

School Year: **2024-25**



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cambridge Heights Open Elementary School	34-67447-6068670	05/21/24	July 30, 2024

## Purpose and Plan Summary

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

### Schoolwide Program

The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

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

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

- Goal 1: Student Achievement and Implementation of State Standards
- Goal 2: Student Engagement and Course Access
- Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

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# Comprehensive Needs Assessment Components

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

## Data Analysis

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

## Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

## Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

## Input from Educational Partners

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

### Involvement Process for the SPSA and Annual Review and Update

The school took a comprehensive approach to gather input for our Single Plan for Student Achievement (SPSA). Consulting with various stakeholders including school staff, School Site Council, the English Language Parent Advisory Committee, and the Student Principal Advisory Committee we are commitment to inclusive decision-making and ensuring that the plan reflects the needs and perspectives of different members of the school community. This collaborative effort can lead to a more effective and tailored plan to support student success. All of these groups and committees meet throughout the school year to reflect and develop ongoing plans.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.34%	0.64%	0.93%	1	2	3
African American	2.01%	3.83%	2.49%	6	12	8
Asian	2.35%	3.83%	4.67%	7	12	15
Filipino	0.34%	0.32%	%	1	1	
Hispanic/Latino	23.15%	21.09%	19.63%	69	66	63
Pacific Islander	0.34%	0%	%	1	0	
White	62.42%	59.74%	60.12%	186	187	193
Multiple/No Response	9.06%	10.54%	12.15%	27	33	39
	<b>Total Enrollment</b>			298	313	321

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	44	53	53
Grade 1	45	51	52
Grade 2	42	53	53
Grade3	48	52	53
Grade 4	54	48	58
Grade 5	65	56	52
Total Enrollment	298	313	321

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	19	20	35	7.20%	6.4%	10.9%
Fluent English Proficient (FEP)	15	18	11	5.40%	5.0%	3.4%
Reclassified Fluent English Proficient (RFEP)	6	2		1%	2%	

# 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			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>313</b>	<b>38.7</b>	<b>6.4</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Cambridge Heights Open 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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	20	6.4
<b>Foster Youth</b>		
<b>Homeless</b>	3	1
<b>Socioeconomically Disadvantaged</b>	121	38.7
<b>Students with Disabilities</b>	24	7.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	12	3.8
<b>American Indian</b>	2	0.6
<b>Asian</b>	12	3.8
<b>Filipino</b>	1	0.3
<b>Hispanic</b>	66	21.1
<b>Two or More Races</b>	33	10.5
<b>White</b>	187	59.7

# School and Student Performance Data

## Overall Performance





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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.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Green		

### Conclusions based on this data:

- 1.



# School and Student Performance Data

## Academic Performance English Language Arts

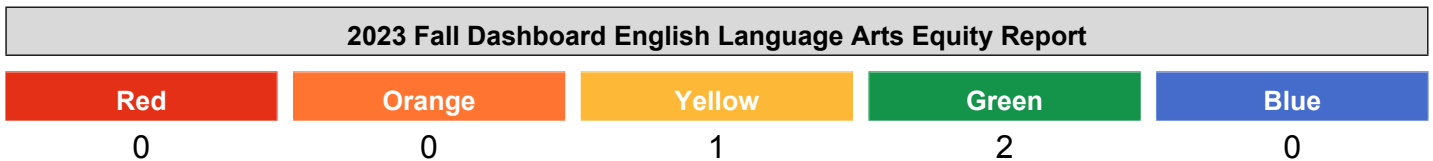
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This section provides number of student groups in each level.



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		
<b>All Students</b>  Green 24.8 points above standard Maintained +0.4 points 151 Students	<b>English Learners</b> 8.2 points above standard Decreased Significantly -37.1 points 18 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 2 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 5.6 points above standard Decreased Significantly -18.5 points 63 Students	<b>Students with Disabilities</b> 7 points above standard Increased Significantly +33.7 points 14 Students

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  5 Students	Less than 11 Students  1 Student	Less than 11 Students  8 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 29.8 points above standard Increased +6.4 points  36 Students	29.2 points above standard Increased Significantly +53.1 points  17 Students	Less than 11 Students  1 Student	 Green 28.8 points above standard Decreased -4.4 points  84 Students

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
Less than 11 Students  7 Students	54.7 points above standard Decreased -14.6 points  11 Students	27.9 points above standard Increased +7.1 points  130 Students

#### Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students scored 24.8 points below standard which was similar to the previous school year. The socio-economic disadvantaged student group is the lowest-performing subgroup based on the dashboard indicator for English Language Arts. Despite being 5.6 points above the average, they experienced a significant decrease of 18.5 points compared to the previous year. This decline might indicate challenges or barriers these students are facing, and addressing these issues could be crucial for improving their academic performance and narrowing the achievement gap.

Reflecting on the year there may be an issue with limited access to resources such as books, educational materials, or internet access, hindering students' ability to engage in learning outside of school.

Addressing these challenges requires a multi-faceted approach involving targeted support programs with our Classroom teachers, Support Staff, and Instructional Assistants. There will also need to be a school wide focus on creating a supportive and inclusive learning environment for all students.

# School and Student Performance Data

## Academic Performance Mathematics

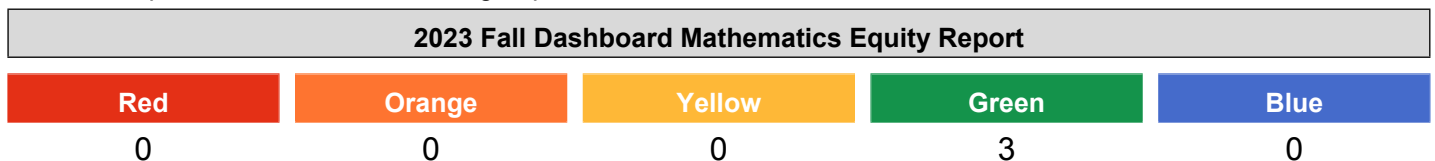
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This section provides number of student groups in each level.



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		
<p><b>All Students</b></p> <p>Green</p> <p>24.4 points above standard</p> <p>Increased +6.2 points</p> <p>151 Students</p>	<p><b>English Learners</b></p> <p>7.5 points below standard</p> <p>Decreased Significantly -33.5 points</p> <p>18 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>12.3 points above standard</p> <p>Increased +13.9 points</p> <p>63 Students</p>	<p><b>Students with Disabilities</b></p> <p>46.1 points above standard</p> <p>Increased Significantly +81.8 points</p> <p>14 Students</p>

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  5 Students	Less than 11 Students  1 Student	Less than 11 Students  8 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 19.1 points above standard Maintained -2.2 points  36 Students	24.2 points above standard Increased Significantly +26.7 points  17 Students	Less than 11 Students  1 Student	 Green 30.5 points above standard Increased +5.1 points  84 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
Less than 11 Students  7 Students	37.8 points above standard Decreased -14.3 points  11 Students	29 points above standard Increased +12.4 points  130 Students

#### Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students scored 24.4 points above standard which was an increase from the previous school year. English Language Learners (ELLs) are scoring are our lowest performing group on the dashboard indicator, experiencing a significant decrease of 33.5 points and falling 7.5 points below the standard. Despite this, the school is green in all significant subgroups.

Language Barriers: ELLs may face difficulties understanding academic content and expressing themselves effectively in English, which can hinder their performance on assessments.

It is essential to address the specific needs of ELLs through targeted interventions, language support programs, culturally responsive teaching practices, and collaboration with families and community resources to ensure their academic success.

# 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
0.75% making progress towards English language proficiency
Number of EL Students: 16 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
1	3	0	12

#### Lowest Performing Group:

Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

75% of English Language Learners (ELLs) made progress towards English language proficiency. This progress indicates that the school's efforts to support language development are yielding positive results for a significant portion of ELL students. There were 3 students that maintained and 1 student that decreased an ELPI level.

Continuing to monitor and support the language development of ELLs is crucial. Providing targeted instruction, language support services, culturally responsive teaching practices, and opportunities for language practice and engagement can further facilitate progress towards English language proficiency for ELLs.

Provide structured language development programs and create opportunities for collaborative learning and peer interactions. Our district also offers professional development opportunities for teachers and staff to enhance their knowledge and skills in language instruction. Last, involve families and community members in supporting ELLs'

language development by providing resources, workshops, and information on language learning strategies and opportunities for language practice at home and in the community.

# School and Student Performance Data

## Academic Performance College/Career Report

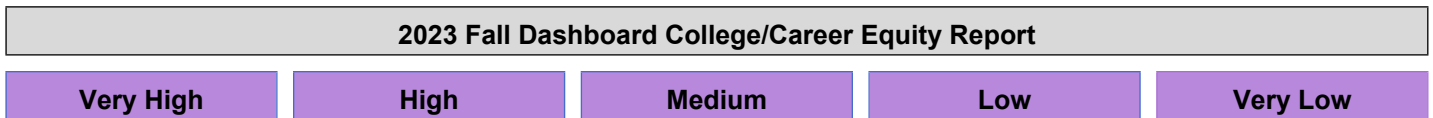
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Very Low  
Lowest Performance
Low
Medium
High
Very High  
Highest Performance

This section provides number of student groups in each level.



This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
N/A	N/A	N/A
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
N/A	N/A	N/A

**2023 Fall Dashboard College/Career Report by Race/Ethnicity**

African American	American Indian	Asian	Filipino
N/A	N/A	N/A	N/A
Hispanic	Two or More Races	Pacific Islander	White
N/A	N/A	N/A	N/A

**Lowest Performing Student Groups:**

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

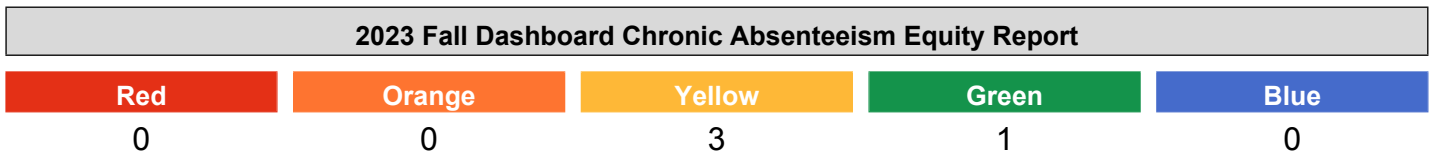
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This section provides number of student groups in each level.



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><b>All Students</b></p> <p>Yellow</p> <p>13.2% Chronically Absent</p> <p>Declined Significantly -6.6</p> <p>326 Students</p>	<p><b>English Learners</b></p> <p>3.1% Chronically Absent</p> <p>Declined -10.5</p> <p>32 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>14.4% Chronically Absent</p> <p>Declined -16.1</p> <p>146 Students</p>	<p><b>Students with Disabilities</b></p> <p>10.7% Chronically Absent</p> <p>Declined -4.3</p> <p>28 Students</p>

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
25% Chronically Absent 0 12 Students	Less than 11 Students 2 Students	0% Chronically Absent 0 12 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 15.2% Chronically Absent Declined -12.2 66 Students	 Green 9.1% Chronically Absent Declined -0.9 33 Students	Less than 11 Students 1 Student	 Yellow 13.6% Chronically Absent Declined Significantly -4.8 199 Students

**Lowest Performing Student Groups:**

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

13.2% of all students were chronically absent which was a significant decrease from the previous school year. The "all student" group is scoring at the yellow performing level on the dashboard indicator. Additionally, there has been a notable improvement in chronic absenteeism, with a decline of 6.6% to 13.2%. Our lowest performing student groups were Socioeconomically disadvantaged, Hispanic, and White students. 14.4% of Socioeconomically disadvantaged were chronically absent which was a decrease from the previous school year. 15.2% of our Hispanic students were chronically absent which was a decrease from the previous school year. 13.6% of white students were chronically absent which was a significant decrease from the previous school year.

Improving overall student performance requires a comprehensive approach that addresses various factors impacting student outcomes, including academic, social, emotional, and behavioral factors. Our support team meets weekly to discuss various issues including attendance.

By analyzing performance data, identifying areas for improvement, and implementing targeted interventions, we will work towards improving outcomes for all students and fostering a positive and inclusive school culture conducive to learning and growth.

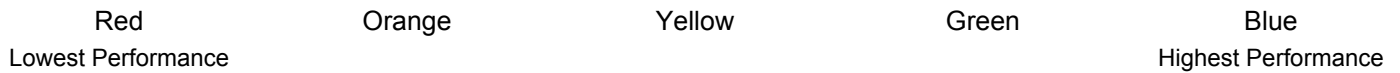
# School and Student Performance Data

## Academic Engagement Graduation Rate

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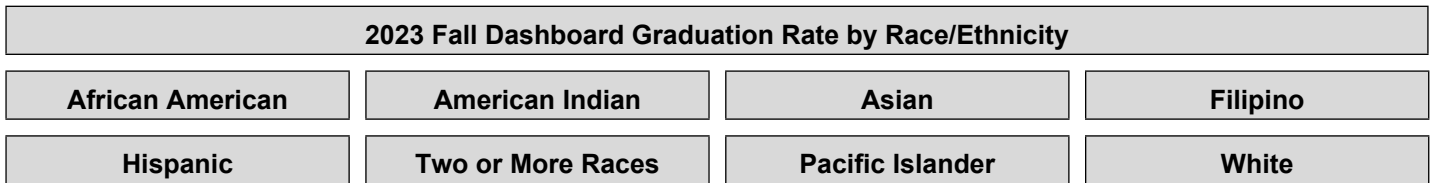
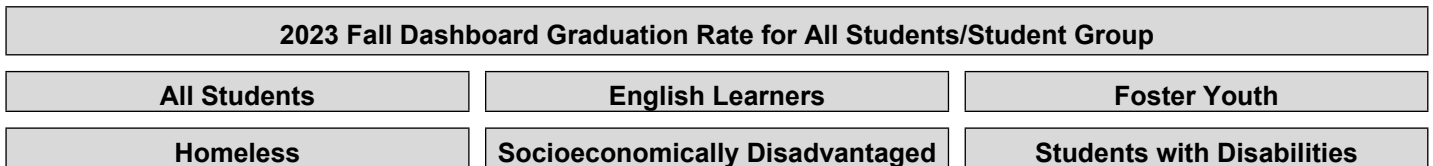
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This section provides number of student groups in each level.



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



### Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

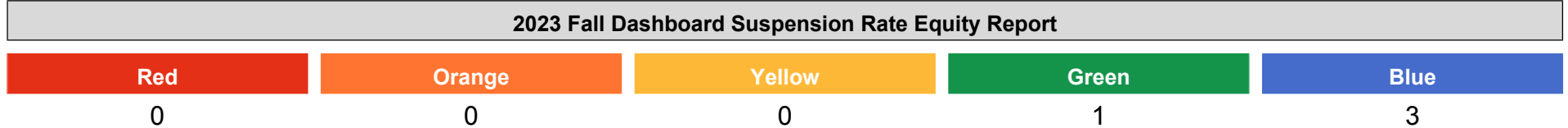
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 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**

**All Students**

  
 Green

0.3% suspended at least one day


Increased 0.3  
333 Students

**English Learners**

0% suspended at least one day

Maintained 0  
32 Students


**Foster Youth**

  
 No Performance Color  
 0 Students

**Homeless**

Less than 11 Students  
4 Students

**Socioeconomically Disadvantaged**

  
 Blue

0% suspended at least one day




Maintained 0  
153 Students

**Students with Disabilities**

0% suspended at least one day

Maintained 0  
28 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p align="center">0% suspended at least one day</p> <hr/> <p align="center">12 Students</p>	<p align="center">Less than 11 Students 2 Students</p>	<p align="center">0% suspended at least one day</p> <hr/> <p align="center">12 Students</p>	<p align="center">Less than 11 Students 1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Blue</p> <hr/> <p align="center">0% suspended at least one day</p> <hr/> <p align="center">Maintained 0 69 Students</p>	<p align="center"> Blue</p> <hr/> <p align="center">0% suspended at least one day</p> <hr/> <p align="center">Maintained 0 35 Students</p>	<p align="center">Less than 11 Students 1 Student</p>	<p align="center"> Green</p> <hr/> <p align="center">0.5% suspended at least one day</p> <hr/> <p align="center">Increased 0.5 201 Students</p>

**Lowest Performing Student Groups:**

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

0.3% of all students were suspended at least one day. White students were the lowest performing student group for suspension. 0.5% of white students were suspended at least one day. Cambridge Heights is performing well in terms of the suspension rate section on the California dashboard, with scores in the blue (the highest score possible) and green (also positive) across significant subgroups.

Cambridge Heights' performance in the suspension rate section of the California dashboard reflects a proactive approach, utilizing all staff, to creating a safe and respectful school climate where all students feel supported and engaged in their learning.

All staff is involved in creating a climate where it is the goal to support every student.

# 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

Student Achievement and Implementation of State Standards

## LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

## SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

# Annual Review

## SPSA Year Reviewed: 2023-24

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

## ANALYSIS

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

Using a combination of agreed upon assessments including iReady, Acadience, and CAASPP allows our team to monitor student progress comprehensively and continuously. This approach ensures that instruction is data-driven, personalized, and responsive to the evolving needs of students throughout the academic year results of these assessments are also shared with School Site Council(SSC) and our English Language Advisory Committee (ELAC).

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

K-2, 3-5, and Site Learning Support Team have been implemented to monitor data and target interventions on an ongoing basis. As the year progressed individual teachers and teams identified where supports were needed throughout campus and adjusted accordingly.

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

Our teams will continue to meet but evolve during the 24-25 school year. We will look into different supports to service more students in addition to providing the services currently in place. Our efforts to support our English Language Learners will also evolve as we implement new curriculum and supports.

**2023-24**

**Identified Need**

Teacher collaboration and support are integral to creating a culture of assessment-driven instruction. To foster this culture, time and resources must be allocated for teachers to collaborate, analyze data, and develop strategies that support ongoing progress monitoring and instructional improvement.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24																										
ELA State Assessment: Change in scale score	<table border="0"> <tr> <td>All Students</td> <td>24.8 points above standard</td> </tr> <tr> <td>English Learners</td> <td>8.2 points above standard</td> </tr> <tr> <td>Foster Youth</td> <td></td> </tr> <tr> <td>Homeless</td> <td></td> </tr> <tr> <td>Socioeconomically Disadvantaged</td> <td>5.6 points above standard</td> </tr> <tr> <td>Students with Disabilities</td> <td>7 points above standard</td> </tr> <tr> <td>African American</td> <td></td> </tr> <tr> <td>American Indian</td> <td></td> </tr> <tr> <td>Asian</td> <td></td> </tr> <tr> <td>Filipino</td> <td></td> </tr> <tr> <td>Hispanic</td> <td>29.8 points above standard</td> </tr> <tr> <td>Two or More Races</td> <td>29.2 points above standard</td> </tr> <tr> <td>Pacific Islander</td> <td></td> </tr> </table>	All Students	24.8 points above standard	English Learners	8.2 points above standard	Foster Youth		Homeless		Socioeconomically Disadvantaged	5.6 points above standard	Students with Disabilities	7 points above standard	African American		American Indian		Asian		Filipino		Hispanic	29.8 points above standard	Two or More Races	29.2 points above standard	Pacific Islander		+3 scale score points
All Students	24.8 points above standard																											
English Learners	8.2 points above standard																											
Foster Youth																												
Homeless																												
Socioeconomically Disadvantaged	5.6 points above standard																											
Students with Disabilities	7 points above standard																											
African American																												
American Indian																												
Asian																												
Filipino																												
Hispanic	29.8 points above standard																											
Two or More Races	29.2 points above standard																											
Pacific Islander																												



Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	White	28.8 points above standard	
Math State Assessment: Change in scale score	All Students	24.4 points above standard	+3 scale score points
	English Learners	7.5 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	12.3 points above standard	
	Students with Disabilities	46.1 points above standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	19.1 points above standard	
	Two or More Races	24.2 points above standard	
Pacific Islander			
White	30.5 points above standard		
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.75%		+ 2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	3.13%		+2%

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

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Staff collaboration - meetings and release time.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	5800	24-25 school year
1.2	Supplemental academic programs	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	24-25 school year
1.3	Printing of materials to support ongoing learning	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	24-25 school year

1.4	Supplemental material and supplies to support English Language Learners	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3000	24-25 school year
1.5	Materials and Supplies	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	11,586	24-25 school year

# 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

Student Engagement and Course Access

## LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

## SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

# Annual Review

## SPSA Year Reviewed: 2023-24

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

## ANALYSIS

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

2023-34 District Survey, Empathy Gathering and Principal Advisory Committee (students) meetings throughout the year were used to analyze this goal.

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

The expansion of after school activities and ongoing Principal Advisory meetings, where students provide actionable feedback, have resulted in students feeling more positive about activities around campus.

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

With feedback regarding the survey from the Principal Advisory Committee, staff and School Site Council there has been more direct actions as a result, such as new and sometimes different playground equipment, new after school activities and alterations to some school wide routines.

**2023-24**

**Identified Need**

There is a need for more ongoing enrichment activities during and after school as well as a need for a focused attendance program with specific students. Both of these needs will be addressed in the 24-25 school year.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	13.2% Chronically Absent
	English Learners	3.1% Chronically Absent
	Foster Youth	
	Homeless	
	Socioeconomically Disadvantaged	14.4% Chronically Absent
	Students with Disabilities	10.7% Chronically Absent
	African American	25% Chronically Absent
	American Indian	
	Asian	0% Chronically Absent
	Filipino	
	Hispanic	15.2% Chronically Absent
	Two or More Races	9.1% Chronically Absent
	Pacific Islander	
White	13.6% Chronically Absent	
		- 0.5%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Attendance: Percentage of the school year attended for students in TK-12	94.18%	+2%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	.	
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	.	
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	.

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

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
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2.1	Materials, supplies and incentives for enrichment opportunities during the school day.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	24-25 school year
2.2	Materials and incentives for targeted Attendance campaign	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	24-25 school year
2.3	Extra Clerical time to address chronic absenteeism	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	3000	24-25 school year

# 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

School Conditions, Climate, and Family Engagement

## LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

## SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

# Annual Review

## SPSA Year Reviewed: 2023-24

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

## ANALYSIS

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

Site Leadership, School Site Council, English Language Advisory Committee and the Principal Advisory Council have discussed, analyzed and provided feedback regarding the 2023-2024 district survey.

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

School continues to expand school wide activities to try and get more parents involved as well as examining routines and procedures to improve school wide expectations.

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

The school is focused on improving conditions, climate, and family engagement by expanding school-wide activities to increase parent involvement and examining routines and procedures to enhance school-wide expectations. In response to student feedback,



the counselors initiated an ongoing perseverance program with 5th graders, which has received positive reviews. The team plans to start these lessons earlier in the 2024-25 school year to build on this success.

**2023-24**

**Identified Need**

The Principal Advisory Committee (PAC), School Site Council, and staff recognized the need for more routines in the playground, lunchroom, and when moving about the campus. In response, the PAC developed ideas for a school-wide incentive program to reward classes that make good choices and follow these routines.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	0.3% suspended at least one day	Maintain and monitor for change
	English Learners	0% suspended at least one day	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	0% suspended at least one day	
	Students with Disabilities	0% suspended at least one day	
	African American	0% suspended at least one day	
	American Indian		
	Asian	0% suspended at least one day	
	Filipino		
	Hispanic	0% suspended at least one day	
	Two or More Races	0% suspended at least one day	
	Pacific Islander		
	White	0.5% suspended at least one day	

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Expulsion Rate: Percentage of students expelled from school.	0.00%	0.0%
Connectedness: Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district climate survey.	65.4%	+3%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	67.3%	+3%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	0%	+10%

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

### Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Material and supplies for school wide behavioral expectation program.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	2024 - 2025

3.2	Provide supplemental support for students and families through the use of a School Community Intervention Specialist PC 38897	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	2,166  1,448	2024 - 2025
3.3	Provide supplemental safety on campus through the use of rec aides.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		2024 - 2025
3.4	Encourage parents to attend school events including but not limited to meetings with the principal.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024 - 2025

# Centralized Services for Planned Improvements in Student Performance

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

## Centralized Services

<b>SCHOOL GOAL #1:</b>
Student Achievement and Implementation of Standards

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Intervention Teacher					
Instructional Assistants (6)					

<b>SCHOOL GOAL #2:</b>
Student Engagement and Course Access

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost

<b>SCHOOL GOAL #3:</b>
School Conditions, Climate, and Family Engagement

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
School Community Intervention Specialist 1					

<b>Actions to be Taken to Reach This Goal</b> <b>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</b>	<b>Start Date</b>  <b>Completion Date</b>	<b>Proposed Expenditure(s)</b>			
		<b>Description</b>	<b>Type</b>	<b>Funding Source</b> (itemize for each source)	<b>Estimated Cost</b>
Recreation Aids (2)					

# Budget Summary

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

## Budget Summary

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

## Other Federal, State, and Local Funds

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

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

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

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

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

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

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

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

## Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	31,500.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	5,800.00
2000-2999: Classified Personnel Salaries	5,166.00
3000-3999: Employee Benefits	1,448.00
4000-4999: Books And Supplies	19,086.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	5,800.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	5,166.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	1,448.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	19,086.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	23,386.00

Goal 2

4,000.00

Goal 3

4,114.00



# School Site Council Membership

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

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

Name of Members	Role
Jeannette Smith	Classroom Teacher
Chana d'Alquen	Classroom Teacher
Diane Elliott	Classroom Teacher
Lynn Baker	Other School Staff
Vincent Arias	Principal
Wendi Colquhoun	Parent or Community Member
Danielle Guzman	Parent or Community Member
William Wren-Rodriguez	Parent or Community Member
Sara Eyanson	Parent or Community Member
Olivia Oneil	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

on file

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/21/24.

Attested:

on file

Principal, Vincent Arias on 5/21/24

on file

SSC Chairperson, Wendi Colquhoun on 5/21/24

# Budget By Expenditures

## Cambridge Heights Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
Staff collaboration - meetings and release time.	1000-1999: Certificated Personnel Salaries	\$5,800.00	Connected School Communities	
Supplemental academic programs	4000-4999: Books And Supplies	\$2,000.00	Connected School Communities	
Printing of materials to support ongoing learning	4000-4999: Books And Supplies	\$1,000.00	Connected School Communities	
Supplemental material and supplies to support English Language Learners	4000-4999: Books And Supplies	\$3,000.00	Connected School Communities	
Materials and Supplies	4000-4999: Books And Supplies	\$11,586.00	Connected School Communities	
Materials, supplies and incentives for enrichment opportunities during the school day.	4000-4999: Books And Supplies	\$500.00	Healthy Environments for Social-Emotional Growth	
Materials and incentives for targeted Attendance campaign	4000-4999: Books And Supplies	\$500.00	Healthy Environments for Social-Emotional Growth	
Extra Clerical time to address chronic absenteeism	2000-2999: Classified Personnel Salaries	\$3,000.00	Healthy Environments for Social-Emotional Growth	
Material and supplies for school wide behavioral expectation program.	4000-4999: Books And Supplies	\$500.00	Engaging Academic Programs	
Provide supplemental support for students and families through the use of a School Community Intervention Specialist PC 38897	2000-2999: Classified Personnel Salaries	\$2,166.00	Engaging Academic Programs	

## Cambridge Heights Elementary School

3000-3999: Employee Benefits	\$1,448.00	Engaging Academic Programs
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LCFF Supplemental Site Allocation Total Expenditures:	\$31,500.00
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LCFF Supplemental Site Allocation Allocation Balance:	\$0.00
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Cambridge Heights Elementary School Total Expenditures:	\$31,500.00
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