subject, and the arts play a significant role in children's development and learning process. The arts can help students become tenacious, team-oriented problem solvers who are confident and able to think creatively."

For an extensive list, visit <https://www.nammfoundation.org/articles/2014-06-09/how-children-benefit-music-education-schools>.

Research Instructional strategies for English learners and at-risk will be employed including differentiated instruction. This is based on Vygotsky's Theory (<https://files.eric.ed.gov/fulltext/EJ854351.pdf>), meeting the student where he/she for instruction. In addition to small group instruction, the instructional software will be utilized as well as support with assistance for English Learners with pre-teaching and/or reteaching skills and concepts with an ELD Aide. (<http://www.colorincolorado.org/article/essential-actions-15-research-based-practices-increase-ell-student-achievement>)

GOAL 2

Robert Marzano in his book, "What Works in Schools: Translating Research into Action" identified three key areas for parent involvement and communication: governance, participation, and volunteering. Marzano's research indicates there is a direct impact on student achievement when parents are involved in these areas. Through the LCAP, we have identified governance bodies and actively encourage and seek parents including parents of ELs and SED students. Additionally, we provide parent education opportunities and resources to teach the parent how to be actively involved and participate in their child's learning. Lastly, at the site level, schools encourage and support all parents in volunteering in a wide variety of ways.

GOAL 3

A research study published in the peer-reviewed journal Child Development has shown "social and emotional learning (SEL) teaches children to recognize and understand their emotions, feel empathy, make decisions, and build and maintain relationships. Students who participate in SEL programs immediately improve mental health, social skills, and academic achievement. Through the LCAP process, Multi-tiered Support System Committee, and stakeholder surveys, it was identified the need for comprehensive preschool-6th grade articulated programs with the necessary training and support for a comprehensive roll-out for sustainability.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$2,612,932

8.59%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The Cypress School District saw an increase in funds from \$1,839,991 to \$2,611,025. The Cypress School District continues to be committed to improving and increasing services for a minimum proportionality percentage of 8.59% for English Learner (EL), Socioeconomically Disadvantaged (SED) and foster students (unduplicated students), as compared to services to all students. Cypress School District historically serves fewer than 15 foster students at any given time. To determine how to best use the funds, the Cypress School District has engaged all stakeholders in the development of the LCAP through the analysis of data to determine the socioeconomically disadvantaged, foster and English Learner students' areas of strength and areas of need. Cypress School District continues to be a high achieving district, with our English Learners performing at or above the performance levels of their English speaking peers. The socioeconomically disadvantaged students continue to show an achievement gap within the district, although they outperform peers when compared to county and state-wide average. Data included Grades 3-6 Smarter Balanced Assessments, California English Language Development Test, and local data including Reading Inventory, grades, attendance and suspension, surveys, and stakeholder meetings. Data indicated that we would primarily need to utilize our funds districtwide and focus on closing the achievement gap for underperforming students in the identified unduplicated count pupil subgroups. Since the district's population of English Learner, socioeconomically disadvantaged and foster is small and scattered across the district, it was determined there was a need to provide select actions and services districtwide. The actions and services described below for districtwide and schoolwide implementation are principally directed toward socioeconomically disadvantaged (low-income), English Learners and foster students and proven most effective based on the research.

GOAL 1

ALL certificated and classified staff will increase content and pedagogical knowledge through collaboration and professional development. The professional development will address the needs of EL, SED and at-risk populations. Instructional Learning Coaches, STEM TOSAs, and lead teachers will provide follow-up with a focus on the district identified instructional initiatives and programs and use data to inform instructional decisions. Jim Knight's research on of the Kansas Coaching Project says, "Effective coaching makes it easier for teachers to learn and implement new ideas. Indeed, without follow-up such as coaching, most professional learning will have little effect." This supports the implementation of research-based best practices through coaching cycles and on-demand support to meet the diverse needs of each classroom. Robert Marzano, an educational researcher, found that groups of teachers who work together to improve student learning have the potential to transform major aspects of teaching and learning.

The Student Information System (SIS), Aeries, and the data management system, IO Education, enables CYPSED to assess, monitor and report student academic progress by using a variety of data gathered to be used by the teacher, grade, school, and district to determine student progress. The progress of students in at-risk sub-groups will carefully be monitored. National/state/local assessment data as well as student work samples, observations and presentations will be analyzed to determine if interventions are closing the achievement gap. Action plans will be reviewed and revised as needed to ensure students are making progress toward proficiency. The Assessment and Technology Coordinator will provide support and training on the use of the data management system and how to use the reports to identify areas of need including EL, and SED students groups. John Hattie, an educational researcher, found that when instructional coaching conducted over-time in conjunction with data team analysis of how students learn to inform instruction student growth is impacted with an effect size of .51 (anything with an effect size above .4 is considered effective).

TK-6 students will receive music instruction by credentialed music teachers. Below are some highlights on how students benefit from music education in schools:

~Elementary students in high-quality school music scored higher on tests of general and spatial cognitive development, the abilities that form the basis for performance in math and engineering and scored higher on standardized tests compared to students in schools with deficient music education programs, regardless of the socioeconomic level of community.

~African-American and Hispanic parents generally believe more strongly in a wide array of potential benefits from music education, are more likely to have seen these positive impacts on their own child and more strongly support expanding music education programs.

~Schools that have music programs have an attendance rate of 93.3% compared to 84.9% in schools without a music program.

~Everyday listening skills are stronger in musically-trained children than in those without music training. Significantly, listening skills are closely tied to the ability to: perceive speech in a noisy background, pay attention, and keep sounds in memory.

~Lastly Arne Duncan, Secretary of Education, Letter to Schools and Community Leaders, 2009 "At this time when you are making a critical and far-reaching budget and program decisions...I write to bring to your attention the importance of the arts as a core academic subject and part of a complete education for all students. The Elementary and Secondary Education Act defines the arts as a core subject, and the arts play a significant role in children's development and learning process. The arts can help students become tenacious, team-oriented problem solvers who are confident and able to think creatively."

For an extensive list, visit <https://www.nammfoundation.org/articles/2014-06-09/how-children-benefit-music-education-schools>.

Research Instructional strategies for English learners and at-risk will be employed including differentiated instruction. This is based on Vygotsky's Theory (<https://files.eric.ed.gov/fulltext/EJ854351.pdf>), meeting the student where he/she for instruction. In addition to small group instruction, the instructional software will be utilized as well as support with assistance for English Learners with pre-

teaching and/or reteaching skills and concepts with an ELD Aide. (<http://www.colorincolorado.org/article/essential-actions-15-research-based-practices-increase-ell-student-achievement>)

GOAL 2

Robert Marzano in his book, "What Works in Schools: Translating Research into Action" identified three key areas for parent involvement and communication: governance, participation, and volunteering. Marzano's research indicates there is a direct impact on student achievement when parents are involved in these areas. Through the LCAP, we have identified governance bodies and actively encourage and seek parents including parents of ELs and SED students. Additionally, we provide parent education opportunities and resources to teach the parent how to be actively involved and participate in their child's learning. Lastly, at the site level, schools encourage and support all parents in volunteering in a wide variety of ways.

GOAL 3

There are not actions funded through LCFF supplemental.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$1,839,691

Percentage to Increase or Improve Services

6.28%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The Cypress School District's increase in funds is \$1,947.866. The Cypress School District is committed to improve and increase services for a minimum proportionality percentage of 6.75% for English Learner (EL), Socioeconomically Disadvantaged (SED) and foster students (unduplicated students), as compared to services to all students. Cypress School District historically serves fewer than 15 foster students at any given time. To determine how to best use the funds, the Cypress School District has engaged all stakeholders in the development of the LCAP through the analysis of data to determine the socioeconomically disadvantaged, foster and English Learner students' areas of strength and need. Cypress School District has historically been a high achieving district, with our English Learners frequently at or above the performance levels of their English speaking peers. The socioeconomically disadvantaged students do show an achievement gap within the district, although they outperform peers when compared to county and the statewide average. Data included grades 3-6 Smarter Balanced Assessments, California English Language Development Test, and local data including Scholastic Reading Inventory, grades, attendance, and suspension. This data indicated that we would primarily need to utilize our funds districtwide and focus on closing the achievement gap for underperforming students in the identified unduplicated count pupil subgroups.

The actions and services described below for districtwide and schoolwide implementation are principally directed toward socioeconomically disadvantaged (low-income), English Learners (EL) and foster students and proven most effective based on research (John Hattie's 'research on visible learning, Robert Marzano's research on effective instructional strategies supports districtwide implementation of the above focus areas):

GOAL 1

- ~Standards-based instruction utilizing core and supplemental instructional materials aligned to state standards,
- ~Intervention resources and supports for English Learners, Special Education, and students with an achievement gap - ELD Aides, summer CELDT, ESY
- ~Professional development with a focus on meeting the diverse needs of our EL, SED, and foster students
- ~Instruction supports utilizing Instructional Learning Coaches, STEMS TOSAs, and music teachers with a focus on differentiation
- ~Collection of a wide variety of instructional and performance data. Principals will facilitate the revisions and updates to action plans.
- ~Utilize outside vendors for a Student Information System (Aeries), Data Management System (EADMS), and contracts for professional development

GOAL 2

- ~Communication resources and tools including translation and interpretation
- ~Opportunities for input and engagement through a variety of means such as decision-making councils/committees, parent education, and surveys
- ~Provide interpretation and translation for English speaking parent(s)/guardian(s)
- ~Provide resources and support to families to access the school community

~Staff involvement in community groups

GOAL 3

~Maintaining positive learning environments through articulated discipline plans and supports

~Student Services supports, nursing, LVN, homeless and foster liaison

~Maintaining and improving school and district facilities

By coordinating resources, it allows for the district to effectively utilize the supplemental fund allocated under LCFF model aligned to district goals and state priorities.

Instructional materials that align to State Standards, intervention, professional development, Instructional Learning Coaches, STEM Coaches, Music Teachers, lead teachers, and coordinated services will be provided to ensure equity and access will be used to meet the proportionality requirements. Teachers will craft differentiated lessons in order to meet the instructional needs, based on the level of English fluency for English Learners including, English Language Development (ELD). Instructional aides will be utilized to support English Learners in providing pre-teach and re-teaching of skills and concepts, as determined by the classroom teacher. Instructional learning coaches will provide services in the area of monitoring unduplicated student performance, revising and updating action plans. Additionally, the coaches will provide professional development, coaching and collaboration to support teachers in providing differentiated instruction for the identified students with a focus on closing the achievement gap. Certificated and classified staff will be provided target professional development to support their individual roles in relationship with the unduplicated count students. This may include conferences, release time, pupil free, minimum and shorten days. Administrators are responsible for monitoring the implementation of core instructional programs and supplement materials to ensure equity and access.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

- (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
- (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	4,560,913.00	4,280,932.00	4,165,270.00	4,560,913.00	4,686,456.00	13,412,639.00
Base	1,382,232.00	1,300,267.00	1,474,432.00	1,382,232.00	1,382,232.00	4,238,896.00
Grant	444,000.00	444,000.00	0.00	444,000.00	444,000.00	888,000.00
Other	0.00	0.00	656,806.00	0.00	0.00	656,806.00
Other: MAA	37,806.00	37,806.00	0.00	37,806.00	37,806.00	75,612.00
Special Education	95,943.00	45,502.00	95,943.00	95,943.00	95,943.00	287,829.00
Supplemental	2,600,932.00	2,453,357.00	1,938,089.00	2,600,932.00	2,726,475.00	7,265,496.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	4,560,913.00	4,280,932.00	4,165,270.00	4,560,913.00	4,686,456.00	13,412,639.00
1000-1999: Certificated Personnel Salaries	2,841,682.00	2,807,421.00	2,375,270.00	2,841,682.00	2,700,927.00	7,917,879.00
2000-2999: Classified Personnel Salaries	838,320.00	765,903.00	809,147.00	838,320.00	838,320.00	2,485,787.00
4000-4999: Books And Supplies	571,370.00	397,128.00	595,053.00	571,370.00	782,370.00	1,948,793.00
5000-5999: Services And Other Operating Expenditures	259,541.00	259,719.00	335,800.00	259,541.00	259,541.00	854,882.00
5800: Professional/Consulting Services And Operating Expenditures	50,000.00	50,761.00	50,000.00	50,000.00	105,298.00	205,298.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	4,560,913.00	4,280,932.00	4,165,270.00	4,560,913.00	4,686,456.00	13,412,639.00
1000-1999: Certificated Personnel Salaries	Base	911,463.00	911,463.00	911,463.00	911,463.00	911,463.00	2,734,389.00
1000-1999: Certificated Personnel Salaries	Grant	50,000.00	50,000.00	0.00	50,000.00	50,000.00	100,000.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	225,000.00	0.00	0.00	225,000.00
1000-1999: Certificated Personnel Salaries	Special Education	55,657.00	26,127.00	55,657.00	55,657.00	55,657.00	166,971.00
1000-1999: Certificated Personnel Salaries	Supplemental	1,824,562.00	1,819,831.00	1,183,150.00	1,824,562.00	1,683,807.00	4,691,519.00
2000-2999: Classified Personnel Salaries	Base	271,228.00	219,722.00	266,669.00	271,228.00	271,228.00	809,125.00
2000-2999: Classified Personnel Salaries	Grant	394,000.00	394,000.00	0.00	394,000.00	394,000.00	788,000.00
2000-2999: Classified Personnel Salaries	Other	0.00	0.00	431,806.00	0.00	0.00	431,806.00
2000-2999: Classified Personnel Salaries	Other: MAA	37,806.00	37,806.00	0.00	37,806.00	37,806.00	75,612.00
2000-2999: Classified Personnel Salaries	Special Education	40,286.00	19,375.00	40,286.00	40,286.00	40,286.00	120,858.00
2000-2999: Classified Personnel Salaries	Supplemental	95,000.00	95,000.00	70,386.00	95,000.00	95,000.00	260,386.00
4000-4999: Books And Supplies	Base	152,000.00	121,541.00	252,000.00	152,000.00	152,000.00	556,000.00
4000-4999: Books And Supplies	Supplemental	419,370.00	275,587.00	343,053.00	419,370.00	630,370.00	1,392,793.00
5000-5999: Services And Other Operating Expenditures	Base	47,541.00	47,541.00	44,300.00	47,541.00	47,541.00	139,382.00
5000-5999: Services And Other Operating Expenditures	Supplemental	212,000.00	212,178.00	291,500.00	212,000.00	212,000.00	715,500.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	50,000.00	50,761.00	50,000.00	50,000.00	105,298.00	205,298.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	3,936,825.00	3,657,881.00	3,561,423.00	3,936,825.00	3,957,160.00	11,455,408.00
Goal 2	258,800.00	257,763.00	241,800.00	258,800.00	258,800.00	759,400.00
Goal 3	365,288.00	365,288.00	362,047.00	365,288.00	470,496.00	1,197,831.00
Goal 4				0.00	0.00	0.00
Goal 5				0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					