



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 Elementary School	48-70565-6103154	January 23, 2023	February 6, 2024

Purpose and Description

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

Additional Targeted Support and Improvement

In the 2023-24 school year, our school Cambridge Elementary, was identified for Additional Targeted Support and Improvement (ATSI). This means that based on data from the 2023 California School Dashboard, our African American student group is in ATSI status.

Schools are eligible for ATSI if one or more student groups (see below) meet one of the following criteria:

All indicators at the lowest status level; or

All indicators at the lowest status level but one indicator at another status level

The State Indicators are - ELA, Mathematics, Chronic Absenteeism, and Suspension Rate.

This plan will address ways to improve our school and student outcomes for our African American subgroup in particular, based on doing a needs assessment and identifying resource inequities.

Briefly describe 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.

Our SPSA goals are a product of collaboration among our administration, certificated employees, and advisory groups that include classified employees, students, and parent/guardians. We disaggregated data and looked at both standardized measures, curriculum based assessments, MAP progress monitoring (Reading & Math), and report card grades.

We created goals and action items based on a lens of "what do our students need?" Recognizing that our work is based on equity, we know that not all students need the same amount of type of support. We plan to use our resources, time, energy, and work to provide all student groups with what they need to learn skills and demonstrate mastery.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Our school uses a variety of surveys to achieve stakeholder input regarding the school experience, safety, communication, and our overall school climate. Results from these surveys are analyzed by our School Site Councils as well as our staff. These results are used in creating goals for our Single Plan for Student Achievement. Trends from the surveys inform our Single Plan for Student Achievement. We learned that we need to be responsive and flexible in utilizing particular strategies/actions. We have found that social emotional needs have increased due to the pandemic and stress our students have experienced. The loss of learning during this time has impacted student learning. We have had discussions regarding high-leverage actions to mitigate learning loss. Discussions based on these findings have driven the actions and next steps.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Administrators engage in classroom observations throughout the school year. Through these observations, we recognize the need to continue to target instruction through the tier 1 and 2 instructional supports. Site and District Administrators are in and out of classrooms on a daily basis. These informal walkthroughs provide an ongoing glimpse into day to day instructional practices, learning, student engagement and classroom environment of classrooms. Site administrators use these informal walkthrough notes to have reflective conversations with teachers about their practice and student learning and to network teachers for peer to peer support. In addition to informal classroom walkthroughs, formal observations are conducted in collaboration with teachers who are on the evaluation cycle. These teachers participate in planning and reflecting conferences as well. During these conferences, the administrator and teacher review the evidence collected during the observation, use rubrics and other tools that describe levels of performance and discuss areas of strength and focus areas. Teacher evaluation areas of focus are: Instruction, Planning and Preparation, Classroom Environment, and Professional Responsibilities. As a school, areas of focus for instruction, learning and culture are alignment and fidelity of essential expectations in adopted curriculum (ELA, Math, SEL, PBIS, etc) and best, first instruction, protected SEL time and focus on D.E.I. (Diversity, Equity, and Inclusion). These areas of schoolwide focus supported by schoolwide data. emerged from evidence and trends seen during both informal and formal classroom visits and are supported bt schoolwide data.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

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

Standards, Assessment, and Accountability

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

Since our math and ELA schoolwide data is in the low range, we have expanded our intervention program to target student achievement focusing on What Students Need (WIN small group instruction). The local assessments drive the targeted instruction and grouping. These groups are dynamic as students master skills.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

We use benchmark assessment data to monitor students progress throughout the school year. This will be reviewed by administrators and teachers during collaborative data analysis work sessions.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

As of December 12, 2023 Cambridge Elementary School has 36 fully credentialed teachers, and 1 teacher working on a 30 day Emergency Credential. Highly qualified, credentialed staff are hired at Cambridge. Professional development is delivered districtwide, schoolwide and through outside training opportunities.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are credentialed and professional development is offered both districtwide and at the school site. All teachers and students have access to instructional material based on the SBE-adoptions.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff Development is aligned to the California Common Core Standards as well as based on staff needs. Surveys are given yearly to get feedback on the professional training needs at Cambridge and districtwide.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

At Cambridge we have ongoing instructional assistance and support for teachers utilizing content experts. For example, teachers are trained in the SIPPS reading intervention program. We also have a math and ELD coach who works with teachers on an on-going basis.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers are given time to collaborate weekly. They analyze data and review the dynamic groupings. Teachers collaborate on pacing of curriculum, targeted instruction and data analysis.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Board adopted curriculum is utilized for instruction that is aligned with the content and performing standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

At Cambridge we adhere to the recommended instructional minutes for reading/language arts and math. This is monitored through administrative walkthroughs and instructional schedules.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Districtwide pacing guides are utilized by all teachers. We use a master schedule at Cambridge that supports the intervention classes.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-based instructional materials are utilized in all classrooms. Intervention curriculum is also used.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Standard Based Education adopted and standards-aligned instructional materials are utilized for intervention materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

We provide students with daily math and English Language Arts instructional support through small group, targeted instruction. We also support students' acquisition of English by teaching ELD 30 minutes a day. After school robotics and band class are offered. Underperforming students are given priority for participation.

Evidence-based educational practices to raise student achievement

A focus on outreach to chronically absent students and their families has been a school wide campaign. The Leadership Team, PBIS, SSC and MTSS teams will analyze the suspension rates and interventions to improve our suspension data. The administrative staff is reflective and analyzes suspension data with an equity lens.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

We have implemented Parent Education webinars. We also partner with the Solano County Office of Education to offer parenting classes. We have implemented CARE Solace to provide emotional support for staff, students and our community.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

At Cambridge we have an active PTA, PBIS, Leadership Team, ELAC, SSC and DELAC teams who plan, implement and evaluation the California Code of Regulations.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Three intervention teachers provide services to underperforming students. This is funded through categorical funds and is written in the Local Control Accountability Plan.

Fiscal support (EPC)

Our school receives funding such as Title II and Title III to provide an equitable, high quality instructional program for students. Fiscal support is provided to support the achievement of underperforming students as well as support the tier 1 instruction and tier 2 supports.

Educational Partner 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

The Leadership Team, School Site Council and English Language Advisory Committee all give input in the writing, review and updates of our annual SPSA. Current discipline, attendance and CAASPP data is shared, reviewed and analyzed by these groups. The SSC approves the SPSA each year. This is an on-going process that drives the programs, funding and goals of our school.

Resource Inequities

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

Resource inequities exist in the Hispanic and English Language Learner subgroups, in some cases, with students lacking support at home for the California Common Core State Standards due to limited proficiency in English amongst parents, families and guardians. The African American subgroup is over represented in the category of homeless, foster and socioeconomically disadvantaged youth based on their school population. These inequities are addressed by ensuring that resources and fiscal support are implemented with an equity lens and priority is given to underperforming students. For example, the intervention, after school and tutoring programs prioritize unduplicated students and our targeted subgroups (African American, EL Hispanic, Foster, and Homeless Youth). The leadership team, School Site Council, and administrative team reflect and analyze on resource allocation to ensure that inequities do not exist.

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%	0.30%	0.27%	2	2	2
African American	8.0%	7.39%	7.4%	53	49	55
Asian	6.0%	5.28%	5.11%	40	35	38
Filipino	6.0%	7.84%	8.61%	40	52	64
Hispanic/Latino	31.1%	32.88%	32.44%	206	218	241
Pacific Islander	0.9%	0.75%	0.81%	6	5	6
White	30.1%	29.11%	27.32%	199	193	203
Multiple/No Response	15.7%	14.78%	15.88%	104	98	118
Total Enrollment				662	663	744

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	132	121	136
Grade 1	92	92	106
Grade 2	97	98	100
Grade 3	85	104	104
Grade 4	84	85	103
Grade 5	78	79	95
Grade 6	94	84	99
Total Enrollment	662	663	743

Conclusions based on this data:

1. The Hispanic/Latino and White subgroups each represent approximately 30% of the total enrollment at Cambridge.
2. Each ethnic sub-group has remained fairly consistent over the school years 2020/2021 to 2022/2023 with the Hispanic/Latino subgroup increasing slightly and the African American and White subgroups decreasing.
3. The population of Students with Special Needs has increased from the 2020/2021 to 2022/2023 school years.

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	34	27	28	5.1%	4.1%	3.8%
Fluent English Proficient (FEP)	35	52	63	5.3%	7.8%	8.5%

Conclusions based on this data:

1. The population of English Learners had decreased at Cambridge over the last three years.
2. The percentage of Fluent English Proficient students has increased from 2020 to 2023 by 3.2%.
3. The English Learner population has decreased by 1.3 %.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	84	104	103	0	103	103	0	103	103	0.0	99.0	100.0
Grade 4	82	82	105	0	82	103	0	82	103	0.0	100.0	98.1
Grade 5	75	81	92	0	79	92	0	79	92	0.0	97.5	100.0
Grade 6	89	80	97	0	80	97	0	80	97	0.0	100.0	100.0
All Grades	330	347	397	0	344	395	0	344	395	0.0	99.1	99.5

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2392.	2409.		11.65	16.50		18.45	26.21		31.07	27.18		38.83	30.10
Grade 4		2482.	2439.		31.71	18.45		30.49	19.42		13.41	22.33		24.39	39.81
Grade 5		2499.	2511.		18.99	26.09		34.18	26.09		21.52	28.26		25.32	19.57
Grade 6		2517.	2532.		15.00	17.53		32.50	40.21		27.50	18.56		25.00	23.71
All Grades	N/A	N/A	N/A		18.90	19.49		28.20	27.85		23.84	24.05		29.07	28.61

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.68	17.48		65.05	64.08		24.27	18.45
Grade 4		26.83	20.39		63.41	57.28		9.76	22.33
Grade 5		16.46	21.74		68.35	68.48		15.19	9.78
Grade 6		13.75	16.49		66.25	56.70		20.00	26.80
All Grades		16.57	18.99		65.70	61.52		17.73	19.49

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.74	11.65		54.37	58.25		36.89	30.10
Grade 4		12.20	6.80		71.95	51.46		15.85	41.75
Grade 5		16.46	17.39		62.03	63.04		21.52	19.57
Grade 6		15.00	19.59		55.00	56.70		30.00	23.71
All Grades		12.79	13.67		60.47	57.22		26.74	29.11

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.68	8.74		73.79	75.73		15.53	15.53
Grade 4		13.41	11.65		75.61	71.84		10.98	16.50
Grade 5		7.59	11.96		86.08	71.74		6.33	16.30
Grade 6		10.00	12.37		77.50	76.29		12.50	11.34
All Grades		10.47	11.14		77.91	73.92		11.63	14.94

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.80	8.74		67.96	67.96		25.24	23.30
Grade 4		12.20	13.59		74.39	65.05		13.41	21.36
Grade 5		7.59	17.39		74.68	65.22		17.72	17.39
Grade 6		13.75	16.49		76.25	69.07		10.00	14.43
All Grades		9.88	13.92		72.97	66.84		17.15	19.24

Conclusions based on this data:

1. The ELA CAASPP participation rate remained consistent at 99% for the 2021-2022 and the 2022-2023 school years.
2. The overall achievement for standards not met and standard nearly met, remained fairly consistent between the years of 2021-2022 and the 2022-2023 school years.
3. Third graders increased the percentage proficient by 12% and sixth-graders increased by 10% proficient between the school years of 2021-2022 and 2022-2023. Fourth and fifth grade students decreased their proficiency rates by 15% for 4th grade and 10% for fifth.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	84	104	103	0	101	103	0	101	103	0.0	97.1	100.0
Grade 4	82	82	105	0	82	105	0	82	105	0.0	100.0	100.0
Grade 5	75	81	92	0	79	92	0	79	92	0.0	97.5	100.0
Grade 6	89	80	97	0	80	97	0	80	97	0.0	100.0	100.0
All Grades	330	347	397	0	342	397	0	342	397	0.0	98.6	100.0

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2404.	2415.		8.91	18.45		29.70	26.21		26.73	19.42		34.65	35.92
Grade 4		2470.	2449.		15.85	9.52		26.83	22.86		39.02	38.10		18.29	29.52
Grade 5		2494.	2489.		12.66	10.87		26.58	18.48		34.18	42.39		26.58	28.26
Grade 6		2523.	2526.		16.25	14.43		21.25	25.77		35.00	40.21		27.50	19.59
All Grades	N/A	N/A	N/A		13.16	13.35		26.32	23.43		33.33	34.76		27.19	28.46

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.88	21.36		48.51	44.66		39.60	33.98
Grade 4		18.29	18.10		58.54	45.71		23.17	36.19
Grade 5		17.72	11.96		58.23	58.70		24.05	29.35
Grade 6		12.50	15.46		60.00	56.70		27.50	27.84
All Grades		14.91	16.88		55.85	51.13		29.24	31.99

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		13.86	26.21		55.45	44.66		30.69	29.13
Grade 4		18.29	4.76		59.76	62.86		21.95	32.38
Grade 5		6.33	8.70		72.15	65.22		21.52	26.09
Grade 6		8.75	6.19		66.25	71.13		25.00	22.68
All Grades		11.99	11.59		62.87	60.71		25.15	27.71

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.85	15.53		61.39	57.28		23.76	27.18
Grade 4		17.07	10.48		56.10	68.57		26.83	20.95
Grade 5		16.46	2.17		67.09	78.26		16.46	19.57
Grade 6		16.25	11.34		61.25	67.01		22.50	21.65
All Grades		16.08	10.08		61.40	67.51		22.51	22.42

Conclusions based on this data:

1. 100% of students participated in the CAASPP assessment during the 2022-2023 school year.
2. The overall proficiency rate for students in the area of math remained consistent from the school years of 2021-2022 to 2022-2023 at 39 and 36 percent.
3. The percentage of students not proficient increased by two percent but remained fairly constant between the years of 2021-2022 to 2022-2023.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	6	7	7
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	5	*
3	*	*	*	*	*	*	*	*	*	6	4	*
4	*	*	*	*	*	*	*	*	*	*	*	4
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	5	*
All Grades										22	29	23

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.82	51.72	43.48	40.91	31.03	21.74	18.18	13.79	34.78	9.09	3.45	0.00	22	29	23

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	50.00	65.52	65.22	31.82	20.69	13.04	9.09	10.34	21.74	9.09	3.45	0.00	22	29	23

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.09	37.93	26.09	45.45	31.03	26.09	36.36	27.59	43.48	9.09	3.45	4.35	22	29	23

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	59.09	51.72	47.83	40.91	44.83	43.48	0.00	3.45	8.70	22	29	23

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	45.45	65.52	73.91	45.45	31.03	21.74	9.09	3.45	4.35	22	29	23

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.64	40.74	26.09	68.18	48.15	56.52	18.18	11.11	17.39	22	27	23

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.36	55.17	34.78	50.00	44.83	60.87	13.64	0.00	4.35	22	29	23

Conclusions based on this data:

1. The number of students requiring the ELPAC assessment has declined in alignment with our declining EL population.

2. Students identified in level one for overall language skills have decreased with 0 students in this category in the years 2022-2023.
3. Students identified in level two for overall language skills have increased by 21 percent from 2021-2022 to 2022-2023.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
743	41.6	3.8	0.1
Total Number of Students enrolled in Cambridge Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	28	3.8
Foster Youth	1	0.1
Homeless	2	0.3
Socioeconomically Disadvantaged	309	41.6
Students with Disabilities	116	15.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	55	7.4
American Indian	2	0.3
Asian	38	5.1
Filipino	64	8.6
Hispanic	241	32.4
Two or More Races	118	15.9
Pacific Islander	6	0.8
White	203	27.3

Conclusions based on this data:

1. Cambridge Elementary school consists of a diverse population of students with Hispanic, two or more races and white making up the largest populations.

2. Students with special needs make up 16 percent of the total population of our school. This is a larger percentage than the state average in elementary schools.
3. African American, Filipino and Asian student groups are represented in smaller numbers and make up a total of approximately 20% of the school.

School and Student Performance Data

Overall Performance

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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Chronic Absenteeism Yellow	Suspension Rate Green
Mathematics Orange		

Conclusions based on this data:

1. Conditions and climate is an area of needed improvement with the suspension rate ranked at the medium level.
2. Attendance is an area of identified need with the chronic absenteeism rate very high.
3. Both the area of ELA and math are at the low level. This is the third identified area of need.

School and Student Performance Data

Academic Performance English Language Arts

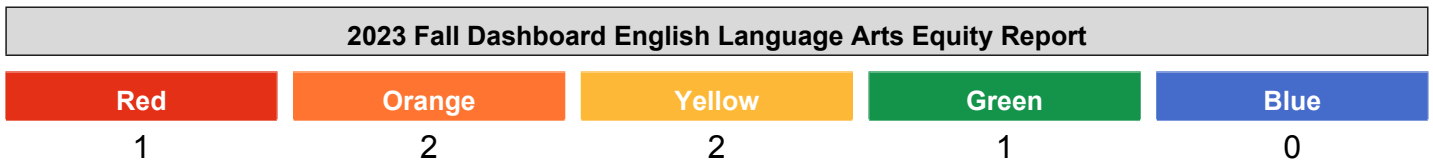
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Orange 12.2 points below standard Maintained -0.1 points 388 Students	English Learners Orange 38 points below standard Maintained +0.4 points 37 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged Yellow 31.3 points below standard Increased +3.4 points 173 Students	Students with Disabilities Red 86 points below standard Decreased -4.6 points 72 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>41.1 points below standard</p> <p>Decreased Significantly - 50.4 points</p> <p>30 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>26.3 points below standard</p> <p>Decreased Significantly - 30.8 points</p> <p>17 Students</p>	<p>20.5 points above standard</p> <p>Increased Significantly +29.7 points</p> <p>35 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Yellow</p> <p>27.1 points below standard</p> <p>Increased +7.7 points</p> <p>127 Students</p>	<p> Orange</p> <p>18.5 points below standard</p> <p>Decreased -5.4 points</p> <p>61 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>	<p> Green</p> <p>10.4 points above standard</p> <p>Maintained -0.1 points</p> <p>104 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>103.7 points below standard</p> <p>11 Students</p>	<p>10.2 points below standard</p> <p>Increased +8.8 points</p> <p>26 Students</p>	<p>10.6 points below standard</p> <p>Maintained -0.9 points</p> <p>333 Students</p>

Conclusions based on this data:

- 332 students ranked in the low category for ELA performing 12 points below the standard. This is an area of necessary improvement.
- Students with disabilities ranked in the very low category in the area of English Language Arts with 81 points below the standard.
- Socio-economically disadvantaged students ranked in the low area of ELA at 35 points below the standard.

School and Student Performance Data

Academic Performance Mathematics

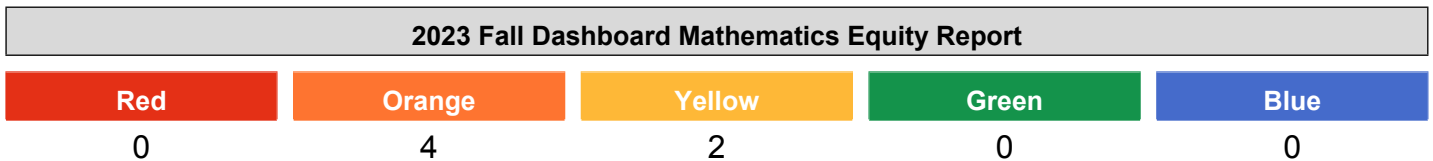
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Orange 28.1 points below standard Maintained -2.4 points 390 Students	English Learners Orange 45.3 points below standard Decreased -10.4 points 37 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged Orange 51.4 points below standard Decreased -5.8 points 175 Students	Students with Disabilities Orange 90.8 points below standard Decreased -10.5 points 72 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
57.4 points below standard Decreased Significantly -32 points 30 Students	Less than 11 Students 1 Student	0.1 points below standard Maintained -2.5 points 17 Students	12.7 points below standard Decreased -11.8 points 35 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 42.9 points below standard Increased +3.3 points 128 Students	 Orange 27.6 points below standard Decreased -3.7 points 61 Students	Less than 11 Students 5 Students	 Yellow 9 points below standard Maintained +1.7 points 105 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
105 points below standard 11 Students	20 points below standard Decreased -4.2 points 26 Students	27.6 points below standard Maintained -1.1 points 335 Students

Conclusions based on this data:

1. 330 students out of all students who participated in the math CAASPP assessment ranked in the low range.
2. Students with disabilities ranked in the low area for math. This is an area of needed improvement.
3. The Hispanic subgroup scored in the low area with 46 points below the standard.

School and Student Performance Data

Academic Performance English Learner Progress

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
50 points above standard making progress towards English language proficiency
Number of EL Students: 14 Students Performance Level: No Performance Level

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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
2	5	0	7

Conclusions based on this data:

1. A larger portion of English learners are making progress based on the assessment data.
2. 82% of students made progress towards English language proficiency.
3. The EL program and teaching at Cambridge is effective.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

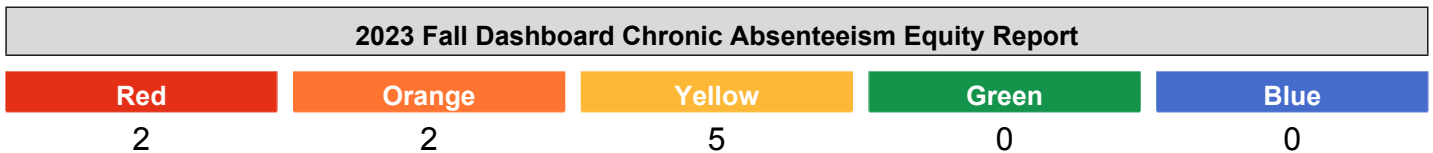
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>21.4% Chronically Absent</p> <p>Declined Significantly -7.7</p> <p>774 Students</p>	<p>English Learners</p> <p>Red</p> <p>25.6% Chronically Absent</p> <p>Increased 5.6</p> <p>43 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>27.4% Chronically Absent</p> <p>Declined Significantly -4.9</p> <p>339 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>26.2% Chronically Absent</p> <p>Declined -13.9</p> <p>141 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 18.6% Chronically Absent Declined -12.7 59 Students	Less than 11 Students 2 Students	 Orange 17.5% Chronically Absent Increased 17.5 40 Students	 Red 23.2% Chronically Absent Increased 3.9 69 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 28.9% Chronically Absent Declined Significantly -12 249 Students	 Yellow 19.1% Chronically Absent Declined -3.9 141 Students	Less than 11 Students 6 Students	 Yellow 15.4% Chronically Absent Declined Significantly -12.5 208 Students

Conclusions based on this data:

1. Chronic absenteeism was very high in the year 2022-2023. This is an area to target for improvement.
2. African Americans, Socio Economically Disadvantaged, Hispanic, white, students with special needs and two or more races are all sub groups with very high chronic absenteeism.
3. The Asian subgroups is the only group with very low absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

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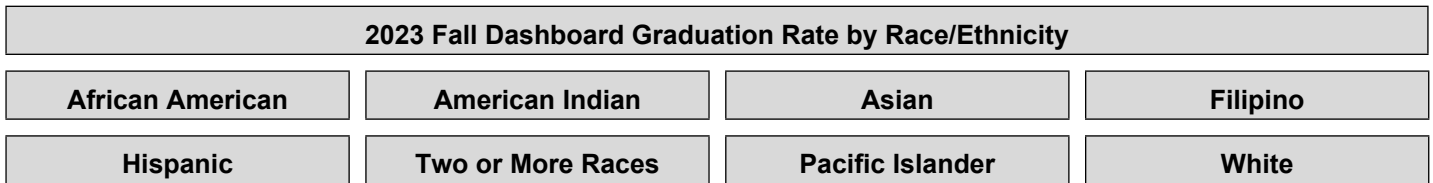
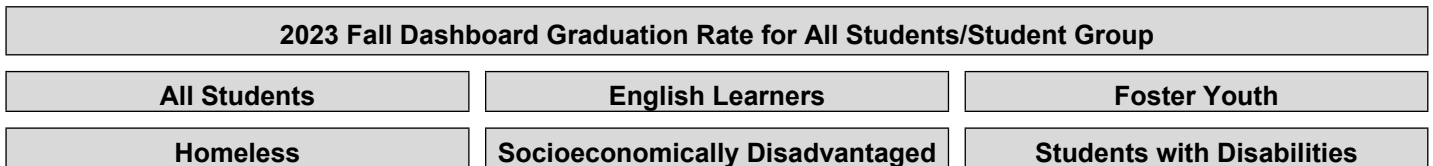
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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

1. This area does not apply to elementary school.

School and Student Performance Data

Conditions & Climate Suspension Rate

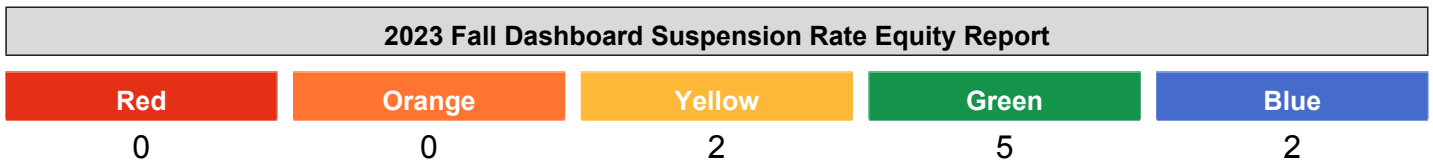
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”









This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>1.9% suspended at least one day</p> <p>Declined -0.9 786 Students</p>	<p>English Learners</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined -2.9 45 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 2 Students</p>
<p>Homeless</p> <p>Less than 11 Students 4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>2% suspended at least one day</p> <p>Declined Significantly -1.8 348 Students</p>	<p>Students with Disabilities</p> <p>Green</p> <p>2.8% suspended at least one day</p> <p>Declined -1.5 143 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 4.8% suspended at least one day Declined -2.3 62 Students	Less than 11 Students 2 Students	 Blue 0% suspended at least one day Maintained 0 40 Students	 Green 2.8% suspended at least one day Declined -0.6 71 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.8% suspended at least one day Declined -0.5 253 Students	 Green 2.8% suspended at least one day Declined -3.1 143 Students	Less than 11 Students 6 Students	 Yellow 1.9% suspended at least one day Maintained -0.1 209 Students

Conclusions based on this data:

1. The Asian subgroup has a very low suspension rate. This group represents where we would like all of our subgroups to fall.
2. The Filipino, Two or More Races, Students with Disabilities and African American subgroups are all areas of needed improvement since they are in the high and very high suspension rates.
3. The Hispanic, White and overall student groups are all in the medium levels.

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

Academic Achievement

LEA/LCAP Goal

Focus on instructional and institutional excellence to promote equity for all, close the achievement gap, and improve student learning in preparation for opportunities beyond high school including college and career.

Goal 1

1A Use Multi-Tiered Systems of Support (MTSS) to improve student learning in math and ELA, and close the achievement gap measured by the spring 2022 Smarter Balance Assessment, formative and summative assessments.

STRATEGY:

- 1) Provide targeted instruction through the WIN Program (What I Need) by utilizing intervention specialists, instructional assistants and teachers to teach students in small group settings based on their specific learning needs.
- 2) Implement a multi-tiered system to improve academic performance.
- 3) Guarantee a viable curriculum where all student have the time and opportunity to learn essential skills.
- 4) Provide educators with professional development experiences to enhance their knowledge and skills of instructional practices and strategies as well as the implementation of board adopted core curriculum.
- 5) For the 2023-24 school year, increase ELA and Math CAASPP performance level for African American subgroup from 41.1 points below standard in ELA and 57.4 in Math below standard in 2022-23 to less than 10 points below standard (ELA) and 20 (Math) below standard.

Identified Need

There is a need in improve the achievement of all students in ELA and Math with both areas ranked in the low range. Students with disabilities achieved in the very low area for ELA. this is an area to target for improvement. Math is an area to target with the following subgroups achieving in the low range: Hispanic, English Language Learners, Socioeconomically Disadvantaged, and Students with Disabilities. In the area of ELA, the following subgroups performed in the low range: two or more races, English Language Learners, Socioeconomically Disadvantaged, and Hispanic.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> • Smarter Balanced assessments in ELA and math • NWEA- MAP data benchmark assessments (Measure of Academic Performance) • ELPAC data (measure of English 	<ul style="list-style-type: none"> • 53% of students in grades 3-6 are not proficient in ELA and 63% in math. • Students who are English Language Learners are making good progress in their English Language Development. • 43% of students who took the ELPAC test 	<p>Progress will be evaluated based on student assessment data. Formative data to determine which students are on track to meet yearly reading and ELA progress will come from NWEA (North West Evaluation Association) on the MAP (Measure of Academic Progress) assessments analyzed and given three times each year.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>learner proficiency in English)</p> <ul style="list-style-type: none"> • Educational Software for Guiding Instruction Assessments • District adopted summative and formative assessments for ELA & math (i.e. Wonders, Math In Focus, Springboards) 	<p>in the 2022-2023 school year are at Level 4, while 22% are at Level 3 and 35% are at Level 2.</p>	<p>The progress of English learners will be measured annually using the ELPAC, and Intervention Specialists will use tools available in our ELD curriculum for formative progress checks three times each year.</p> <p>Math data will come from teacher-developed benchmark assessments and Smarter Balanced Interim Assessment blocks, and will be analyzed three times each year.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>The budget for this goal, including accounting information, is shown in detail in the district's Guide to the Single Plan for Student Achievement LCAP and our school budget. Summary financial information is shown in each row of the table of actions below.</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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students have been identified as needing improvement in both ELA and math based on the CAASPP assessment data. An achievement gap exists with students with disabilities in the area of English Language Arts with their scores 86 points below the standard.

Strategy/Activity

1.1.01 Provide three Intervention Specialists to support learning and close the achievement gap for underperforming students in the areas of English Language Arts, math and English Language Development.

Utilize the three intervention specialist effectively to deliver high quality instruction, targeting specific Common Core State Standards. Develop daily instructional schedules that include a minimum of 150 minutes of ELD for each English learner in blocks of 30 minutes per day, five days a week, and in blocks of 40 minutes per day, four days per week.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

314

Source(s)

3 Intervention Teachers
SGF
2 ELD Teachers
3 Instructional Assistants

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be monitored through formative and benchmark assessments. Students with special needs will be targeted in the area of ELA based on the CAASPP 2023 spring assessment results.

Strategy/Activity

1.1.02 Continue to progress monitor students through analysis of our current tools (Wonders, Math in Focus, and other assessments) and adding tools where needed (ESGI)

Administer ESGI benchmark, progress monitoring, ELD, and formative and summative assessments according to schedules established by teacher teams and the state. (2023-2024 school year)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

ESGI (District)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners will be targeted as well as students with disabilities in both the areas of ELA and math.

Strategy/Activity

1.1.03 Use technology to provide targeted learning support (Moby Max, Imagine Learning at school and at home, iPad apps, curriculum-embedded technology, websites)

Work with English Language Coordinator to get more logons for English Learners who would benefit from using this program and implement software. Analyze usage data to be sure students are spending enough time on the program to make a difference. Offer before school time three days a week for 30 minutes for ELL and intervention students to receive Imagine Learning time. Provide students and their families at home access to work on Imagine Learning program that is customized for each individual child that utilizes the Imagine Learning Program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be identified for the fourth activity.

Strategy/Activity

- 1.1.05 Provide instructional materials for intervention and practice (Phonics First, Wonder Works, SIPPS, Math In Focus Reteaching, Khan Academy, Moby Max, Math Accelerator)
- 2. Disseminate curriculum to staff at the beginning of the school year.
- 3. Communicate with district when additional materials are needed

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s) Source(s)

5,327	Scholastic News
4,310	

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students with special needs are identified for this activity.

Strategy/Activity

1.3.01 Implement a hybrid program at the elementary level that includes specialized instruction and mainstream experiences to better serve elementary Learning Cambridge students who use replacement curriculum below grade level

Sped teachers will meet together and collaborate about best practices and necessary trainings needed for replacement curriculum. Principal and Sped Director will collect feedback from teachers about the program, implementation, assessment, best practices, troubleshooting, etc. Sped Teachers will participate in Sped trainings and monitor SEIS.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students as well as the subgroup of students with special needs are targeted for this area.

Strategy/Activity

1.3.03 Increase and improve service to students with exceptional needs by expanding the range of instructional materials available to teachers to serve the needs of individual students; regularly collect and analyze common formative, interim, and summative assessment data; use the assessment data to establish instructional priorities, appropriately place students, and monitor student progress and achievement

1) District planning team of grade level representatives will work with Educational Services staff to plan this training, including selection of consultants to present.

2) Educational Services department will provide ongoing training to teachers in areas of need.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners, Hispanic, African American, and students with disabilities are identified as a priority for this activity.

Strategy/Activity

1.4.03 Elementary school Tutoring Centers will operate three days a week with teachers and student tutors

Principal will work with the District Student Success Coordinator to hire high school student to assist the credentialed teacher’s tutors to after school tutoring. The principal will work with foster parents to plan customized schedules for this support.

Principal will hire teachers for after school Math tutoring and Before School Technology Support for English Language Learners and students who need math support utilizing math technology programs in the computer lab.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students are identified for this strategy and activity.

Strategy/Activity

1.6.01

- Facilitate teacher collaboration on instructional strategies to improve learning.
- Regularly collect, analyze, and use assessment data to inform classroom instruction
- Appropriately place and exit students from intervention and support programs
- Monitor student progress and achievement.
- Teachers plan curriculum, implement standards, and engage in analysis of practice by observing student learning in other classrooms

Offer and facilitate on-going site development on site common planning Wednesdays. (One time per month)

Administer benchmark, progress monitoring, ELD, and summative assessments according to schedules established by teacher teams and the state. (2017-2018 school year)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

[Empty box for Amount(s)]

ESGI (District)
Benchmark Assessor Live (District)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students are identified for this strategy that includes rigorous, research-based curricula.

Strategy/Activity

1.6.02
Improve instructional strategies to engage students actively in learning:

- ensuring that all students closely and critically read complex works of literature and informational texts
- ensure all students present analyses based on appropriate examples and evidence from the text;
- engage all students in rigorous, research-based academic curricula that prepares them to think conceptually, solve problems, and communicate their ideas effectively

District planning team of grade level representatives will work with Educational Services staff to plan this training, including selection of consultants to present.
Educational Services department will provide ongoing training to teachers in areas of need.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

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

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This is the first year of implementing this goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

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

Socio-Emotional Wellness

LEA/LCAP Goal

Ensure a safe and productive school environment and climate using support systems to maintain calm classrooms focused on learning and to enhance student social and emotional wellness.

Goal 2

2A #1 Cambridge Elementary School will continue to implement Positive Behavior Intervention and Supports (PBIS) and provide weekly Socio-Emotional Learning lessons to increase positive behavior and decrease bullying.
#2 Monitor Attendance to decrease tardies, and absences focusing on students who are chronically absent.

STRATEGY:

- 1) Enhance the knowledge and skills of all school staff related to PBIS, Classroom management, and responding to challenging behavior.
- 2) Implement a Multi-Tiered Systems of Support (MTSS) behavioral intervention system to improve socio-emotional wellness and to maintain calm classrooms focused on learning.
- 3) Refine and continue the implementation of the tier 1, 2 and 3 systems of support through the PBIS program and support from the Solano County Office of Education.
- 4) Implement a School Attendance Team to decrease tardies and absences with a focus on students who are chronically absent.
- 5) Provide enrichment and hands-on learning the arts, music, and STEM (science, technology, engineering, and mathematics) to improve academic achievement and enhance socio-emotional wellness.
- 6) Implement a Wellness Center to support students' socio-emotional wellness.

Identified Need

All students are identified.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> • Attendance rates • Suspension rate indicator 	<p>Cambridge suspension rates and discipline data indicates that our current PBIS systems are working effectively and we need to continue to improve upon them. However, our attendance rates indicate that we need to increase school to home communication and parent meetings to decrease chronic absentees and school tardies.</p>	<p>How will the school evaluate the progress of this goal? Data will be collected as part of the LCAP progress monitoring on a district-wide and school site basis</p> <p>Where can a budget plan of the proposed expenditures for this goal be found? The budget for this goal, including accounting information, is shown in detail</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		in the district's LCAP and our school budget. Summary financial information is shown in each row of the table of actions below.

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students are identified for this activity.

Strategy/Activity

3.1.01 Continue to implement and refine PBIS processes refined by Cambridge Elementary School in 2022-the present, including having two PBIS/SST coordinators at each school to support the process and using matrices of behavioral expectation and a plan to teach and reteach behavioral expectations throughout the year

1. Provide staff development to review staff responsibilities providing calibration for effective and consistent PBIS implementation.
2. PBIS/SST coordinators work with principal, social worker, psychologist, and parent liaison to support attendance and behavior issues through the SST process.
3. All persons responsible listed will work with principal and staff to provide training and support with PBIS throughout the year. (23-24 school year)
4. Teachers will review behavior expectation through socio-emotional learning lessons and class meetings, re-teaching as student behavior identifies the need. (weekly and additionally as needed 23-24 school year)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
4,827	SGF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students benefit from the PBIS strategy and actions. The African American, Hispanic, socioeconomically disadvantaged, English Language and Students with Disability sub-groups will be targeted.

Strategy/Activity

3.1.03

Select/develop and implement a cyberbullying program for grades 4-12

District and School Staff will research and preview options for cyberbullying programs (including assemblies) to be added to our current Socio-Emotional Learning Curriculum (Second Step). Fourth-Sixth grade teachers will meet to determine the topics most appropriate for their grade levels and develop a pacing guide for when these lessons will be taught throughout the year. (2023-2024 school year)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

District

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students from grades 4-6 are identified.

Strategy/Activity

3.2.01

Increase and improve Tier II PBIS services by providing four School Social Workers plus Social Worker Interns, with two Social Workers serving at two elementary schools.

Social Workers:

Cambridge– 0.50 Social Worker, 0.5 Intern, Mental Health and Wellness Clinician: 0.3

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

66,435.50

0.50 FTE \$66,435.50 SGF

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will benefit from this activity. Students

Strategy/Activity

3.2.02

Improve PBIS services by providing 2 Student Support Specialists to support PBIS implementation with one position at each elementary schools.

Student Support Specialists: 2.0 (.875 FTE) per site – Cambridge –

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

40,683

Source(s)

1 Student Support Provider
\$40,683 .875 FTE
SGF
District

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Special Needs, Students who require additional SEL support, Foster/Homeless Youth, Socio-Economic Disadvantaged Youth

Strategy/Activity

3.2.03

Increase and improve services to students needing Tier III behavior support by providing

- Three Behavior Intervention Specialists to support both Special Education students and students in the general program
- Two mental health counselors for Special Education students

Cambridge School continues to elicit expertise of District experts such as the Behavioral Specialists and Behavioral Assistants to support all students.

This support will be activated through the SST process and as needed in crisis situations with parent permission to support the ever changing needs of our students. (17-18 school year)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

District

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Chronically Absent and or Truant Students

Strategy/Activity

3.3.03
 Form a School Attendance Review Team (SART) that will meet a minimum of twice a month to

- Review overall data on patterns of chronic absence
- Oversee implementation of a school-wide approach to improving attendance
- Ensure that students who are chronically absent receive needed supports
- Hold parent conferences to develop plans and monitor student progress

The team will develop a system for when and who will communicate attendance concerns with families using the following procedures.

1. When students slip for one attendance category to another, families will receive written communication and a phone call from the school. (23-24 school year)
2. As the need arises, the Health Clerk, Social Worker, Parent Liaison, Mental Health staff, and SST Coordinators will be included in the process to provide additional supports. (23-24 school year)
3. Principal and School Attendance Clerk will utilize the SART and SARB process in a timely manner to provide additional supports. (23-24 school year)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students on Inter-District Transfers

Strategy/Activity

3.3.04
 Continue the annual progress and performance review for students attending under special agreements

Agreements will be reviewed annually. (23-24 school year)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.4.01

Continue to implement Second Step, Class Meetings and other lessons to increase social awareness and relationship skills.

1. Principal will provide staff development on the importance of Socio-Emotional Learning (SEL) including topics to cover in the district-adopted Second Step Program. (23-24 school year)
2. Student Support Specialist, Noon Duties, and Yard Duties will support students by consistently guiding students to appropriate behavior and following school rules on the school ground.(23-24 school year)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Special Needs or students with behavioral challenges

Strategy/Activity

3.4.02

- Provide NCI training focused on de-escalating student behavior.
- Teach students strategies for calming themselves, focusing on learning, and managing stress.

1. NCI training has been held at the district level for Instructional Aides and Administrators. (23-24 school year and every two years as appropriate)
2. Professional Development on de-escalation strategies and positively responding to student behavior will be provided at the school site. (23-24 school year)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

3.4.03
Encourage a focus on engagement and social emotional learning, where children learn that their abilities can be developed through dedication and hard work

1. Social Emotional Learning staff development provided by the Solano County Office of Education.
2. Book Study for teaching staff on engaging students - End of Molasses Classes

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Upper grade students (4th-6th grades)

Strategy/Activity

3.5.01/02/05
Increase and improve programs that connect students to school and allow them to build academic skills and experience success in STEM and the arts:
• Provide elementary Arts Adventures and STEM programs after school
• Provide competitive robotics programs at the elementary level

Robotics & STEM Elementary After School Programs/VEX
Cambridge (14 sessions, 8 from SGF, 6 from DoDEA) 1.5 hours per session, 12 sessions, 1 teacher, 1 student tutor;
18 hours of work time

Competitive Robotics
 Elementary robotics stipends per contract (\$1,559 x 5 schools)

Robotics Stipend

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
10,195	Arts Adventures/STEM Elementary After School Programs/VEX Cambridge (14 sessions, 8 from SGF, 6 from DoDEA) 1.5 hours per session, 12 sessions, 1 teacher, 1 student tutor; 18 hours of work time
3,774	Competitive Robotics Elementary robotics stipends per contract (\$1,559 x 5 schools)
21,000	Robotics Stipend

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

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Currently, there are 2 after school STEM robotics programs. This has increased students' interest in science, robotics, computer coding and math. It has also improved students' social emotional well being by providing them a connection to their education.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are not differences between the intended implementation and budgeted expenditures at this current time.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Adjustments may be made to the support staffing based on the outcomes of our data.

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

Family Engagement

LEA/LCAP Goal

Enhance constructive communication within and outside the school community with a special focus on involving parents as active partners in their child's education.

Goal 3

3A Create and maintain programs that increase parent involvement on campus to include Watch D.O.G.S., PTA Events, School Site Council, Student Performances, and Classroom Volunteer Opportunities, PBIS Team, Superintendent Parent Advisory Group Facility Advisory Committee, Local Control Accountability Forums, English Language Advisory Committee, District English Language Advisory Committee, Parent Webinars.

STRATEGY:

- 1) Involve parents in making decisions.
- 2) Involve parents at school.
- 3) Provide parent education programs.
- 4) Parent/Teacher Conferences
- 4) Reinstigate the Watch D.O.G.S program to increase the participation of father's and father figures during the school day.

Identified Need

Since the COVID-19 Pandemic, parents were encouraged to stay out of schools. We now need to reinstate many of our structures and programs to ensure parent participation in our school and students' education.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> • CERVIS data • Sign in sheets from various activities • Family Curriculum night attendance • Parent education programs • Parent volunteer data 	<p>We found that we have many parents involved at school, but we believe we can increase participation at school, parent curriculum nights, education programs, and on district and school advisory groups.</p>	<p>How will the school evaluate the progress of this goal? Data will be collected as part of LCAP progress monitoring on a districtwide and school site basis.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found? The budget for this goal, including accounting information, is shown in detail in the district's LCAP and our school budget. Summary financial information is shown</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		in each row of the table of actions below.

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

4.1.04 Continue to involve School Site Council and English Language Advisory Committee in the analysis of data and the development of district and school plans, the LCAP and the Single Plan for Student Achievement (SPSA)

Provide information and discussion during regularly scheduled School Site Council meetings and English Language Advisory Committee meetings. This will be completed throughout year during scheduled meetings with an end date of January 2024.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

4.2.01 Use CERVIS software to track volunteer hours and background clearances

Office staff will enter volunteer events into the CERVIS software as events occur. Review volunteer hours will be continuous throughout the school year and at a minimum quarterly; May 2024.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s) Source(s)

225

LCFF

\$225 per school LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

4.2.02

Reinstate the Watch D.O.G.S. program where fathers and father figures volunteer at school, acting as positive male role models and participating in a variety of activities, including greeting students, helping in classrooms, and helping to supervise lunch, recess, and passing periods

1. Principal and the Top Watch D.O.G. will participate in an implementation phone call and recruitment events. (Fall 2023)
2. Principal will order materials. (as needed 23-24 school year)
3. Watch D.O.G.S. will need to be cleared through the district's volunteer clearance system (CERVIS). (23-24 school year)
4. Participation data will be collected using CERVIS. (23-24 school year)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

1,250

Source(s)

\$1,250 per school SGF

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students (targeting EL, Homeless and Foster Youth)

Strategy/Activity

4.3.05

Hold family Art & STEM Nights

- Teachers and staff explain what students are learning
- Demonstrate technology used at school that can be accessed at home
- Teach strategies for helping students learn math
- Ways to support students at home

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

10,137

Source(s)

\$10,137
Elementary: 3 nights per year x 7 grade levels x 2 teachers per grade x 6 hours per night = 252 teacher hours per school
SGF

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

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Parent participation has increased by 50% since the COVID-19 Pandemic.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The PTA has supported the family nights, since inflation has increased the cost of holding STEM family nights.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to increase opportunities for parent involvement since we have found success with the additional committees formed by the school and district to give parents venues for governance and input.

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

Basic Services

LEA/LCAP Goal

Provide basic services and manage resources responsibly while maintaining the collaborative budget process. Enhance, create, and modernize facilities that support lifelong educational programs.

Goal 4

4A Plan and utilize funds allocated to sites in a collaborative way with stakeholder groups to maximize the effectiveness of Basic Services including technology, instructional materials, professional development, and facilities in accordance with fiscal responsibility.

Identified Need

Maintain current facilities and infrastructure in good working order while also keeping up with the demands of increased enrollment and new technologies to support a world class educational school district.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1) Yearly or required inspections of the facility 2) Ample Classrooms for increased enrollment and increases in the TK program		

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

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

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

1. Nine portables were built and installed on the Cambridge campus.
2. HVAC systems have been repaired, maintained and replaced as needed.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and budgeted expenditure.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Presently, no changes will be made to this goal.

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

LEA/LCAP Goal

Goal 5

5A

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

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	\$168,477.50

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 (\$)
------------------	-----------------

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 (\$)
	\$168,252.50
LCFF	\$225.00

Subtotal of state or local funds included for this school: \$168,477.50

Total of federal, state, and/or local funds for this school: \$168,477.50

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
Donations	9325.00	9,325.00

Expenditures by Funding Source

Funding Source	Amount
	168,252.50
LCFF	225.00

Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		168,252.50
	LCFF	225.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	9,951.00
Goal 2	146,914.50
Goal 3	11,612.00

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:

Susan Nader School Principal

Kathryn Carter Stewart, Amy Wood, Kayla Johnson Classroom Teachers

Kim Larsen Other School Staff

Adam Carney, Glenda Dew, Cindy Christison, Julie Nickolas, Melissa Hyacinth Parent or Community Members

Name of Members	Role
Kayla Johnson	Other School Staff
Amy Wood	Classroom Teacher
Cindy Christison	Parent or Community Member
Glenda Dew	Parent or Community Member
Julie Nickolas	Parent or Community Member
Melissa Ynacinth	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

	English Learner Advisory Committee
	Special Education Advisory Committee
	Other: School Site Council

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 .

Attested:

Principal, Susan Nader on
SSC Chairperson, Kayla Johnson on

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 **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-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/guidanceuseseseinvestment.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/guidanceuseseseinvestment.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

School Site Approval of Single Plan for Student Achievement

Signature Page

The School Site Council at Cambridge School approved the Single Plan for Student Achievement at our meeting dated January 23, 2024.

Susan Nade

Principal

Kayla Johnson

SSC Chairperson