

School Year: **2022-23**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cambridge Heights Open Elementary School	34-67447-6068670	May 17th, 2022	June 28th, 2022

Purpose and Plan Summary

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable and sustained improvement of student outcomes.

Summarize the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

- Goal 1: Connected School Communities
- Goal 2: Healthy Environments for Socio-Emotional Growth
- Goal 3: Engaging Academic Programs
- Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

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Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Several groups meet on an ongoing basis to review the schools goals and provide input to the School Site Councils. These groups include the Parent Faculty Committee, Site Safety Committee and the Site Leadership team. In addition, the School Site Council meets throughout the year to develop, update and review the Single Plan for Student Achievement.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Through the Comprehensive Needs Assessment process with a focus on the current situation and its impact on learning through 2021-22, the focus of this plan is to address resource inequities related to social emotional support coming back to campus full time and identifying and supporting students at their current learning levels.

Actions are designed to promote academic success and engagement through innovative teaching strategies, intervention and effective communication.

Intervention: Student learning loss varies according to each student's circumstance. There is a need for an indicator of learning loss so that each student's situation can be addressed appropriately. Intervention will be critical to eliminating learning gaps.

Effective communication: Weekly school newsletter, two-way communication with parents using Class Dojo, parent surveys, phone calls, emails, apps, and website.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Connected School Communities

LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

SPSA/Goal 1

Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities our school has to offer.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

At site Leadership and School Site Council meeting we analyzed the 2021-2022 survey and received feedback from empathy gathering sessions throughout the year.

What worked and didn't work? Why? (monitoring)

As we slowly reopened and allowed more people on campus we have been allowed to increase parent participation opportunities and school wide activities.

What modification(s) did you make based on the data? (evaluation)

We will continue to monitor and provide more opportunities as protocols change and we are allowed to have more volunteers on campus and school wide functions.

2021-22

Identified Need

Connected School Communities

Welcoming school environments that value all students and families provide a foundation for effective learning through identification of needs and supports (assets), caring staff will coordinate and connect students and families to targeted resources, to help them access the best opportunities our schools have to offer and thrive.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Spring 2022 School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree.	Overall rating was 95.1% from parents in the Spring 2022 survey in the parent involvement section.	Maintain or increase percentage.
Spring 2022 School Survey - Overall rating of questions in the School Decision Making section. Percent strongly agree/agree.	Overall rating was 90.6% for school decision making section of the Spring 2022 survey.	3% increase

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Ongoing supplemental programs and activities	X All Students English Learners Low-Income Students Foster Youth Other	staff & parent group	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School year 2022-23

1.2	Supplemental materials and supplies to support learning and engagement.	X All Students English Learners Low-Income Students Foster Youth Other	staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School year 2022-23
1.3	School Community Intervention Specialist	X All Students English Learners Low-Income Students Foster Youth Other	Principal / School Site Council	Other		School Year 2022-2023

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Healthy Environments for Social-Emotional Growth

LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

SPSA/Goal 2

As measured by the district School Survey Cambridge Heights will see an increased positive perception of the School Culture by students.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

At School Site Council, Leadership and Parent Faculty Club meeting throughout the year we analyzed opportunities for enrichment activities and field trips for the 2021-2022 school year and discussed the Student Survey for our school.

What worked and didn't work? Why? (monitoring)

With the COVID protocols in place for the 2021-2022 school year it was difficult to schedule enrichment activities and field trips. In addition, COVID protocols impacted the ability to have site activities for students and families on an ongoing basis.

What modification(s) did you make based on the data? (evaluation).

As protocols loosen we will continue to monitor activities and increase opportunities throughout the 22-23 school year.

2021-22

Identified Need

Healthy Environments:

Welcoming and school environments that value all students and families provide a foundation for effective learning. All district stakeholders will cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social emotional learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Number of special programs and enrichment activities (summer included)	5	10+ for 22/23
Number of field trips	3	10+ for 22/23
Spring 2022 School Survey- School Culture/Sense of Belonging overall rating based on these questions:	Overall ratings for the section School Culture/Sense of Belonging: Parents - 97.1% Students - 85.4%	Parents maintain, Students increase by 3%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Model & integrate the six District identified character traits: Respect, responsibility, honesty, caring, cooperation and courage.	All Students English Learners Low-Income Students Foster Youth Other	Teachers, support staff, Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School year 2022 - 23

2.2	Participate in special programs and field trips in order to improve school connectedness and provide virtual options for traditional site activities when possible.	X All Students English Learners Low-Income Students Foster Youth Other		LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	500	School year 2022 - 23
2.3	Student Council plus other clubs/activities	X All Students English Learners Low-Income Students Foster Youth Other		LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School year 2022 - 23
2.4		All Students English Learners Low-Income Students Foster Youth Other				
2.5		All Students English Learners Low-Income Students Foster Youth Other				

2.6		All Students English Learners Low-Income Students Foster Youth Other				
2.7		All Students English Learners Low-Income Students Foster Youth Other				

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engaging Academic Programs

LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

SPSA/Goal 3

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

i- Ready and Text Levels - each trimester

What worked and didn't work? Why? (monitoring)

A site Learning Support team was implemented to monitor data and target interventions on an ongoing basis. As the year progressed we were able to identify where supports were needed throughout campus and adjust accordingly.

What modification(s) did you make based on the data? (evaluation)

As a result of ongoing analysis our intervention and support model will evolve for the 2022-2023 school year.

2021-22

Identified Need

Connected communities and personal relationships are foundational for learning. We will ensure each student is engaged and supported in a challenging and broad course of study that builds skills, knowledge and experiences preparing students to be critical thinkers who communicate effectively, collaborate and are civic minded.

The principal with leadership will develop plans throughout the year to bring staff development and provide ongoing support to teachers. Teacher collaboration and support is the highest current need.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
i Ready	Baseline assessment for Winter 21-22 students scoring at grade level <ul style="list-style-type: none"> • Reading - 60.4 • Math - 52.4 	Maintain or increase percentages
Text Levels	Grades 1& 2 (end of trimester 2) 21-22 school year. <ul style="list-style-type: none"> • 59.6% of students were at or above grade level 	Maintain or increase percentage

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	We will collaborate as grade level teams and across grades to coordinate and plan for	X All Students English Learners Low-Income Students Foster Youth Other	Teachers, Principal	LCFF Supplemental Site Allocation 1000-1999: Certificated	4500	School year 2022- 23

	teachers' growth, which in turn will lead to student growth. Includes release time and materials to support instruction			Personnel Salaries LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		
3.2	Update and/or replace equipment & technology to improve instruction	X All Students English Learners Low-Income Students Foster Youth Other	Teachers, Principal	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	2000	School year 2022- 23
3.3	Implement instructional strategies and provide supplemental materials that provide personalized instruction to all students	X All Students English Learners Low-Income Students Foster Youth Other	Teachers, Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	School year 2022-23

3.4	Printing of materials to support ongoing learning	X All Students English Learners Low-Income Students Foster Youth Other	Teachers, Principal	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	8000	School year 2022-23
3.5	Supplemental materials and supplies to support learning and engagement.	X All Students English Learners Low-Income Students Foster Youth Other	Teachers, Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	12000	

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Clear Pathways to Bright Futures

LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

SPSA/Goal 4

Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity. We will monitor growth of student and parent engagement through district survey.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

The 2022 School Survey and Empathy Gathering throughout the year were used to analyze this goal.

What worked and didn't work? Why? (monitoring)

Implementing routines and expectations while being back at school fulltime allowed for students to participate and be more motivated than they were during distance or hybrid learning. Unfortunately, continual disruptions due to absences during COVID cases made it difficult for messages to be consistent.

What modification(s) did you make based on the data? (evaluation)

Teachers will receive more planning time to discuss how to keep students motivated and the school will plan more activities to increase messaging around motivation and preparation for future educational experiences.

2021-22

Identified Need

Based on data such as the quality classes/activities offered, there is still a need to focus on clear pathways to bright futures

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
<p>Spring 2022 School Survey- Meaningful Participation overall rating based on these questions:</p> <p>Students are motivated/engaged in what they are learning Percent strongly agree/agree</p>	<p>The overall rating in the Participation/Engagement/Motivation section was 88.2% for parents and 82.2% for students.</p>	<p>Percentages will maintain or increase.</p>
<p>Spring 2022 School Survey- Meaningful Participation overall rating based on these questions:</p> <p>Students are prepared for the next step of their educational experience Percent strongly agree/agree</p>	<p>Students are prepared for the next step of their educational experience Percent strongly agree/agree parents - 80.8% students 75.5%</p>	<p>Percentages will increase by 3%+</p>

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.



Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	After school enrichment	All Students English Learners	Principal			2022- 23 school year.

	<p>activities such as Choir, Creative Dance and Chess Club are provided on an ongoing basis.</p>	<p>Low-Income Students Foster Youth Other</p>				
4.2	<p>Teacher planning time - teachers will be provided ongoing planning time to discuss and plan how to meet all students needs</p>	<p>All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Site Leadership Team</p>			<p>2022-23 school year</p>

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<ol style="list-style-type: none"> 1. Summer Programs 2. Intervention 3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language 4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students. 	<p>School year 2022-23</p> 	<p>Credentialed and classified staff, materials and supplies, transportation, salary, and benefits</p> <p>Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.</p> <p>Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses</p> <p>Salary and benefits, materials, and supplies.</p>	<p>\$1,200,000</p> <p>\$617,219</p> <p>100,000</p> <p>771,420</p>	<p>Title I</p> 

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$31,500.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
LCFF Supplemental Site Allocation	\$31,500.00

Subtotal of state or local funds included for this school: \$31,500.00

Total of federal, state, and/or local funds for this school: \$31,500.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	31,500	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	31,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	4,500.00
4000-4999: Books And Supplies	16,500.00
5000-5999: Services And Other Operating Expenditures	10,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	4,500.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	16,500.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	10,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,500.00
Goal 2	1,500.00
Goal 3	28,500.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Melissa Benke	Classroom Teacher
Chana Kingkade	Classroom Teacher
Diane Elliott	Classroom Teacher
Lynn Baker	Other School Staff
Vincent Arias	Principal
Wendi Colquhoun	Parent or Community Member
Danielle Guzman	Parent or Community Member
William Wren-Rodriguez	Parent or Community Member
Renee Nicholson	Parent or Community Member
Christina Bonini	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 05/17/22.

Attested:



Principal, Vincent Arias on 5/17/22

SSC Chairperson, Diane Elliot on 5/17/22

Budget By Expenditures

Cambridge Heights Elementary School

Funding Source: LCFF Supplemental Site Allocation **\$31,500.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Ongoing supplemental programs and activities	4000-4999: Books And Supplies	\$500.00	Connected School Communities	
Supplemental materials and supplies to support learning and engagement.	4000-4999: Books And Supplies	\$1,000.00	Connected School Communities	
Model & integrate the six District identified character traits: Respect, responsibility, honesty, caring, cooperation and courage.	4000-4999: Books And Supplies	\$500.00	Healthy Environments for Social-Emotional Growth	
Participate in special programs and field trips in order to improve school connectedness and provide virtual options for traditional site activities when possible.	5000-5999: Services And Other Operating Expenditures	\$500.00	Healthy Environments for Social-Emotional Growth	
Student Council plus other clubs/activities	4000-4999: Books And Supplies	\$500.00	Healthy Environments for Social-Emotional Growth	
We will collaborate as grade level teams and across grades to coordinate and plan for teachers' growth, which in turn will lead to student growth. Includes release time and materials to support instruction	1000-1999: Certificated Personnel Salaries	\$4,500.00	Engaging Academic Programs	
Update and/or replace equipment & technology to improve instruction	5000-5999: Services And Other Operating Expenditures	\$2,000.00	Engaging Academic Programs	
Implement instructional strategies and provide supplemental materials that provide personalized instruction to all students	4000-4999: Books And Supplies	\$2,000.00	Engaging Academic Programs	
Printing of materials to support ongoing learning	5000-5999: Services And Other Operating Expenditures	\$8,000.00	Engaging Academic Programs	

Cambridge Heights Elementary School

Supplemental materials and supplies to support learning and engagement.	4000-4999: Books And Supplies	\$12,000.00	Engaging Academic Programs
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LCFF Supplemental Site Allocation Total Expenditures: \$31,500.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Cambridge Heights Elementary School Total Expenditures: \$31,500.00