



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 23, 2023	August 8, 2023

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)

Schoolwide Program

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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Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

What did your data show (disaggregated by student group)?

	Guidance
Data Analysis	<p>Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups.</p> <p>Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.</p>

Data

The California Data Dashboard was brought back for the 2021-22 school year. The Comprehensive Needs Assessment will focus on Baseline State Data, District and Site Level data. This Needs Assessment was developed by input from our Site Leadership Team, School Site Council, English Language Advisory Committee, the Principal's Student Advisory Committee, and support staff.

State Data: Images Below.

District Level Data (Mid year iReady data)

English Language Arts -

36% of school is at Mid or Above Grade Level
30% of school is at Early on Grade Level
27% of school is at One Grade Level Below
5% of school is Two Grade Levels Below
3% of school is Three or More Grade Levels Below

Math -

24% of school is at Mid or Above Grade Level
29% of school is at Early on Grade Level
39% of school is at One Grade Level Below
7% of school is Two Grade Levels Below
1% of school is Three or More Grade Levels Below

Suspension Data:

0% for 21/22 school year

Attendance Data

Attendance rate: 93.6%

Subgroups:

English Learners: 94.7%

Students with Disabilities: 94.4%

McKinney-Vento: n/A

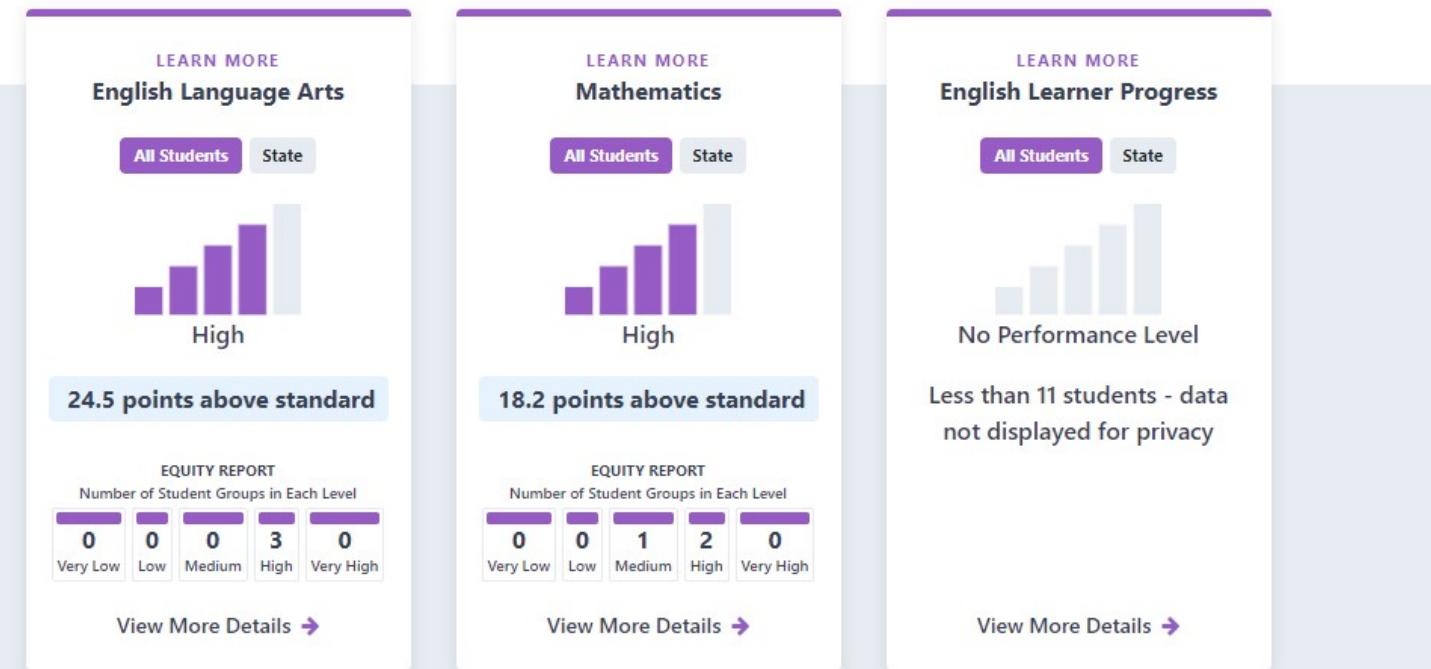
Low SES: 92.2%

Empathy gathering: Teachers, staff, and students were interviewed throughout the year. Majority of discussions focused on Academic Focus and School Climate.. Based on these interviews a continued focus on Data Driven instruction was expressed as well as a need for an ongoing kindness campaign. When meeting with students they emphasized the issue is not really "bullying" but kindness in general. Students and adults on campus are not always kind with greetings and/or communication with one another.

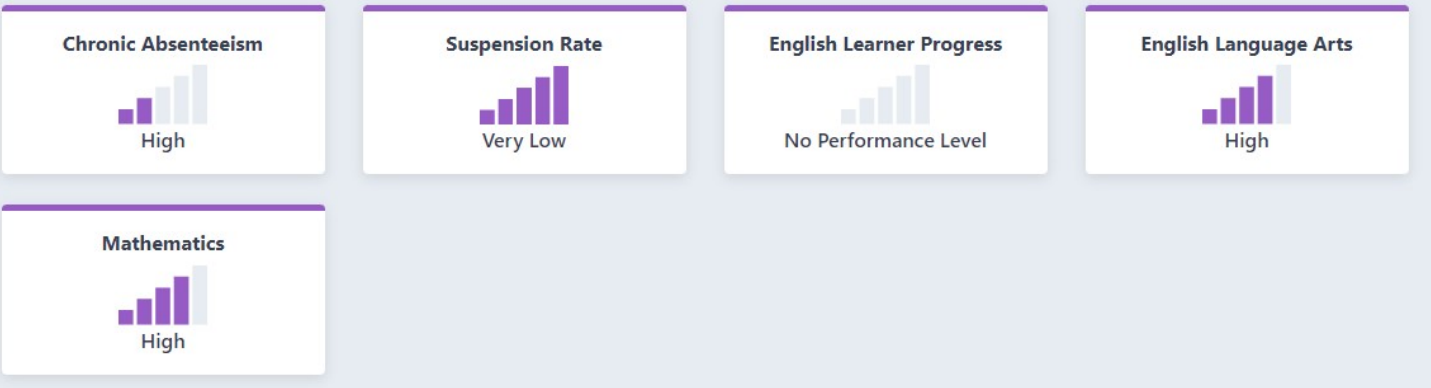
CAMBRIDGE HEIGHTS ELEMENTARY

Academic Performance

View Student Assessment Results and other aspects of school performance.



Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



Root Cause Analysis

What did your root causes analysis reveal?

	Guidance
Root Cause Analysis	Root cause analysis follows directly from areas identified during data analysis. Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.

Through the Comprehensive Needs Assessment process our Site leadership team, School Site Council, English Language Advisory Committee and whole school staff participated in data analysis to develop a deeper understanding of the data sources identified above and create recommendations based on identification of root causes.

Teaching staff participated in ongoing K-2 and 3-5 meetings during the 22-23 school year. The focus of these groups were to first identify common assessments and then meet on an ongoing basis to deepen understanding of assessments and how they are used to drive instruction. The process has evolved over the year with the expectation of continued agreements and time allotted to discuss results and next steps. Areas of ongoing need have been identified and both groups were able to participate in a process where they were able to identify their goals for the 23/24 school year and resources needed to continue their focus on assessment driven instruction and meeting the needs of all students. Staff identified a need for more release time and compensation to have deeper ongoing discussions and put in extended hours if needed to score CAASPP interim assessments and/or other participate in trainings. Cambridge Heights has also experienced an influx of English Language Learners this year, staff has also asked that resources also be allocated to meet the needs of these students.

The district climate survey was reviewed with staff, School Site Council, English Language Advisory Committee and the Principal's Advisory Council which is made up of 2-3 students per class in grades 1-5. The area that stood out on the District survey was under the Sense of Belonging section, the specific question was "Students are respectful to each other at school" on this question 28.38% percent of the 4th and 5th graders that took the survey responded that students were respectful. When talking with students they said that although students are not physically inappropriate or ongoing "Bullying" one another they did point out an overall negative attitudes among students. The students suggestions included ongoing messaging, more assemblies and reinforcement of positive behaviors around campus. Staff and committees also supported an ongoing plan to address school culture.

Resource Inequities

What resource inequities did you discover?

	Guidance
Resource Inequities	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

Through the Comprehensive Needs Assessment process our Site leadership team. School Site Council, English Language Advisory Committee and whole school staff participated in data analysis to develop a deeper understanding of the data sources identified above and create recommendations based on identification of root causes. The focus of this plan is to address resource inequities related to identifying and supporting students at their current learning levels on an ongoing basis as well as creating an ongoing campaign to address kindness throughout campus. The resources include but are not limited to:

1. Continue to meet in cross grade level teams as a staff. Staff will also need additional time and possibly resources to continue the work around assessment driven instruction.
2. Purchase and/or develop supplements to core curriculum to engage and support students.

3. Utilizing supplement funded staff to provide counseling, intervention, and extra support to students in and outside of the classroom during the regular school day
4. Continue to develop and use assessments to identify and address areas of need
5. Work with staff, Principal Advisory Committee and Parent Faculty Club to develop and implement ongoing Culture of Kindness campaign

Input from Educational Partners

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 Site Leadership Team, the Cambridge Heights staff, Parent Faculty Committee, Site Safety Committee, English Language Advisory Committee and the Principal's Advisory Council. In addition, the School Site Council meets throughout the year to develop, update and review the Single Plan for Student Achievement with input from the Site Leadership team and English Language Advisory Committee.

Resource Inequities

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

The focus of this plan is to address resource inequities related to learning gaps among students as well as creating and maintaining a positive culture of the school.

Actions are designed to promote academic success and engagement through assessment driven instruction. Innovative teaching strategies, intervention and effective communication with all stakeholders will be necessary to achieve goals.

Intervention and support: Student academic levels vary according to each student's circumstance. There is a need for common assessments and indicators so each student's situation can be addressed appropriately.

Effective communication: Weekly school newsletter, two-way communication with parents using new district system, parent surveys, phone calls, emails, apps, as well as in person communication will need to be utilized with all stakeholders to guarantee a partnership regarding each child's education.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.34%	0.64%	1	1	2
African American	1.5%	2.01%	3.83%	5	6	12
Asian	3.3%	2.35%	3.83%	11	7	12
Filipino	0.6%	0.34%	0.32%	2	1	1
Hispanic/Latino	22.8%	23.15%	21.09%	76	69	66
Pacific Islander	0.3%	0.34%	0%	1	1	0
White	63.8%	62.42%	59.74%	213	186	187
Multiple/No Response	6.9%	9.06%	10.54%	23	27	33
Total Enrollment				334	298	313

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	51	44	53
Grade 1	52	45	51
Grade 2	52	42	53
Grade3	51	48	52
Grade 4	66	54	48
Grade 5	62	65	56
Total Enrollment	334	298	313

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	24	19	20	7.20%	6.4%	6.4%
Fluent English Proficient (FEP)	18	15	18	5.40%	5.0%	5.8%
Reclassified Fluent English Proficient (RFEP)	3	6	2	1%	2%	1%

Cambridge Heights Elementary - 2022-2023 Grades TK-2 I-Ready/Text Level Grade Level Proficiency

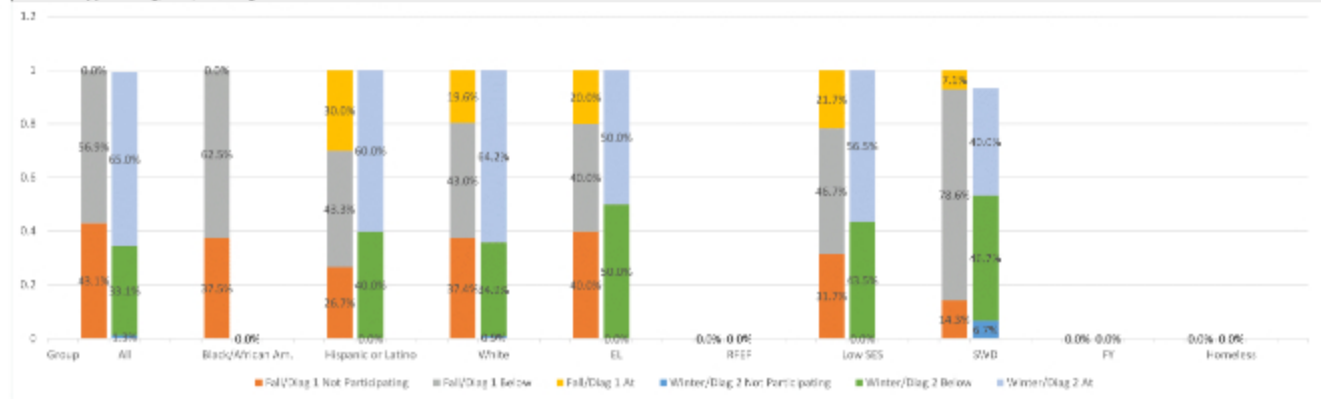
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	159	53	70	0	2	53	104			
Black/African Am.	8	3	5	0	1	3	4			
Hispanic or Latino	30	8	13	9	0	12	18			
White	109	40	46	21	1	38	70			
EL	16	6	6	3	0	8	8			
RFP	3	0	2	0	0	2	0			
Low SES	62	19	28	13	0	27	35			
SWD	15	2	11	1	1	7	6			
FY	0	0	0	0	0	0	0			
Homeless	2	1	0	0	0	0	1			

Cambridge Heights Elementary - 2022-2023 Grades TK-2 I-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	160	43.1%	56.9%	0.0%	1.3%	33.1%	65.0%			
Black/African Am.	8	37.5%	62.5%	0.0%	12.5%	37.5%	50.0%			
Hispanic or Latino	30	26.7%	43.3%	30.0%	0.0%	40.0%	60.0%			
White	109	37.4%	43.0%	19.6%	0.9%	34.9%	64.2%			
EL	16	40.0%	40.0%	20.0%	0.0%	50.0%	50.0%			
RFP	3	0.0%	100.0%	0.0%	0.0%	66.7%	0.0%			
Low SES	62	31.7%	46.7%	21.7%	0.0%	43.5%	56.5%			
SWD	15	14.3%	78.6%	7.1%	6.7%	46.7%	40.0%			
FY	0									
Homeless	2	100.0%	0.0%	0.0%	0.0%	0.0%	50.0%			

*Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard

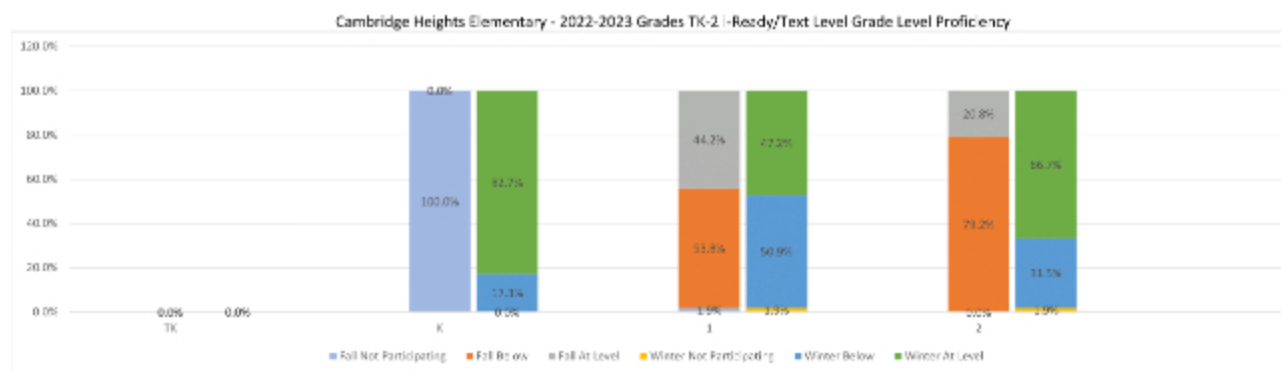


Cambridge Heights Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency										
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0	0	0	0	0	0	0			
K	52	52	0	0	0	9	43			
1	53	1	28	23	1	27	25			
2	54	0	42	11	1	17	36			

Cambridge Heights Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage										
Group		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0									
K	52	100.0%	0.0%	0.0%	0.0%	17.3%	82.7%			
1	53	1.9%	53.8%	44.2%	1.9%	50.9%	47.2%			
2	54	0.0%	79.2%	20.8%	1.9%	31.5%	66.7%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard



Cambridge Heights Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

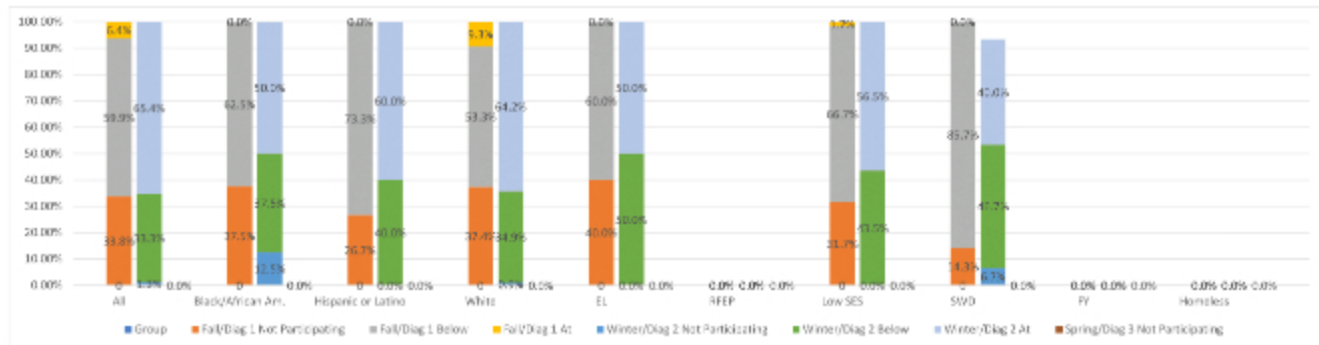
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	159	53	94	10	53	94	12			
Black/African Am.	8	3	5	0	3	5	0			
Hispanic or Latino	30	8	22	0	8	22	0			
White	109	40	57	10	40	57	12			
EL	16	6	9	0	7	9	0			
RFP	3	0	2	0	0	2	0			
Low SES	62	19	40	1	21	40	1			
SWD	15	2	12	0	2	12	0			
FY	0	0	0	0	0	0	0			
Homeless	2	1	0	0	1	0	0			

Cambridge Heights Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	160	33.8%	59.9%	5.4%	33.1%	58.8%	7.5%			
Black/African Am.	8	37.5%	62.5%	0.0%	37.5%	62.5%	0.0%			
Hispanic or Latino	30	26.7%	73.3%	0.0%	26.7%	73.3%	0.0%			
White	109	37.4%	53.3%	9.3%	36.7%	52.3%	11.0%			
EL	16	40.0%	60.0%	0.0%	43.8%	56.3%	0.0%			
RFP	3	0.0%	100.0%	0.0%	0.0%	66.7%	0.0%			
Low SES	62	31.7%	66.7%	1.7%	33.9%	64.5%	1.6%			
SWD	15	14.3%	85.7%	0.0%	13.3%	80.0%	0.0%			
FY	0									
Homeless	2	100.0%	0.0%	0.0%	50.0%	0.0%	0.0%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard

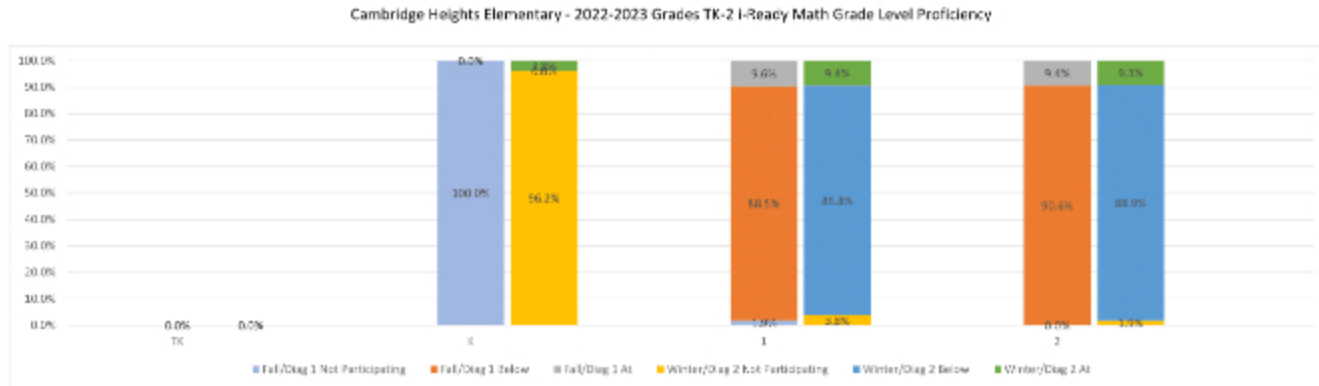


Cambridge Heights Elementary - 2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency											
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3			
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At	
TK	0	0	0	0	0	0	0	0	0	0	
K	52	52	0	0	50	0	2				
1	53	1	46	5	2	46	5				
2	54	0	48	5	1	48	5				

Cambridge Heights Elementary - 2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency Percentage											
Group		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3			
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At	
TK	0										
K	52	100.0%	0.0%	0.0%	96.2%	0.0%	3.8%				
1	53	1.9%	88.5%	9.6%	3.8%	86.8%	9.4%				
2	54	0.0%	90.6%	9.4%	1.9%	88.9%	9.3%				

*Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard



Conclusions based on this data:**1. i-Ready growth monitoring -**

ELA - 65% of students in grades K-2 scored at or above grade level on the 2nd i-Ready diagnostic given in January 2023. In addition to this measurement staff has utilized Acadience to monitor progress of students foundational reading skills throughout the year. Staff will continue to utilize this information to develop plans for specific groups of students. i-Ready will be used 3 times a year as a benchmark to monitor foundational reading progress.

Math - 48% of students in grades K-2 scored at or above grade level on the 2nd i-Ready diagnostic given in January 2023. Staff will use i-Ready to monitor progress throughout the year and will explore ongoing assessments to monitor foundation math skills in 23-24.



Spring 2023
District Climate Survey Results by School

Cambridge Heights

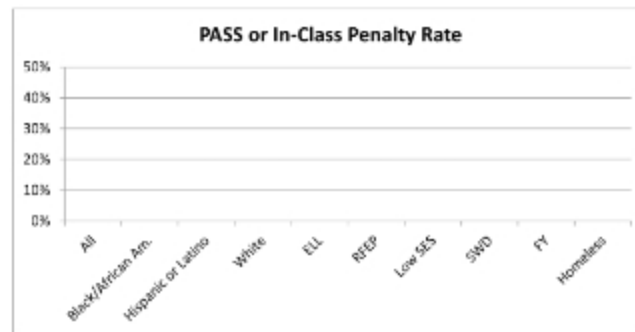
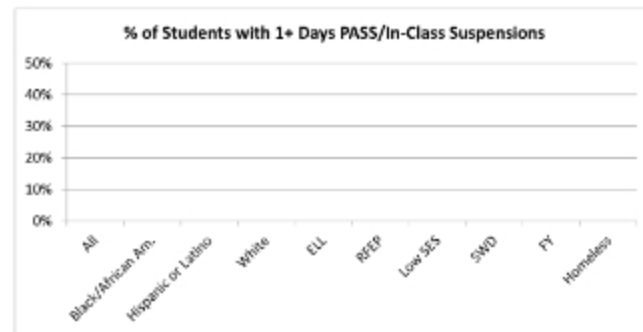
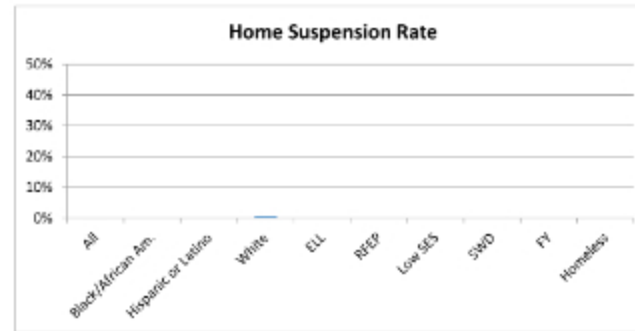
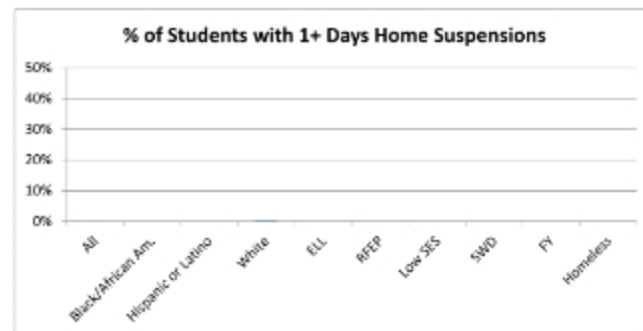
	Pet Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
Caring Relationships							
A) School has a climate that is caring.		142	95.07%	74	77.03%	14	85.71%
B) There are students and staff on campus who listen to students when they have something to say.		142	94.37%	75	65.33%	14	85.71%
C) There is an adult from the school who checks on how students are doing.		140	86.43%	73	56.16%	14	92.86%
D) School has the materials, staff, programs, and supports needed to help all students do their best.		141	91.49%	74	72.97%	14	85.71%
E) Staff feels supported to do their job well in meeting the needs of all students.						14	71.43%
F) Staff feels part of an effective team.						14	71.43%
Family and Staff Engagement							
	Pet Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.		141	95.04%			14	100.00%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.		141	92.91%			14	85.71%
C) The school offers families opportunities to be involved in school and classroom activities.		141	96.45%			14	100.00%
D) The school keeps families well-informed about school activities.		142	98.59%			14	100.00%
E) The staff at our school listens to family concerns about issues.		142	91.55%			14	92.86%
F) The staff at school are helpful and welcoming when families come to school or call.		142	92.96%			14	92.86%
G) The school and families are partners in promoting positive behavior for my student.		140	94.29%			14	92.86%
H) Families who speak a language other than English receive general information about our school in their home language.		142	92.96%			14	71.43%
I) Staff receive information about upcoming events and important information about the school.						14	100.00%
School Decision Making							
	Pet Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
A) School seeks input when making important decisions.		140	90.00%	75	34.67%	14	64.29%
B) Important school decisions reflect diverse input.		141	83.69%	74	36.49%	14	64.29%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.		140	95.00%				
D) The principal and staff listen to concerns of other staff members about issues.						14	78.57%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.						14	71.43%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.						14	78.57%
G) Our school uses data from this survey to inform site decision making.						14	71.43%
H) Staff voice matters in decision making.						14	64.29%
Safety							
	Pet Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
A) Concerns about student safety are taken seriously.		141	90.78%	76	64.47%	14	85.71%
B) Concerns about student safety are addressed in a timely manner at my school.		139	86.33%	74	68.92%	14	78.57%
C) My school is a safe place for all students.		141	94.33%	74	71.62%	14	78.57%
D) My school is a safe place for all staff.						14	78.57%
E) Students know what staff member to go to if they have a safety concern.		141	94.33%	73	75.34%	14	85.71%
F) Students know school safety protocols.		140	90.00%	75	82.67%	14	85.71%
G) I feel safe sharing different viewpoints and perspectives at my school.		141	89.36%	74	40.54%	14	78.57%
Sense of Belonging							
	Pet Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
A) School staff respects student diversity.		139	92.81%	75	73.33%	14	85.71%
B) Adults at my school treat students respectfully.		140	94.29%	75	68.00%	14	85.71%
C) Students are respectful to each other at school.		140	81.43%	74	28.38%	14	78.57%
D) Students have opportunities to socialize with other students often at school.		140	93.57%	74	72.97%	14	100.00%
E) Students have an adult on campus they trust.		140	91.43%	74	85.14%	14	92.86%
F) Students trust other students at school.		138	92.75%	75	85.33%	14	92.86%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.		140	85.00%	74	70.27%	14	92.86%
H) School staff reflects student diversity.		138	84.06%	76	39.47%	14	21.43%
Academic Progress							
	Pet Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
A) Families and students understand how assignments and tests are graded.		141	94.33%	75	73.33%	14	57.14%
B) Questions and concerns about schoolwork are addressed.		141	94.33%	72	68.06%	14	92.86%
C) Student grades reflect their knowledge of the material.		141	94.33%	74	71.62%	14	92.86%
D) Adults at my school believe all students can be successful.		140	94.29%	71	76.06%	14	85.71%
E) Students feel comfortable and unjudged to ask their teacher for help.		140	91.43%	73	63.01%	14	100.00%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.		140	95.71%	73	79.45%	14	100.00%
G) Teachers at my school go out of their way to help all students.		140	90.00%	74	60.81%	14	92.86%
H) Students receive timely and regular feedback on their learning.		140	94.29%	73	58.90%	14	78.57%
I) Staff at my school provides resources or ideas that help families support their students at home.		139	90.65%			14	92.86%
High Expectations							
	Pet Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
A) Students are challenged academically at school.		138	89.13%	74	54.05%	14	100.00%
B) School recognizes and celebrates the academic success of all students.		140	93.57%	73	54.79%	14	85.71%
C) Adults on campus motivate students to do their best.		135	87.41%	73	69.86%	14	85.71%
D) School provides additional academic support when students are struggling.		139	84.17%	72	63.89%	14	78.57%

	<i>Per Strongly Agree/Agree</i>		Parent		Student (gr. 4-12)		Staff	
Student Engagement			N	Pct	N	Pct	N	Pct
A) Students are interested in what they are learning.			138	92.75%	74	60.81%	14	92.86%
B) Students have access to classes and activities that meet their interests and talents.			138	88.41%	73	46.58%	14	64.29%
C) Students understand how to complete their schoolwork.			137	91.97%	73	69.86%	14	85.71%
D) Students complete assignments on time.			137	91.24%	73	56.16%	14	78.57%
E) Students are motivated to do their schoolwork.			138	80.43%	74	52.70%	14	71.43%
	<i>Per Strongly Agree/Agree</i>		Parent		Student (gr. 4-12)		Staff	
College and Career Readiness			N	Pct	N	Pct	N	Pct
A) Students are encouraged to take the required courses needed to be prepared for college and career.			122	50.00%	74	35.14%	12	8.33%
B) Students and families know what classes they will have to take and pass to graduate from high school.			118	55.08%	73	17.81%	12	0.00%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.			119	63.03%	74	33.78%	12	16.67%
D) School offers college and career programs.			116	27.59%	73	4.11%	12	0.00%
E) Students participate in programs to learn about different jobs, careers, and colleges.			119	34.45%	74	5.41%	12	0.00%
F) Students are prepared for the next step of their educational experience.			122	72.13%	74	48.65%	12	66.67%
G) Staff are optimistic about the future of their career in San Juan Unified.							13	61.54%
H) There are equitable opportunities for advancement in the district.							12	41.67%
	<i>Per Strongly Agree/Agree</i>		Parent		Student (gr. 4-12)		Staff	
Customer Satisfaction			N	Pct	N	Pct	N	Pct
A) I would recommend my school to other families.			137	96.35%	75	85.33%	14	85.71%
B) San Juan Unified School District is a district that I would recommend to other families.			137	87.59%	74	66.22%	14	85.71%

Cambridge Heights Elementary 2022-2023 Suspension Data

Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions						PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate		1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	332	1	0.30%	1	1	0.30%		0	0.00%	0	0.00%
Black/African Am.	16	-	0.00%	-	-	0.00%		0	0.00%	0	0.00%
Hispanic or Latino	69	-	0.00%	-	-	0.00%		0	0.00%	0	0.00%
White	220	1	0.45%	1	1	0.45%		0	0.00%	0	0.00%
ELL	28	-	0.00%	-	-	0.00%		0	0.00%	0	0.00%
RFEP	14	-	0.00%	-	-	0.00%		0	0.00%	0	0.00%
Low SES	120	-	0.00%	-	-	0.00%		0	0.00%	0	0.00%
SWD	31	-	0.00%	-	-	0.00%		0	0.00%	0	0.00%
FY	-	-	-	-	-	-		0	-	0	-
Homeless	4	-	0.00%	-	-	0.00%		0	0.00%	0	0.00%



* Low SES: Low SES includes low income students and students whose parents have not completed high school.

** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

Cambridge Heights Elementary - I-Ready Diagnostic 2 ELA Proficiency Level by Group

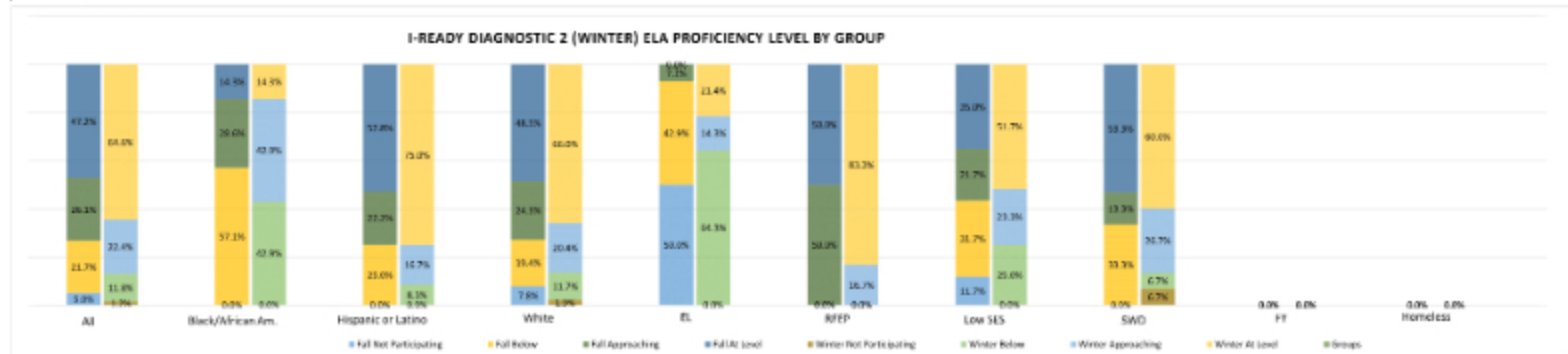
Group	Total Enrolled	Fall/Diagnostic 1 I-Ready Grade Level Placement				Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	161	8	35	42	36	2	29	36	104				
Black/African Am.	7	0	4	2	1	0	3	3	1				
Hispanic or Latina	36	0	9	8	29	0	3	6	27				
White	103	8	20	25	50	2	12	21	68				
EL	14	7	6	1	0	0	9	2	3				
FFEP	12	0	0	6	6	0	0	2	10				
Low SES	60	7	19	13	21	0	15	14	31				
SWD	15	0	5	2	8	1	1	4	9				
FY	0	0	0	0	0	0	0	0	0				
Homeless	2	0	2	0	0	0	1	1	0				

Group	Total Enrolled	Fall/Diagnostic 1 I-Ready Grade Level Placement				Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	161	5.0%	21.7%	26.1%	47.2%	1.2%	11.8%	22.4%	64.6%				
Black/African Am.	7	0.0%	57.1%	28.6%	14.3%	0.0%	42.9%	42.9%	14.3%				
Hispanic or Latina	36	0.0%	25.0%	22.2%	52.8%	0.0%	8.3%	16.7%	75.0%				
White	103	7.8%	19.4%	24.3%	48.5%	1.9%	11.7%	20.4%	66.0%				
EL	14	50.0%	42.9%	7.1%	0.0%	0.0%	64.3%	14.3%	21.4%				
FFEP	12	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%	16.7%	83.3%				
Low SES	60	11.7%	31.7%	21.7%	35.0%	0.0%	25.0%	23.3%	51.7%				
SWD	15	0.0%	33.3%	13.3%	53.3%	6.7%	6.7%	26.7%	60.0%				
FY	0												
Homeless	2	0.0%	100.0%	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below - Two grade levels or more below standard

**Approaching - One grade level below standard



Cambridge Heights Elementary - i-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade

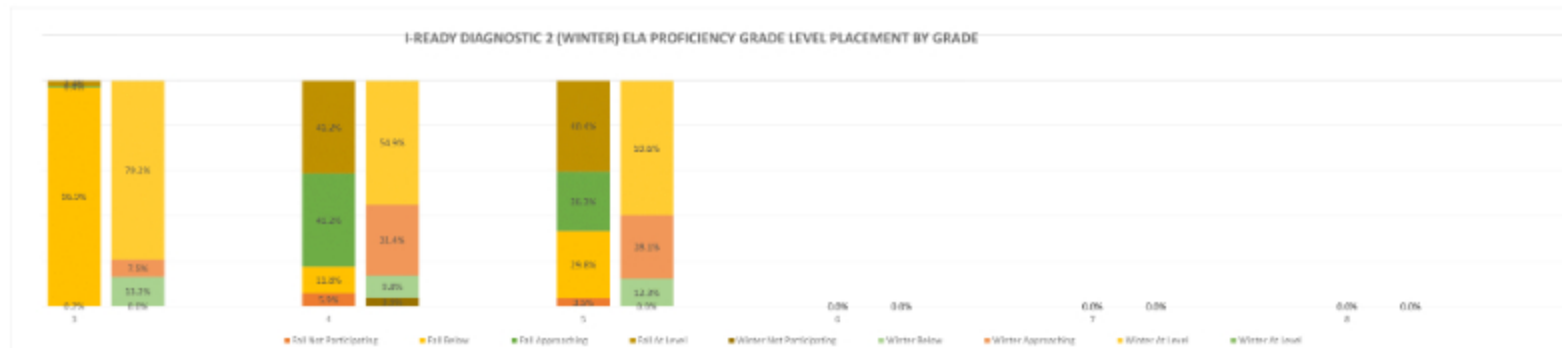
Grade	Fall/Diagnostic 1 i-Ready Grade Level Placement					Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	53	3	12	6	32	0	7	4	42				
4	51	3	6	21	21	2	5	16	28				
5	57	2	17	15	23	0	7	16	34				
6	0	0	0	0	0	0	0	0	0				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Fall/Diagnostic 1 i-Ready Grade Level Placement					Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	53	5.7%	22.6%	11.3%	60.4%	0.0%	13.2%	7.5%	79.2%				
4	51	5.9%	11.8%	41.2%	41.2%	3.9%	9.8%	31.4%	54.9%				
5	57	3.5%	29.8%	26.3%	40.4%	0.0%	12.3%	28.1%	60.6%				
6	0												
7	0												
8	0												

Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching = One grade level below standard



Cambridge Heights Elementary - i-Ready Diagnostic 2 Math Proficiency Level by Group

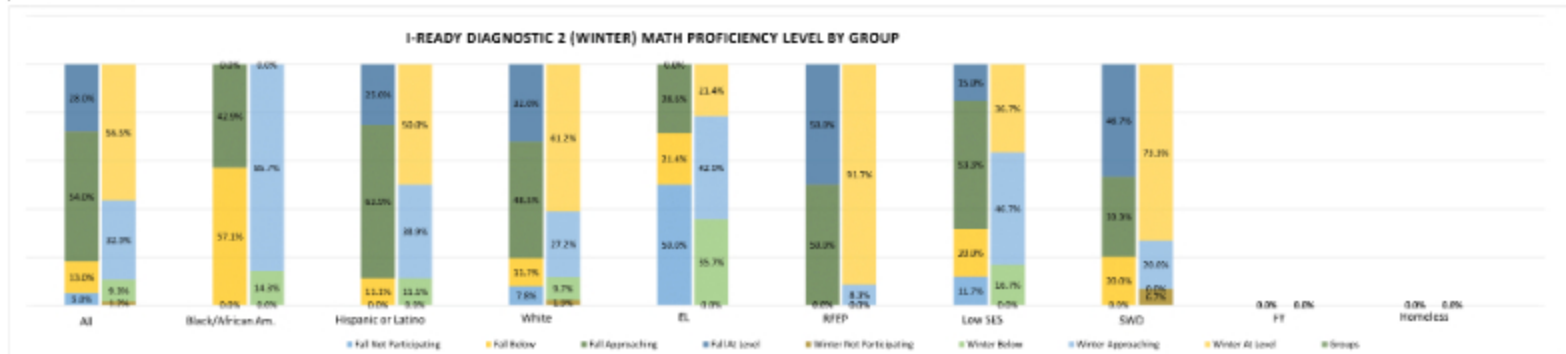
Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	161	8	21	87	45	2	35	53	98				
Black/African Am.	7	0	4	3	0	0	1	6	0				
Hispanic or Latina	36	0	4	23	9	0	4	14	38				
White	103	8	12	50	33	2	30	29	63				
EL	14	7	3	4	0	0	5	6	3				
FFEP	12	0	0	6	6	0	0	1	11				
Low SES	60	7	12	32	9	0	30	28	22				
SWD	15	0	3	5	7	1	0	3	11				
FY	0	0	0	0	0	0	0	0	0				
Homeless	2	0	0	2	0	0	1	1	0				

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	161	5.0%	13.0%	54.0%	28.0%	1.2%	9.3%	32.9%	56.5%				
Black/African Am.	7	0.0%	57.1%	42.9%	0.0%	0.0%	14.3%	85.7%	0.0%				
Hispanic or Latina	36	0.0%	11.1%	69.9%	25.0%	0.0%	11.1%	38.9%	50.0%				
White	103	7.8%	11.7%	48.5%	32.0%	1.9%	9.7%	27.2%	61.2%				
EL	14	50.0%	21.4%	28.6%	0.0%	0.0%	35.7%	42.9%	21.4%				
FFEP	12	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%	8.3%	91.7%				
Low SES	60	11.7%	20.0%	53.3%	15.0%	0.0%	16.7%	46.7%	36.7%				
SWD	15	0.0%	20.0%	33.3%	46.7%	6.7%	0.0%	20.0%	73.3%				
FY	0												
Homeless	2	0.0%	0.0%	100.0%	0.0%	0.0%	50.0%	50.0%	0.0%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below - Two grade levels or more below standard

**Approaching - One grade level below standard



Cambridge Heights Elementary - i-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade

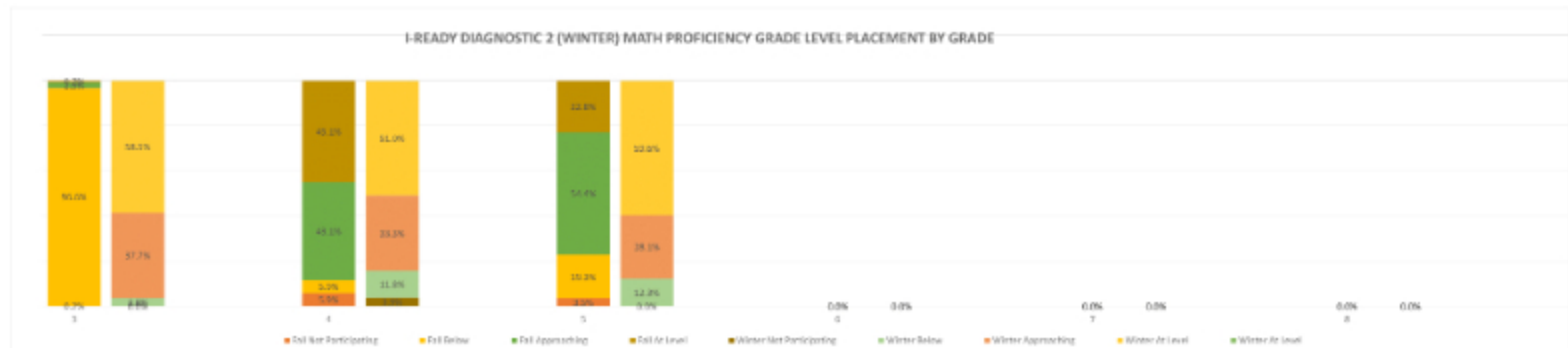
Grade	Fall/Diagnostic 1 i-Ready Grade Level Placement					Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	53	3	7	34	9	0	2	20	31				
4	51	3	3	22	23	2	6	17	26				
5	57	2	11	31	23	0	7	16	34				
6	0	0	0	0	0	0	0	0	0				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Fall/Diagnostic 1 i-Ready Grade Level Placement					Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	53	5.7%	13.2%	64.2%	17.0%	0.0%	3.8%	37.7%	58.5%				
4	51	5.9%	5.9%	43.1%	45.1%	3.9%	11.8%	33.3%	51.0%				
5	57	3.5%	19.3%	54.4%	22.8%	0.0%	12.3%	28.1%	59.6%				
6	0												
7	0												
8	0												

Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching = One grade level below standard



Conclusions based on this data:

1. i-Ready growth monitoring -

ELA - 64.6% of students in grades 3-5 scored at or above grade level on the 2nd i-Ready diagnostic given in January 2023. 3-5 staff have met on an ongoing basis to monitor progress on i-Ready and develop common agreements regarding its' use to monitor progress. This effort will continue in 23/24 school year with the intention to build on the implementation of assessment driven instruction.

Math - 56.5% of students in grades 3-5 scored at or above grade level on the 2nd i-Ready diagnostic given in January 2023. Staff is utilizing i-Ready to monitor progress throughout the year and have come to an agreement to also use the CAASPP interim assessment as a benchmark to discuss student progress. These meetings will continue in 23/24 with a focus of how to identify needs and strengthen our supports provided to students.

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: 2022-23

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?

Site Leadership, School Site Council, the English Language Advisory Committee have discussed and analyzed the 2022-2023 district survey and received feedback from empathy gathering sessions throughout the year.

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

Parent participation opportunities and school wide activities have significantly increased this year due to health restrictions being lifted.

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

A full calendar of activities and parent participation opportunities is being developed for the 23/34 school year. The 22/23 school year ended with assemblies and activities fully returning.

2022-23

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 school has to offer and thrive.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Spring 2023 School Survey - Family and Staff Engagement. Percent strongly agree/agree.	96.45% of families strongly agree/agree the school offers families opportunities to be involved in school and classroom activities.	Maintain or increase percentage.
Spring 2023 School Survey - Overall rating of questions in the School Decision Making section. Percent strongly agree/agree.	90% of families strongly agree/agree the school seeks input when making important decisions.	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	Communication resources	X All Students English Learners Low-Income Students Foster Youth Other	staff & parent group	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	500	School year 2023-24

1.2	Supplemental materials and supplies to support learning and family engagement.	X All Students English Learners Low-Income Students Foster Youth Other	staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School year 2023-24
1.3	School/Community Prevention Specialist	X All Students English Learners Low-Income Students Foster Youth Other	Principal / School Site Council	Other		School year 2023-24

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: 2022-23

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?

Site Leadership, School Site Council, the English Language Advisory Committee have discussed and analyzed the 2022-2023 district survey and received feedback from empathy gathering sessions throughout the year.

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.

2022-23

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 2022-23	Expected Outcome 2023-24
District Survey - Sense of Belonging	28.38% of students surveyed said students are respectful to each other at school.	60%+ of students surveyed will believe students are respectful to each other at school.
District Survey - School seeks input when making important decisions	36.49% of students feel the school seeks their input when making important decisions	60%+ of students will feel they are part of the decision making process.
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,	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 2023-24

	cooperation and courage.					
2.2	Supplement Clerk and yard duty allocations to ensure safe environment for students and communication with families.	X All Students English Learners Low-Income Students Foster Youth Other		LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	5000	School year 2023-24
2.3	Principal Advisory Committee plus other activities for students	X All Students English Learners Low-Income Students Foster Youth Other		LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School year 2023-24
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: 2022-23

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, Acadience, CAASPP and other commonly agreed on assessments each trimester

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

K-2, 3-5 and a Site Learning Support team have been implemented to monitor data and target interventions on an ongoing basis. As the year progresses we identified where supports were needed throughout campus and adjusted accordingly.

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

Learning Support Team, K-2, 3-5, and whole staff meetings will continue to meet and adjust plans according to assessments and data gathered. In addition, due to the influx of English Language Learners during the 2022-23 school year this subgroup will be closely monitored during the 2023-24 school year.

2022-23

Identified Need

Teacher collaboration and support is integral to creating a culture of assessment driven instruction. In addition, time and resources will need to be allocated to develop programs that engage and support each student 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.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
i Ready	Baseline assessment for Winter 22-23 students scoring at grade level <ul style="list-style-type: none">• Reading - 66%• Math - 53%	Maintain or increase percentages
District Survey	54.05% of students surveyed agreed that students are challenged academically.	Increase to 75%+

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 teachers' growth, which in turn will lead to student growth.	X All Students English Learners Low-Income Students Foster Youth Other	Teachers, Principal	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation	6000	School year 2023-24

	Includes release time and materials to support instruction			4000-4999: Books And Supplies		
3.2	Supplemental academic program subscriptions	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 2023-24
3.3	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	500	School year 2023-24
3.4	Supplemental materials and supplies to support	X All Students English Learners Low-Income Students Foster Youth	Teachers, Principal	LCFF Supplemental Site Allocation	16000	School year 2023-24

	learning and engagement.	Other		4000-4999: Books And Supplies			
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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: 2022-23

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 2022-23 District Survey and Empathy Gathering throughout the year were used to analyze this goal.

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

Bringing back after school extension activities and assemblies have helped to broaden students interests outside of school. In addition, the Principal Advisory Committee (student reps in grades 1-5) has helped bring a voice to students regarding their interests and how we can support their needs during the school day and afterschool.

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

Site administration will work with staff, students, and our Parent Faculty Committee (PFC) to broaden our enrichment activities throughout campus. Staff will also discuss student engagement during grade level meetings.

2022-23

Identified Need

Based on data such as the quality classes/activities offered, there is still a need to focus on students interests so they may broaden their pathways to bright futures

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
2022-2023 District Survey	60.81% of students who took survey say they are interested in what they are learning.	Percentage increase by 10%+
2022-2023 District Survey	47% of students surveyed said they have access to classes and activities that meet their interests and talents.	Percentage increase by 10%+

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 activities such as Choir, Creative Dance and Chess Club are provided on an ongoing basis.	All Students English Learners Low-Income Students Foster Youth Other	Principal	Other		School year 2023-24
4.2	Teacher planning time - teachers will be provided	All Students English Learners Low-Income Students Foster Youth	Site Leadership Team			School year 2023-24

	ongoing planning time to discuss and plan how to meet all students needs	Other					
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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.

Centralized Services

SCHOOL GOAL #1:					
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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #2:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #3:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #4:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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	6,000.00
2000-2999: Classified Personnel Salaries	5,000.00
4000-4999: Books And Supplies	17,500.00
5000-5999: Services And Other Operating Expenditures	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	6,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	5,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	17,500.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1	1,000.00
Goal 2	6,000.00
Goal 3	24,500.00

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
Sara Eyanson	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

on file

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/23/23.

Attested:

on file

Principal, Vincent Arias on 5/23/23

on file

SSC Chairperson, Christina Bonini on 5/23/23

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Budget By Expenditures

Cambridge Heights Elementary School

Funding Source: LCFF Supplemental Site Allocation

\$31,500.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Communication resources	5000-5999: Services And Other Operating Expenditures	\$500.00	Connected School Communities	
Supplemental materials and supplies to support learning and family engagement.	4000-4999: Books And Supplies	\$500.00	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	
Supplement Clerk and yard duty allocations to ensure safe environment for students and communication with families.	2000-2999: Classified Personnel Salaries	\$5,000.00	Healthy Environments for Social-Emotional Growth	
Principal Advisory Committee plus other activities for students	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	\$6,000.00	Engaging Academic Programs	
Supplemental academic program subscriptions	5000-5999: Services And Other Operating Expenditures	\$2,000.00	Engaging Academic Programs	
Printing of materials to support ongoing learning	5000-5999: Services And Other Operating Expenditures	\$500.00	Engaging Academic Programs	
Supplemental materials and supplies to support learning and engagement.	4000-4999: Books And Supplies	\$16,000.00	Engaging Academic Programs	

Cambridge Heights Elementary School

LCFF Supplemental Site Allocation Total Expenditures:	\$31,500.00
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LCFF Supplemental Site Allocation Allocation Balance:	\$0.00
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Cambridge Heights Elementary School Total Expenditures:	\$31,500.00
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