

Cambridge High

10621666006068

Principal's Name: Pete Pulos

Principal's Signature:

A handwritten signature in black ink, appearing to read "Pete Pulos", written in a cursive style.

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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Budget	Site Allocations
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District Goals	
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.



School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Pete Pulos	X				
2. Chairperson – Kara Marquez		X			
3. Secretary- David Salinas			X		
4. John Humphrey		X			
5. Joel Smith		X			
6. Angela Sayavong-Student Rep					X
7. Paul Sayavong-Parent Rep				X	
8. Wyatt Chang-Student Rep					X
9. Kue Chang-Parent Rep				X	
10. Uriel Chavez- Student Rep Alt					X
11. Susana Carlos-Chavez- Parent Rep Alt				X	
12. Michelle Angel- Vice Principal			X		
13.					
14.					
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☒ ELAC voted to consolidate with the SSC. Date: 1/25/24

Required Signatures

School Name: Cambridge High			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Pete Pulos		9/5/23
SSC Chairperson	Kara Marquez		9/5/23

Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

Assurances for Comprehensive Support and Improvement Schools (CSI)

- ❖ Supervisor and/or CSI Designee(s) provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
 - Utilization of evidence-based strategies aligned to state identification.
 - Utilization of CSI Best Practices (Fundamentals).
- ❖ Principal/Site Leadership/Site Staff connect with Supervisor, CSI Designee(s), department representatives, and/or community partners in alignment with schools' area(s) of focus/need, work in tandem with the site team as a Professional Learning Community (PLC):
 - School site/team works to complete a root cause analysis and determine areas of focus.
 - School site/team works to identify actions and metrics as part of the site leaders 6-8-week plan.
 - School site/team learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify any additional needs to share with Supervisor for feedback and support to accelerate progress.
 - CSI Designee(s) assigned to school site to support CCI data monitoring.
 - Additional resources available in a "menu of options" to access as needed in collaboration with the school site team.
- ❖ School Supervisor conducts Level 3 Supports:
 - Baseline Services as described in Level 1
 - Coaching and targeted progress monitoring
 - Learning Lab Support
 - CCI sessions (3)
 - Additional Level 3 CSI Specific Supports
 - Targeted coaching and targeted progress monitoring
 - Sustained 6-week action guidance
 - CSI review/support team (Principal/Site Leadership/Site Staff)
- ❖ Resources and expertise provided to CSI site for deployment to best meet the needs of the individual school sites based upon CSI eligibility (dashboard indicators).
 - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- ❖ Professional learning for site leaders and teachers focused on CSI eligibility (dashboard indicators).
- ❖ Resources and/or Professional Learning provided to school sites:
 - Culturally Proficient Learning Communities, book(s)
 - i-Ready Teacher Toolbox (supporting differentiate instruction)
 - Restorative Practices New/Refresher Course(s)

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Cambridge - 0230

ON-SITE ALLOCATION

3010	Title I	\$53,200 *
7090	LCFF Supplemental & Concentration	\$181,220
7091	LCFF for English Learners	\$44,616
3182	Comprehensive Support and Improvement	\$162,792

TOTAL 2024/25 ON-SITE ALLOCATION

\$441,828

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,128
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Remaining Title I funds are at the discretion of the School Site Council	\$51,072
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Total Title I Allocation	<u>\$53,200</u>
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January 24, 2024

Updated February 21, 2024

Cambridge High 2024-2025 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (English Learner)	✓		22.6 %	2023-2024	23.7 %
SBAC ELA - Average distance from standard	✓	0 pts	-237 pts	2023-2024	0 pts
SBAC ELA - percentage of students met/exceeded standard	✓	6.78 %	7.9 %	2023-2024	9 %
SBAC Math - Average distance from standard	✓	0 pts	-292.4 pts	2023-2024	0 pts
SBAC Math - percentage of students met/exceeded standard	✓	1.66 %	0 %	2023-2024	1.1 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Graduation Rate

Based on DASS graduation cohort data and current district trends as related to the post pandemic and effects of distance learning, there will be a need to utilize multiple credit attainment opportunities for new and existing students as our districts credit attainment needs will only increase. Budget allocations need to include online learning, Night School personnel, Saturday School personnel, the funding of additional sessions of summer school, and any additional programs that support CSI Graduation Rate.

I-Ready ELAD1 On Level

Most students enter Cambridge significantly behind in credits and far below grade level. Most students who enter Cambridge are credit deficient due to a variety of reasons, one being they are far below grade level in reading and writing which may have a negative impact on their I-Ready and other results. Because of the significant number of credits students need to earn to become on-track for graduation the majority of intervention focuses on credit attainment opportunities. However, students are able to attend tutorials

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

I-Ready ELAD1

On Level Cambridge serves as the major hub for districts 16-18 year students in need of significant credit attainment. While most continuation schools have a 12th grade cohort of 100 or less, Cambridge on average will have a cohort of 330 with approximately 10-20 percent on track for graduation. Due to the complexity and severe credit deficiencies of students entering throughout the school year, there is need to continue goals of the 2023-2024 SPSA. The effectiveness of the SPSA and current site expenditures may be seen in the expansion of online curriculum online learning programs with the expectation that all students will have at least one or more online courses as part of their schedule, Cambridge will continue to implement credit attainment opportunities such as a self-funded Night School, winter session, spring session, session 3 of summer school and possible Saturday School sessions. The focus on credit attainment and academic achievement is critical as students are statistically attending Cambridge for approximately 5 months. The disproportionality of low-performing student groups is clearly evident in the following data:

83% of African American students are 2 or more grade levels behind with 16.7% of students one or more

through Men's and Women's Alliance and tutorials provided through A4. Students are encouraged to be in school on a consistent basis to work on their courses where they can get support from core content teachers.

As a result, I-Ready results for Reading are as follows:

Females:

Males:

Foster Youth:

English Learner:

SDC:

Students with Disability:

grade levels behind and no students on level

100%of Asian students are 2 or more grade levels behind

87% of Hispanic students are 2 or more grade levels behind

Only 4% on Level Native Americans:

50% are 2 or more grade levels behind and 50% are 1 grade level behind Two or more races:

100% are 2 or more grade levels behind White: 100% are 2 or more grades behind

I-Ready Math D1On Level As mentioned in ELA on-level, achievement data is significantly skewed as students are enrolling from their comprehensive high schools often one or more years behind in credit. There are academic achievement indicators that allow us to predict which students will most likely be in alternative education early in elementary years. The disproportionality of low-performing student groups is clearly evident in the following data:

97.8% of Hispanic students are 2 or more grades behind with 1.4%on level

100%of African-American students are 2 or more grades behind

100%of Asian students are 2 or more grades behind

100%ofNative American students are 2 or more grades behind

100%of students with two or more races are 2 or more grades behind

100%of White students are 2 or more grades behind

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

4 Year Cohort Graduation Rate

The 2024-2025 SPSA is continuing the focus on the development and expansion of credit attainment programs at Cambridge. This is in response to DASS graduation one year cohort graduation rate. This is a consistent need as Cambridge is one of the states largest continuation schools and by design will take the most credit deficient and underserved students in our system . In addition, Cambridge serves as the major hub for our districts 16-18 year students in need of significant credit attainment. Cambridge on average will have a DASS one year cohort of 300 students with only approximately 5-10 percent on track for graduation at the beginning of the school year.

Key Factors attributing to the disproportionality of low performing student groups as related to DASS1 year graduation rate include:

1. As one of the largest continuation schools in the state, Cambridge is designed to serve our school districts underserved comprehensive high school students in need of significant credit attainment. Thus, students enroll at Cambridge often more than a year behind in credit attainment and often several years behind academically.
2. DASS requires graduates to be enrolled for 90 days or more to be counted in the cohort graduation rate. Cohort students graduating prior to 90 days of enrollment count towards their previous school. Currently, there specific enrollment periods for incoming students to allow Alternative schools a chance to meet 90 day attendance criteria for one year graduation rate.
3. Due the significant credit gap and the average time enrolled for students, extended time and opportunities to recover the significant gaps in learning and credit attainment needed to meet graduation requirements.
4. The California Department of Education recommends school districts reclassify student grade level by credits upon enrollment at an alternative school. This procedure changes the cohort denominator and allows alternative education campus the opportunity to work off of Comprehensive School Improvement status. Currently, Fresno USD is not utilizing this recommendation.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

During 2023-2024, CHS will allocate funds to support student achievement and academic literacy through increased direction classes to support academic literacy amongst our districts underserved students who are moderately to severely off-track for graduation. By utilizing site funding to support the purchased technology with a goal of making sure every student has the tools necessary to make academic progress and make progress in credit attainment goals. Although Cambridge has made significant progress becoming one to one with computers for every student in the classroom there is still growth needed. Cambridge must continue to purchase technology to support CSI graduation rate and credit attainment opportunities. We will continue to leverage technology to support student success through innovation through Project Based Learning and a continued expansion of learning opportunities such as night school, winter session, and summer sessions. .

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

<div><div>1</div><div>SSC - (Teacher/Staff, Parents, and Secondary Students).</div></div> <div><div>*Graduation Events</div><div>*Senior events such as Grad Night</div><div>*Field trips to industry and colleges</div><div>*School activities comparable to comprehensive high schools</div><div>*Guest Speakers</div><div>*Expand sports including being a part of an athletic league</div></div>	<div><div>2</div><div>ELAC:</div></div> <div><div>SSC voted to fold ELAC into SSC due to Cambridge categorization as an unorganized school.</div><div>*Graduation Events</div><div>*Senior events such as Grad Night</div><div>*Field trips to industry and colleges</div><div>*School activities comparable to comprehensive high schools</div><div>*Guest Speakers</div><div>*Expand sports including being a part of an athletic league</div></div>	<div><div>3</div><div>Staff - (Credentialled Staff, Classified Staff, and Administrators):</div></div> <div><div>*Increased direct instruction classes for new credits.</div><div>*Edgenuity for credit recovery</div><div>*Incentives for meeting reading and writing goals</div><div>*Silent reading</div><div>*Entrance exams before taking courses</div><div>*Additional programs such as Delta Math</div><div>*Math Professional Development</div><div>*Apprenticeship opportunities</div><div>*Guest Speakers</div><div>*Civic engagement</div><div>*Volunteering opportunities in the community for students.</div><div>*Increased Athletics</div><div>*Parent Square training for all</div><div>*School events</div></div>
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Action 1

Title: SBAC

[Action Details:](#)

By the end of the 2024-2025 school year, Cambridge High School will increase the number of students meeting proficiency on the SBAC ELA by 10% and in Math by 10%. To achieve this goal, Cambridge High School will provide multiple platforms to increase learning opportunities for credit recovery and academic growth. As we serve our districts most credit deficient students, students will improve literacy and math skills based on academic need and where each student is upon enrollment at Cambridge.

Reasoning for using this action:

☐ Strong Evidence

☐ Moderate Evidence

☒ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
<ul style="list-style-type: none">Quarter grades and credits earnedQuarterly data conversations with students and staffProgress ReportsFall and Spring semester student transitions returning to comprehensiveEarly GraduatesATLAS Progress ReportsCambridge Student Success PlansClassroom walkthrough dataATLAS attendance reportsATLAS Variable Credit ToolGED, HSET, and CHSP CompletionsEdgenuity and eDynamic Learning completionsDual Enrollment Completions	<div>Principal</div> <div>Vice Principal</div> <div>Counselor</div> <div>GLA</div> <div>Lead Teachers</div> <div>Teachers</div>	<div>Administration: 2024-2025</div> <div>Lead Teachers: 2024-2025</div> <div>PLC's/Teachers: 2024-2025</div> <div>Counselors: 2024-2025</div>

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- CSI Support Allocations targeted towards Graduation Rate:
- Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA
 - Utilization of evidence based strategies aligned to state identification.
 - Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team to complete a root cause analysis and determine areas of need.
 - School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
 - School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
 - CSI manager III assigned to school site to support CCI data monitoring.
 - Additional resources available in a "menu of options" for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.
 - Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.
 - Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
 - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
 - Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).
 - Professional learning for site leaders and teachers focused on CSI identified student groups.

Instructional Services:

Tier 1 Instructional Services

1. Full Schedule based on student's academic needs
2. Online Learning
3. AC's analysis of student work to determine literacy support needed to support student success.
4. AB1802 Conferences
5. FAS Night school
6. CHS Night School
7. School to home communication

Additional Instructional Services for ALL students:

- On-Line Credit Recovery Attainment curriculum for afterschool, CHS Night school, and/or weekend hybrid instruction.
- Professional Development to support Regional work in support of academic literacy, professional development, and any support that drives academic achievement.
- Academic acceleration, mentoring, and professional learning for A4 and other underserved students.
- Staffing contracts to support additional Summer School sessions if needed.
- Supplemental Teaching contracts to support Cambridge Night School and other Credit Recovery platforms including winter session, spring session, and weekends. These contracts are designed to expand program opportunities for our students. These are critical areas of need for our districts severely credit deficient underserved students who have enrolled from their respective comprehensive high schools. These programs will be supported and aligned by the following:
 - **1. School site team works with CF Pivot Team to complete a root cause analysis and determine areas of need.**
 - **2. School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.**
 - **3. School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.**
- A4 Mentoring, planning, credit attainment, and parent/student enrichment and/or involvement.
- Supplemental planning contracts to support teaching planning, and parent engagement. These contracts will support student achievement by increasing planning time to meet the needs of all students as related to MTSS Tier 1, Tier 2, and Tier 3 services. Additionally, contracts will utilized to support parent engagement work such as Saturday Parent engagement sessions.
- Tier 1 instruction for students taking a class for the first time.
- PLC and other professional development designed to support high quality instruction to promote academic success for our districts underserved student population.
- Budget line allocation to support substitute teachers for WASC Visiting Committee Members, Planning, conferences, Peer to Peer Visitations, and onsite/off-site professional development.
- Budget line allocation to support ADMIN substitute for site administrators for professional development, conferences, and/or other off-site job related duties.
- College, CTE, and Enrichment Field trips including transportation, admission, and meals to support College and Career Readiness and Enrichment experiences.
- AB1802 Conferences or equivalent supported by substitute counseling support or additional supports if needed.
- Cambridge Student Success Plan meetings
- Site based incentives for earning honor roll, merit list, and principals honor roll.
- Site based incentives for students earning on-track for graduation status.
- Guaranteed and Viable curriculum to support academic literacy and student success
- Mobile computer labs to support on-line learning opportunities in the classroom. These mobile carts are critical to providing 21st century access and expanded credit recovery curriculum and support academic growth. As the most severely credit deficient underserved students continue to enroll at Cambridge, it is imperative that each student has access to the tools needed to improve opportunities for graduation.
- Winter Session offered for credit attainment.
- Spring Break and Saturday Physical Education course
- Stand-up for Excellence incentives to recognize positive academic, citizenship, attendance, and campus culture contributions made by students, staff, and parents.
- CTE summer time credit attainment opportunities.
- Supplies for CTE courses including Cybersecurity and Social Entrepreneurship
- CTE materials and supplies to support authentic learning and elective credit attainment opportunities
- Student success incentives for academic literacy, credit acceleration and attainment, EL Redesignation, SBAC growth, completion of graduation goals, Dual Enrollment Course Completion, positive attendance growth, etc.

- Funds for Nutrition/Super Snack program for Cambridge Night School
- Cambridge Night School and/or Saturday Day Teacher supplemental contracts
- Nutrition and/or Super Snack program for Night School
- Field trips and other enrichment activities for 12th grade students
- Transportation including buses for 12th grade field trips
- Entrance Fees and transportation for field trips and other enrichment activities
- Bus tokens for school transportation

- **CIS Plan Development**
- Partnering with Stakeholders (site and district level)
- Conducting needs assessments and root cause analysis
- Reviewing/Identifying resource inequities
- Identifying evidence based interventions strategies
- Actions regarding use of data, plan implementation, plan monitoring, and evaluation of plan improvement efforts
- Capacity Building
- Professional learning rooted in the work specifically correlated to the CSI identification. Professional learning will include but not limited to Solution Tree PLC at Work, INACOL, RAPSA, Educational Elements, CCEA, CCIS, English Learner Group, etc.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing in the red in both English Language Arts and Math according to the CADashboard. This is largely in part due to Cambridge being the primary continuation hub for our districts underserved students in need of substantial credit attainment.

Currently, students at Cambridge enroll from across Fresno Unified School District. All students arrive Off-track of graduation from moderate to severe. In addition, approximately 25% to 35% are English learners. The following Dashboard indicators indicate the following:

- A. 22% are making progress toward re-designation.*
- B. 2022-2023 experienced a 8.3% decline.*
- C. 124 students were classified as English Learners*

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English Learner students as well as all students by offering 0 and 7th period course offerings to support their academic achievement. A reading intervention class will be offered to help improve student literacy. Title I funds will pay for the extra contracts for 0 and 7th periods as well as academic materials needed for the literacy and math support. English Learner Services will be utilized for professional development to support English Learner students.

- A. Technology to support academic literacy and credit attainment*
- B. Materials and supplies to support project based learning and other academic tasks to support graduation and re-designation.*

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

- Graduation Rate:*
- English Learners: 50.9%*
- Hispanic: 45%*
- Socioeconomically Disadvantaged: 45.2%*
- African American: 33.3%*
- Asian: 50%*
- Homeless: 44.4%*
- Students w/Disabilities: 52.9%*

2. Using Title I funds Only: What are the planned expenses to support this student group?

- English Learners:*
- A. Materials and Supplies to support Academic Success*
- B. Non-Capitalized Equipment (Technology)*
- C. Night School, Saturday School, and outside periods to support credit attainment.*
- D. Parent Communication and Involvement*
- Hispanic:*

- C. Dual Enrollment Community College Classes to support academic literacy and growth.*
 - D. Professional Learning for staff to better support academic literacy, EL re-designation, and credit attainment.*
 - E. Supplemental contracts to support Night School, Saturday School, and other credit attainment opportunities to student graduation goals.*
- 3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?**
- A. Materials and supplies to support academic literacy, credit attainment, academic supplies, and 11th and 12th grade instruction, activities, and resources.*
 - B. Non-Capitalized Equipment*
 - C. Materials and Supplies to support student graduation goals.*
 - D. Dual Enrolment Community College enrollment*
 - E. Materials and Supplies for Project Based Learning and CTE certifications.*
- 4. As a site: What are planned actions to support English learner students?**
- 1. Google translation services for Teachers and students to utilize in instructional planning and classroom teaching.
 - 2. Emphasis on instructional strategies and direct instruction focused on text complexity and academic vocabulary.
 - 3. Instructional strategies and direct instruction focused on building knowledge from informational text.
 - 4. Online credit recovery providing front loaded academic vocabulary and frequent exposure to make content accessible to EL learners.
 - 5. On-line credit recovery menu providing clear learning goals and modeling of instruction to support students in working independently and completing DOK 3 and 4 tasks.
 - 6. Technology and other materials such as tablets, laptops, etc. to support on-line credit recovery, SBAC testing, DRP, and redesignation.
 - 7. Resources to provide ELPAC Assessors the proper supports and testing conditions to support English Learner Redesignation.
 - 8. Use of online curriculum may be used to support EL learners by changing the content language to Spanish if needed to better support each learner.

- A. Materials and Supplies to support Academic Success*
 - B. Non-Capitalized Equipment (Technology)*
 - C. Night School, Saturday School, and outside periods to support credit attainment.*
 - D. Parent Communication and Involvement*
- Socioeconomically Disadvantaged:*
- A. Materials and Supplies to support Academic Success*
 - B. Non-Capitalized Equipment (Technology)*
 - C. Night School, Saturday School, and outside periods to support credit attainment.*
 - D. Parent Communication and Involvement*
- African American:*
- A. Materials and Supplies to support Academic Success*
 - B. Non-Capitalized Equipment (Technology)*
 - C. Night School, Saturday School, and outside periods to support credit attainment.*
 - D. Parent Communication and Involvement*
 - E. A4 academic initiatives*
 - F. A4 Credit attainment and tutorials*
- Asian:*
- A. Materials and Supplies to support Academic Success*
 - B. Non-Capitalized Equipment (Technology)*
 - C. Night School, Saturday School, and outside periods to support credit attainment.*
 - D. Parent Communication and Involvement*
- Homeless:*
- A. Materials and Supplies to support Academic Success*
 - B. Non-Capitalized Equipment (Technology)*
 - C. Night School, Saturday School, and outside periods to support credit attainment.*
 - D. Parent Communication and Involvement*
- Students w/Disabilities:*
- A. Materials and Supplies to support Academic Success*
 - B. Non-Capitalized Equipment (Technology)*
 - C. Night School, Saturday School, and outside periods to support credit attainment.*
 - D. Parent Communication and Involvement*
- 3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**
- English Learners:*

- A. Materials and Supplies to support Academic Success
 - B. Non-Capitalized Equipment (Technology)
 - C. Night School, Saturday School, and outside periods to support credit attainment.
 - D. Parent Communication and Involvement
- Hispanic:
- A. Materials and Supplies to support Academic Success
 - B. Non-Capitalized Equipment (Technology)
 - C. Night School, Saturday School, and outside periods to support credit attainment.
 - D. Parent Communication and Involvement
- Socioeconomically Disadvantaged:
- A. Materials and Supplies to support Academic Success
 - B. Non-Capitalized Equipment (Technology)
 - C. Night School, Saturday School, and outside periods to support credit attainment.
 - D. Parent Communication and Involvement
- African American:
- A. Materials and Supplies to support Academic Success
 - B. Non-Capitalized Equipment (Technology)
 - C. Night School, Saturday School, and outside periods to support credit attainment.
 - D. Parent Communication and Involvement
 - E. A4 academic initiatives
 - F. A4 Credit attainment and tutorials
- Asian:
- A. Materials and Supplies to support Academic Success
 - B. Non-Capitalized Equipment (Technology)
 - C. Night School, Saturday School, and outside periods to support credit attainment.
 - D. Parent Communication and Involvement
- Homeless:
- A. Materials and Supplies to support Academic Success
 - B. Non-Capitalized Equipment (Technology)
 - C. Night School, Saturday School, and outside periods to support credit attainment.
 - D. Parent Communication and Involvement
- Students w/Disabilities:
- A. Materials and Supplies to support Academic Success

B. Non-Capitalized Equipment (Technology)

C. Night School, Saturday School, and outside periods to support credit attainment.

D. Parent Communication and Involvement

4. As a site: What are planned actions to support this student group?

CSI Support Allocations targeted towards Graduation Rate:

- Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
- Utilization of evidence based strategies aligned to state identification.
- Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
- School site team works with CF Pivot Team to complete a root cause analysis and determine areas of
- School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
- School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
- CSI manager III assigned to school site to support CCI data monitoring.
- Additional resources available in a “menu of options” for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.
- Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.
- Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
 - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).
- Professional learning for site leaders and teachers focused on CSI identified student groups.

Tier 2 Instructional Services

1. One on One Student Success Plan Meeting
2. PLC's determine additional support needed to support student success
3. Academic Goal Setting Conference
4. Personalized intervention meetings
5. Academic Mentoring
6. School to home communication
7. Supplemental contracts will be used to provide but not limited to additional instructional time/SEL

supports/credit recovery efforts.

Tier 3 Instructional Services

- 1. Parent conferences
- 2. School Social worker referral
- 3. Prodigy Referral (if applicable)
- 4. Flexible Scheduling (If Needed)
- 5. SARB (If Needed)
- 6. Academic Mentoring
- 7. Supplemental contracts will be used to provide but not limited to additional instructional time/SEL supports/credit recovery efforts in individualized/small group settings.

Action 2

Title: Increase A-G eligibility

Action Details:

By the end of the 2024-2025 school year, 90 percent of students will be A-G earning grades of "C" or better as they either graduate from Cambridge or return to their home high schools to graduate.

Reasoning for using this action: ☐ Strong Evidence ☐ Moderate Evidence ☒ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Quarter grades and credits earned
- Percentage of students earning a "C" grade or better at each quarter.
- Percentage of students becoming on-track for graduation with A-G status.
- Quarterly data conversations with students and staff
- Progress Reports
- Fall and Spring semester student transitions returning to comprehensive
- Early Graduates
- ATLAS Progress Reports
- Cambridge Student Success Plans
- Classroom walkthrough data
- ATLAS attendance reports
- ATLAS Variable Credit Tool
- GED, HSET, and CHSP Completions
- Edgenuity and Imagine Learning completions
- Dual Enrollment Completions

Owner(s):

Principal
Vice Principal
Counselor
GLA
Lead Teachers
Teachers

Timeline:

Administration: 2024-2025
Lead Teachers: 2024-2025
PLC's/Teachers: 2024-2025
Counselors: 2024-2025

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

CSI Support Allocations targeted towards Graduation Rate:

- Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
- Utilization of evidence based strategies aligned to state identification.
- Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
- School site team works with CF Pivot Team to complete a root cause analysis and determine areas of need.
- School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
- School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
- CSI manager III assigned to school site to support CCI data monitoring.
- Additional resources available in a “menu of options” for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.
- Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.
- Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
 - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).
- Professional learning for site leaders and teachers focused on CSI identified student groups.

Instructional Services:

Tier 1 Instructional Services

1. Full Schedule based on student's academic needs
2. Online Learning
3. AC's analysis of student work to determine literacy support needed to support student success.
4. AB1802 Conferences
5. FAS Night school
6. CHS Night School
7. School to home communication

Additional Instructional Services for ALL students:

- On-Line Credit Recovery Attainment curriculum for afterschool, CHS Night school, and/or weekend hybrid instruction.
- Professional Development to support Regional work in support of academic literacy, professional development, and any support that drives academic achievement.
- Academic acceleration, mentoring, and professional learning for A4 and other underserved students.
- Staffing contracts to support additional Summer School sessions if needed.
- Supplemental Teaching contracts to support Cambridge Night School and other Credit Recovery platforms including winter session, spring session, and weekends. These contracts are designed to expand program opportunities for our students. These are critical areas of need for our districts severely credit deficient underserved students who have enrolled from their respective comprehensive high schools. These programs will be supported and aligned by the following:
 1. School site team works with CF Pivot Team to complete a root cause analysis and determine areas of need.
 2. School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
 3. School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
- A4 Mentoring, planning, credit attainment, and parent/student enrichment and/or involvement.
- Supplemental planning contracts to support teaching planning, and parent engagement. These contracts will support student achievement by increasing planning time to meet the needs of all students as related to MTSS Tier 1,

Tier 2, and Tier 3 services. Additionally, contracts will be utilized to support parent engagement work such as Saturday Parent engagement sessions.

- Tier 1 instruction for students taking a class for the first time.
- PLC and other professional development designed to support high quality instruction to promote academic success for our districts underserved student population.
- Budget line allocation to support substitute teachers for WASC Visiting Committee Members, Planning, conferences, Peer to Peer Visitations, and onsite/off-site professional development.
- Budget line allocation to support ADMIN substitute for site administrators for professional development, conferences, and/or other off-site job related duties.
- College, CTE, and Enrichment Field trips including transportation, admission, and meals to support College and Career Readiness and Enrichment experiences.
- AB1802 Conferences or equivalent supported by substitute counseling support or additional supports if needed.
- Cambridge Student Success Plan meetings
- Site based incentives for earning honor roll, merit list, and principals honor roll.
- Site based incentives for students earning on-track for graduation status.
- Guaranteed and Viable curriculum to support academic literacy and student success
- Mobile computer labs to support on-line learning opportunities in the classroom. These mobile carts are critical to providing 21st century access and expanded credit recovery curriculum and support academic growth. As the most severely credit deficient underserved students continue to enroll at Cambridge, it is imperative that each student has access to the tools needed to improve opportunities for graduation.
- Winter Session offered for credit attainment.
- Spring Break and Saturday Physical Education course
- Stand-up for Excellence incentives to recognize positive academic, citizenship, attendance, and campus culture contributions made by students, staff, and parents.
- CTE summer time credit attainment opportunities.
- Supplies for CTE courses including Cybersecurity and Social Entrepreneurship
- CTE materials and supplies to support authentic learning and elective credit attainment opportunities
- Student success incentives for academic literacy, credit acceleration and attainment, EL Redesignation, SBAC growth, completion of graduation goals, Dual Enrollment Course Completion, positive attendance growth, etc.
- Funds for Nutrition/Super Snack program for Cambridge Night School
- Cambridge Night School and/or Saturday Day Teacher supplemental contracts
- Nutrition and/or Super Snack program for Night School
- Field trips and other enrichment activities for 12th grade students
- Transportation including buses for 12th grade field trips
- Entrance Fees and transportation for field trips and other enrichment activities
- Bus tokens for school transportation
- **CIS Plan Development**
- Partnering with Stakeholders (site and district level)
- Conducting needs assessments and root cause analysis
- Reviewing/Identifying resource inequities
- Identifying evidence based interventions strategies
- Actions regarding use of data, plan implementation, plan monitoring, and evaluation of plan improvement efforts
- Capacity Building
- Professional learning rooted in the work specifically correlated to the CSI identification. Professional learning will include but not limited to Solution Tree PLC at Work, INACOL, RAPSAs, Educational Elements, CCEA, CCIS, English Learner Group, etc.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing in the orange in both English Language Arts and Math according to the CADashboard.

A. 22% are making progress toward re-designation.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

Graduation Rate:

English Learners: 50.9%

B. 2022-2023 experienced a 8.3% decline.

C. 124 students were classified as English Learners

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support all low performing student groups offering 0 and 7th period course offerings to support their academic achievement. A reading intervention class will be offered to help improve student literacy. Title I funds will pay for the extra contracts for 0 and 7th periods as well as academic materials needed for literacy and math support.

A. Technology to support academic literacy and credit attainment

B. Materials and supplies to support project based learning and other academic tasks to support graduation and re-designation.

C. Dual Enrollment Community College Classes to support academic literacy and growth.

D. Professional Learning for staff to better support academic literacy, EL re-designation, and credit attainment.

E. Supplemental contracts to support Night School, Saturday School, and other credit attainment opportunities to student graduation goals.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 / 7091 funds we plan to support all low performing student groups in the improvement of academics and attendance, as well as students' social emotional needs. Theses expenses may include academic and attendance awards, pizza party for high credit earners and 98-100% positive attendance at the end of each quarter. These funds may also be used to purchase fidgets, etc for the CSSW/SSW to have for students as needed. Field trips that support the academic/college experience may also be paid for out of 7090/7091. Im addition, 7090 and 7091, will purchase the following:

A. Materials and supplies to support academic literacy, credit attainment, academic supplies, and 11th and 12th grade instruction, activities, and resources.

B. Non-Capitalized Equipment

C. Materials and Supplies to support student graduation goals.

D. Dual Enrolment Community College enrollment

E. Materials and Supplies for Project Based Learning and CTE certifications.

F. Professional Development both onsite and off-site.

4. As a site: What are planned actions to support English learner students?

1. Google translation services for Teachers and students to utilize in instructional planning and classroom teaching.

2. Emphasis on instructional strategies and direct instruction focused on text complexity and academic vocabulary.

3. Instructional strategies and direct instruction focused on building knowledge from informational text.

4. Online credit recovery providing front loaded academic vocabulary and frequent exposure to make content accessible to EL learners.

5. On-line credit recovery menu providing clear learning goals and modeling of instruction to support students in

Hispanic: 45%

Socioeconomically Disadvantaged: 45.2%

African American: 33.3%

Asian: 50%

Homeless: 44.4%

Students wDisabilities: 52.9%

2. Using Title I funds Only: What are the planned expenses to support this student group?

English Learners:

A. Materials and Supplies to support Academic Success

B. Non-Capitalized Equipment (Technology)

C. Night School, Saturday School, and outside periods to support credit attainment.

D. Parent Communication and Involvement

Hispanic:

A. Materials and Supplies to support Academic Success

B. Non-Capitalized Equipment (Technology)

C. Night School, Saturday School, and outside periods to support credit attainment.

D. Parent Communication and Involvement

Socioeconomically Disadvantaged:

A. Materials and Supplies to support Academic Success

B. Non-Capitalized Equipment (Technology)

C. Night School, Saturday School, and outside periods to support credit attainment.

D. Parent Communication and Involvement

African American:

A. Materials and Supplies to support Academic Success

B. Non-Capitalized Equipment (Technology)

C. Night School, Saturday School, and outside periods to support credit attainment.

D. Parent Communication and Involvement

E. A4 academic initiatives

F. A4 Credit attainment and tutorials

Asian:

A. Materials and Supplies to support Academic Success

B. Non-Capitalized Equipment (Technology)

working independently and completing DOK 3 and 4 tasks.

6. Technology and other materials such as tablets, laptops, etc. to support on-line credit recovery, SBAC testing, DRP, and redesignation.

7, Resources to provide ELPAC Assessors the proper supports and testing conditions to support English Learner Redesignation.

8. Use of online curriculum may be used to support EL learners by changing the content language to Spanish if needed to better support each learner.

9. Supplemental contracts to hire ELPAC Assessors

C. Night School, Saturday School, and outside periods to support credit attainment.

D. Parent Communication and Involvement

Homeless:

A. Materials and Supplies to support Academic Success

B. Non-Capitalized Equipment (Technology)

C. Night School, Saturday School, and outside periods to support credit attainment.

D. Parent Communication and Involvement

Students w/Disabilities:

A. Materials and Supplies to support Academic Success

B. Non-Capitalized Equipment (Technology)

C. Night School, Saturday School, and outside periods to support credit attainment.

D. Parent Communication and Involvement

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

English Learners:

A. Materials and Supplies to support Academic Success

B. Non-Capitalized Equipment (Technology)

C. Night School, Saturday School, and outside periods to support credit attainment.

D. Parent Communication and Involvement

Hispanic:

A. Materials and Supplies to support Academic Success

B. Non-Capitalized Equipment (Technology)

C. Night School, Saturday School, and outside periods to support credit attainment.

D. Parent Communication and Involvement

Socioeconomically Disadvantaged:

A. Materials and Supplies to support Academic Success

B. Non-Capitalized Equipment (Technology)

C. Night School, Saturday School, and outside periods to support credit attainment.

D. Parent Communication and Involvement

African American:

A. Materials and Supplies to support Academic Success

B. Non-Capitalized Equipment (Technology)

C. Night School, Saturday School, and outside periods to support credit attainment.

D. Parent Communication and Involvement

E. A4 academic initiatives

F. A4 Credit attainment and tutorials

Asian:

A. Materials and Supplies to support Academic Success

B. Non-Capitalized Equipment (Technology)

C. Night School, Saturday School, and outside periods to support credit attainment.

D. Parent Communication and Involvement

Homeless:

A. Materials and Supplies to support Academic Success

B. Non-Capitalized Equipment (Technology)

C. Night School, Saturday School, and outside periods to support credit attainment.

D. Parent Communication and Involvement

Students w/Disabilities:

A. Materials and Supplies to support Academic Success

B. Non-Capitalized Equipment (Technology)

C. Night School, Saturday School, and outside periods to support credit attainment.

D. Parent Communication and Involvement

4. As a site: What are planned actions to support this student group?

Cambridge is low performing across all student groups. Among academic needs, the social emotional needs of low-performing students are evaluated to determine the proper academic placement. During the leadership team meetings, when evaluating low-performing students, multiple measures such as: ensuring students are enrolled in grade-level courses, monitoring success in their courses, determining whether appropriate supports are in place to support their academic needs, as well as monitoring achievement levels on both the District Interim and SBAC assessment data. In addition, encouraging low-performing 11th and 12th grade students to enroll in dual enrollment courses. This will support students who transition to the junior college after high school graduation. It is our goal to help students get the supports and services they need to help them be academically successful. Other actions planned to support the low performing student groups are:

1. Provide multiple exposures to vocabulary through the GVC and teacher generated lessons.
2. Activate Background Knowledge.
3. After school extended learning opportunities.
4. Make instruction accessible with teacher/mentor coach support
5. Use home language strategically
6. Parent Communication: Phone, CWA Home Visits, emails, parent conferences
7. Academic Counseling
8. Opportunities for students to feel more connected to school through school-wide activities

9. School Social Worker Referral as needed
10. Utilize instructional strategies that focus on improving students' academic performance.
11. Online Learning platform videos that support students in comprehension with visual and audio
12. Work with low-performing socio-economic groups too progress monitor and provide interventions as needed
13. Teachers knowing who their low-performing students are so they can support them more effectively
14. Teachers may have the opportunity to participate in trainings if the district provides PL through iAchieve.
15. Review data on low-performing sub-groups at every grading period. The Leadership Team evaluates data and prescribes the necessary interventions or programs.
16. Work with SPED team to progress monitor and provide interventions for identified special education students who are low-performing.
17. Create a communication loop between ISGI and teachers focused on transitioning and receiving students low-performing special education students.
18. Technology as needed: tablets, headphones, hotspots
19. Designated ELD support for student who are both EL and are in a low- performing sub groups.
20. Online Learning Platform Speech to Text and Text to Speech to support all students from low-preforming sub-groups as needed.
21. Students use Guided Notes from online learning platform as needed.

CSI Support Allocations targeted towards Graduation Rate:

- Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA
- Utilization of evidence based strategies aligned to state identification.
- Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
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 - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- Site leader access to a District Administrative Support Team to take over their daily duties so they can

engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).

- Professional learning for site leaders and teachers focused on CSI identified student groups.

Tier 2 Instructional Services

1. One on One Student Success Plan Meeting
2. PLC's determine additional support needed to support student success
3. Academic Goal Setting Conference
4. Personalized intervention meetings
5. Academic Mentoring
6. School to home communication
7. Supplemental contracts will be used to provide but not limited to additional instructional time/SEL supports/credit recovery efforts.

Tier 3 Instructional Services

1. Parent conferences
2. School Social worker referral
3. Prodigy Referral (if applicable)
4. Flexible Scheduling (If Needed)
5. SARB (If Needed)
6. Academic Mentoring
7. Supplemental contracts will be used to provide but not limited to additional instructional time/SEL supports/credit recovery efforts in individualized/small group settings.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0230 Cambridge (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies **No Incentives or food**	20,804.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: Technology / Furniture	30,000.00
G1A2	ESSA-CSI	Instruction	Nc-Equipment			: Technology	55,840.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Technology & Furniture	19,616.00

\$126,260.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
CCI - percentage of students who are Prepared (English Learner)	✓		1 %	2023-2024	2.1 %
CCI - percentage of students who are Prepared (Hispanic)	✓		3.8 %	2023-2024	4.9 %
CCI - percentage of students who are Prepared (Socioeconomically Disadvantaged)	✓		3.3 %	2023-2024	4.4 %
CCI - percentage of students who are Prepared (Students w/ Disabilities)	✓		0 %	2023-2024	1.1 %
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	79.71 %	76.4 %	2023-2024	77.5 %
Graduation Rate	✓	66.12 %	44.9 %	2023-2024	46 %
Graduation Rate (English Learner)	✓		50.9 %	2023-2024	52 %
Graduation Rate (Hispanic)	✓		45 %	2023-2024	46.1 %
Graduation Rate (Socioeconomically Disadvantaged)	✓		45.2 %	2023-2024	46.3 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Graduation Rate

Based on DASS graduation cohort data and current district trends as related to the post pandemic and effects of distance learning, there will be a need to utilize multiple credit attainment opportunities for new and existing students as our districts credit attainment needs will only increase. Budget allocations need to include online learning, Night School personnel, Saturday School personnel, the funding of additional sessions of summer school, and any additional programs that support CSI Graduation Rate.

*CA Dashboard Percentage of EL prepared CCI is 1%

*CA Dashboard Percentage of Hispanic students is 3.8%

*CA Dashboard Percentage of socioeconomically disadvantaged student is 3.3%

*CA Dashboard Percentage of students with disabilities is 0%.

*CA Dashboard Percentage of students who graduate is 44.9%

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

I-Ready/ELAD1

On Level Cambridge serves as the major hub for districts 16-18 year students in need of significant credit attainment. While most continuation schools have a 12th grade cohort of 100 or less, Cambridge on average will have a cohort of 330 with approximately 10-20 percent on track for graduation. Due to the complexity and severe credit deficiencies of students entering throughout the school year, there is need to continue goals of the 2023-2024 SPSA. The effectiveness of the SPSA and current site expenditures may be seen in the expansion of online curriculum online learning programs with the expectation that all students will have at least one or more online courses as part of their schedule, Cambridge will continue to implement credit attainment opportunities such as a self-funded Night School, winter session, spring session, session 3 of summer school and possible Saturday School sessions. The focus on credit attainment and academic achievement is critical as students are statistically attending Cambridge for approximately 5 months. The disproportionality of low-performing student groups is clearly evident in the following data:

83% of African American students are 2 or more grade levels behind with 16.7% of students one or more grade levels behind and no students on level

*CADashboard Percentage of EL students who graduate is 50.9%

*CADashboard Percentage of Hispanic students who graduate is 45%

*CADashboard Percentage of Socioeconomically disadvantaged students who graduate is 45.2%

100%of Asian students are 2 or more grade levels behind

87% of Hispanic students are 2 or more grade levels behind

Only 4% on Level Native Americans:

50% are 2 or more grade levels behind and 50% are 1 grade level behind Two or more races:

100% are 2 or more grade levels behind White: 100% are 2 or more grades behind

I-Ready Math D1On Level As mentioned in ELA on-level, achievement data is significantly skewed as students are enrolling from their comprehensive high schools often one or more years behind in credit. There are academic achievement indicators that allow us to predict which students will most likely be in alternative education early in elementary years. The disproportionality of low-performing student groups is clearly evident in the following data:

97.8% of Hispanic students are 2 or more grades behind with 1.4%on level

100%of African-American students are 2 or more grades behind

100%of Asian students are 2 or more grades behind

100%ofNative American students are 2 or more grades behind

100%of students with two or more races are 2 or more grades behind

100%of White students are 2 or more grades behind

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

4 Year Cohort Graduation Rate

The 2024-2025 SPSA is continuing the focus on the development and expansion of credit attainment programs at Cambridge. This is in response to DASS graduation one year cohort graduation rate. This is a consistent need as Cambridge is one of the states largest continuation schools and by design will take the most credit deficient and underserved students in our system . In addition, Cambridge serves as the major hub for our districts 16-18 year students in need of significant credit attainment. Cambridge on average will have a DASS one year cohort of 300 students with only approximately 5-10 percent on tract for graduation at the beginning of the school year.

Key Factors attributing to the disproportionality of low performing student groups as related to DASS1 year graduation rate include:

1. As one of the largest continuation schools in the state, Cambridge is designed to serve our school districts underserved comprehensive high school students in need of significant credit attainment. Thus, students enroll at Cambridge often more than a year behind in credit attainment and often several years behind academically.
2. DASS requires graduates to be enrolled for 90 days or more to be counted in the cohort graduation rate. Cohort students graduating prior to 90 days of enrollment count towards their previous school. Currently, there specific enrollment periods for incoming students to allow Alternative schools a chance to meet 90 day attendance criteria for one year graduation rate.
3. Due the significant credit gap and the average time enrolled for students, extended time and opportunities to recover the significant gaps in learning and credit attainment needed to meet graduation requirements.
4. The California Department of Education recommends school districts reclassify student grade level by credits upon enrollment at an alternative school. This procedure changes the cohort denominator and allows alternative education campus the opportunity to work off of Comprehensive School Improvement status. Currently, Fresno USD is not utilizing this recommendation.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

During 2024-2025, CHS will allocate funds to support student achievement and academic literacy through increased direction classes to support academic literacy amongst our districts underserved students who are moderately to severely off-track for graduation. By utilizing site funding to support the purchased technology with a goal of making sure every student has the tools necessary to make academic progress and make progress in credit attainment goals. Although Cambridge has made significant progress becoming one to one with computers for every student in the classroom there is still growth needed. Cambridge must continue to purchase technology to support CSI graduation rate and credit attainment opportunities. We will continue to leverage technology to support student success through innovation through Project Based Learning and a continued expansion of learning opportunities such as night school, winter session, and summer sessions. .

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

<div>1 SSC - (Teacher/Staff, Parents , and Secondary Students).</div> <div><div>*Graduation Events</div><div>*Senior events such as Grad Night</div><div>*Field trips to industry and colleges</div><div>*School activities comparable to comprehensive high schools</div><div>*Guest Speakers</div><div>*Expand sports including being a part of an athletic league</div></div>	<div>2 ELAC:</div> <div><div>SSC voted to fold ELAC into SSC due to Cambridge categorization as an unorganized school.</div><div>*Graduation Events</div><div>*Senior events such as Grad Night</div><div>*Field trips to industry and colleges</div><div>*School activities comparable to comprehensive high schools</div><div>*Guest Speakers</div><div>*Expand sports including being a part of an athletic league</div></div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><div>*Increased direct instruction classes for new credits.</div><div>*Edgenuity for credit recovery</div><div>*Incentives for meeting reading and writing goals</div><div>*Silent reading</div><div>*Entrance exams before taking courses</div><div>*Additional programs such as Delta Math</div><div>*Math Professional Development</div><div>*Apprenticeship opportunities</div><div>*Guest Speakers</div><div>*Civic engagement</div><div>*Volunteering opportunities in the community for students.</div><div>*Increased Athletics</div><div>*Parent Square training for all</div><div>*School events</div></div>
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Action 1

Title: Graduation Rate

Action Details:

By the end of the 2024-2025 school year, Cambridge High School will increase graduation rate by 3-5% and increase the number of credits earned by 3-5 percent based off of previous years data. Until there is a directive to implement CDE DASS recommendation to reclassify students upon enrollment, there will be a need to increase academic acceleration opportunities for all of incoming underserved students. To achieve this goal, Cambridge High School will provide multiple platforms to increase opportunities for students to meet credit recovery needs for graduation requirements. These opportunities will include platforms including on-line learning/curriculum, High School equivalency

exams, direct instruction, and credit attainment options that provide accelerated opportunities to recover credits to support all students in their graduation goals. In order to fill credit gaps and needs in student transcripts and in addition to their 5 period schedule, students will have opportunities for multiple platforms to accelerate learning through after-school/and or on-line elective labs, winter and spring session site funded credit recovery courses such as Cambridge Night School, 3rd and 4th Session of Summer School, Weekend Hybrid, Winter and Spring Sessions, Fresno Adult School, ELSP courses, CART, and Duncan.

Reasoning for using this action:

☐ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

CSI Support Allocations targeted towards Graduation Rate:

- Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA
- Utilization of evidence based strategies aligned to state identification.
- Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
- School site team works with CF Pivot Team to complete a root cause analysis and determine areas of
- School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
- School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
- CSI manager III assigned to school site to support CCI data monitoring.
- Additional resources available in a “menu of options” for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.
- Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.
- Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
 - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).
- Professional learning for site leaders and teachers focused on CSI identified student groups.
- ATLAS Attendance Reports
- Graduate Data
- Quarter Grades and credits earned
- Quarterly data chats with students and staff
- Semester transitions of Senior Rough-Cats returning to home high school. Progress Report Monitoring AB1802 Conference
- Administrators Data Dashboard
- GOAL 2 Participation

Owner(s):

Principal
Vice Principal
Counselor
GLA
Lead Teachers
Teachers

Timeline:

Administration: August 2024-June 2025
Lead Teachers: August 2024-June 2025
Teachers: August 2024-June 2025

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

CSI Support Allocations targeted towards Graduation Rate:

- Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA
- Utilization of evidence based strategies aligned to state identification.
- Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
- School site team works with CF Pivot Team to complete a root cause analysis and determine areas of

- School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
- School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
- CSI manager III assigned to school site to support CCI data monitoring.
- Additional resources available in a “menu of options” for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.
- Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.
- Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
 - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).
- Professional learning for site leaders and teachers focused on CSI identified students
- ATLAS Attendance Reports
- Number of Graduates completing throughout the year
- Quarter Grades and credits earned
- Quarterly data chats with students and staff
- Semester transitions of Senior Rough-Cats returning to home high school. Progress Report Monitoring AB1802 Conference
- Administrators Data Dashboard
- GOAL 2 Participation
- Academic interventions including mentoring for A4 and other under represented groups.
- Historical Graduation Data/Rates: 2022-65%, 2021-51.3%, 2020-34.8%, 2019-54.3%, 2018-28%, 2017-30.7%, 2016-51%, 2015-42.7%, 2014-39.9%, 2013-37.6%, 2012-37.2%, 2011-33.3%, and 2010-23.2%
- Additional Instructional Services for ALL students:
 - On-Line Credit Recovery labs to support CSI graduation rate..
 - Mentoring and academic support for A4, English Learners, and other underserved students.
 - Tier 1 Instruction support including afterschool support with teachers to support students taking a course for the first time.
 - On-line Credit Recovery will be offered afterschool, CHS Night school, winter vacation, spring vacation, and weekends.
 - Funding allocations to any online learning program that supports academic success and CSI Graduation rates.
 - Supplemental Teaching contracts to support Cambridge Night School and Credit Recovery platforms. These contracts are designed to expand program opportunities for our students. These are critical areas of need for our districts severely credit deficient underserved students who have enrolled from their respective comprehensive high schools. These programs will be supported and aligned by the following:
 - **1. School site team works with CF Pivot Team to complete a root cause analysis and determine areas of need.**
 - **2. School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.**
 - **3. School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.**
 - **Academic supports for A4 academic acceleration in support of CSI Graduation rates.**
 - Supplemental planning contracts to support teaching planning, and parent engagement. These contracts will support student achievement by increasing planning time to meet the needs of all students as related to MTSS Tier 1, Tier 2, and Tier 3 services. Additionally, contracts will utilized to support parent engagement work such as Saturday Parent engagement sessions.
 - Academic supports for good 1st teaching in support academic literacy and EL re-designation.
 - Budget line allocation to support ADMIN substitute for site administrators for professional development, conferences, and/or other off-site job related duties.
 - College, CTE, and Enrichment Field trips including transportation, admission, and meals to support College and Career Readiness and Enrichment experiences.
 - Academic supports for high school equivalency tests.
 - AB1802 Conferences
 - Professional Development including conferences/guest speakers both on-site and off-site that supports Champs, Social Emotional Learning, Academic Achievement, English Learners, A4 SPED and any training designed to support students and CSI Graduation Rate. Professional Development/Conferences could include but not limited to PLC at Work, RASPSA, CCIS, CCEA, Aurora Institute (formerly Inacol), ACSA and any conference that promotes student achievement.
 - MTSS supports and interventions to support the underserved learners enrolling from the traditional high schools.
 - Substitute teachers for peer to peer visitations, exemplar school visits, conferences, etc.
 - Administrator substitutes for Alternative Education regional work, conferences, site visits, Farber Academic Center planning, and any professional learning to support student success.

- Professional learning including virtual and in-person conferences in support of PLC's, Project Based Learning, English Learners, and any PL that supports academic success.
- Alternative Education Regional support including supplemental contracts and substitute teacher event numbers to support school visitations and other PL in support of the opening of Farber Academic Center
- Substitute teachers for peer to peer visitation, WASC participation, site professional development, and professional learning/conferences.
- Substitute administrators for peer to peer visitation, site professional development, WASC participation and professional learning/conferences.
- Cambridge Student Success Plan meetings
- Site based incentives for earning honor roll, merit list, and principals honor roll.
- Site based incentives for students earning on-track for graduation status.
- Academic support and professional development for good 1st teaching in online curriculum
- Guaranteed and Viable curriculum to support academic literacy and student success
- Mobile computer labs to support on-line learning opportunities in the classroom.
- Technology including laptops, ear-phones, and any materials and supply needed to support distance learning, hybrid instruction, and direct instruction in support of CSI Graduation Rate.
- Winter Session Physical Education class offered for credit recovery.
- Spring Break and Saturday Physical Education course
- Stand-up for Excellence incentives to recognize positive academic, citizenship, attendance, and campus culture contributions made by students, staff, and parents.
- CTE summer time credit recovery opportunities using and taking part in career web-based graphic design, production, and marketing of T-shirts for school and district requests.
- Supplies for CTE courses in support CSI graduation rate.
- CTE materials and supplies to support authentic learning and elective credit opportunities
- Student success incentives for academic literacy, credit acceleration and recovery, SBAC growth, completion of graduation goals, positive attendance growth, etc.
- Funds for Nutrition/Super Snack program for Cambridge Night School
- Cambridge Night School
- Supplemental contracts for staffing of Summer School, if needed.
- Nutrition and/or Super Snack program for Night School
- Field trips and other enrichment activities for 12th grade students
- Entrance Fees and transportation for field trips and other enrichment activities
- Bus tokens for school transportation
- **CSI Plan Development**
- Partnering with Stakeholders (site and district level)
- Conducting needs assessments and root cause analysis
- Reviewing/Identifying resource inequities
- Identifying evidence based interventions strategies
- Actions regarding use of data, plan implementation, plan monitoring, and evaluation of plan improvement efforts
- Capacity Building
- Professional learning rooted in the work specifically correlated to the CSI identification. Professional learning will include but not limited to Solution Tree PLC at Work, INACOL, RAPSA, Educational Elements, CCEA, CCIS, English Learner Group, etc.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify English learner students in Red and all the areas that they are identified in.

A. 22% are making progress toward re-designation.

B. 2022-2023 experienced a 8.3% decline.

C. 124 students were classified as English Learners

2. Using Title I funds Only: What are the planned expenses to support English learner students?

A. Technology to support academic literacy and credit attainment

B. Materials and supplies to support project based learning and other academic tasks to support graduation and re-designation.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

Graduation Rate:

English Learners: 50.9%

Hispanic: 45%

Socioeconomically Disadvantaged: 45.2%

African American: 33.3%

- C. Dual Enrollment Community College Classes to support academic literacy and growth.*
- D. Professional Learning for staff to better support academic literacy, EL re-designation, and credit attainment.*
- E. Supplemental contracts to support Night School, Saturday School, and other credit attainment opportunities to student graduation goals.*

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

- A. Materials and supplies to support academic literacy, credit attainment, academic supplies, and 11th and 12th grade instruction, activities, and resources.*
- B. Non-Capitalized Equipment*
- C. Materials and Supplies to support student graduation goals.*
- D. Dual Enrolment Community College enrollment*
- E. Materials and Supplies for Project Based Learning and CTE certifications.*

4. As a site: What are planned actions to support English learner students?

- 1. Google translation services for Teachers and students to utilize in instructional planning and classroom teaching.
- 2. Emphasis on instructional strategies and direct instruction focused on text complexity and academic vocabulary.
- 3. Instructional strategies and direct instruction focused on building knowledge from informational text.
- 4. Online credit recovery providing front loaded academic vocabulary and frequent exposure to make content accessible to EL learners.
- 5. On-line credit recovery menu providing clear learning goals and modeling of instruction to support students in working independently and completing DOK 3 and 4 tasks.
- 6. Technology and other materials such as tablets, laptops, etc. to support on-line credit recovery, SBAC testing, DRP, and designation.
- 7. Resources to provide ELPAC Assessors the proper supports and testing conditions to support English Learner re-designation.
- 8. Use of online curriculum may be used to support EL learners by changing the content language to Spanish if needed to better support each learner.
- 9. Supplemental contracts to hire ELPAC Assessors

Asian: 50%

Homeless: 44.4%

Students w/Disabilities: 52.9%

2. Using Title I funds Only: What are the planned expenses to support this student group?

English Learners:

- A. Materials and Supplies to support Academic Success*
- B. Non-Capitalized Equipment (Technology)*
- C. Night School, Saturday School, and outside periods to support credit attainment.*
- D. Parent Communication and Involvement*

Hispanic:

- A. Materials and Supplies to support Academic Success*
- B. Non-Capitalized Equipment (Technology)*
- C. Night School, Saturday School, and outside periods to support credit attainment.*
- D. Parent Communication and Involvement*

Socioeconomically Disadvantaged:

- A. Materials and Supplies to support Academic Success*
- B. Non-Capitalized Equipment (Technology)*
- C. Night School, Saturday School, and outside periods to support credit attainment.*
- D. Parent Communication and Involvement*

African American:

- A. Materials and Supplies to support Academic Success*
- B. Non-Capitalized Equipment (Technology)*
- C. Night School, Saturday School, and outside periods to support credit attainment.*
- D. Parent Communication and Involvement*

E. A4 academic initiatives

F. A4 Credit attainment and tutorials

Asian:

- A. Materials and Supplies to support Academic Success*
- B. Non-Capitalized Equipment (Technology)*
- C. Night School, Saturday School, and outside periods to support credit attainment.*
- D. Parent Communication and Involvement*

Homeless:

- A. Materials and Supplies to support Academic Success
- B. Non-Capitalized Equipment (Technology)
- C. Night School, Saturday School, and outside periods to support credit attainment.
- D. Parent Communication and Involvement

Students w/Disabilities:

- A. Materials and Supplies to support Academic Success
- B. Non-Capitalized Equipment (Technology)
- C. Night School, Saturday School, and outside periods to support credit attainment.
- D. Parent Communication and Involvement

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

English Learners:

- A. Materials and Supplies to support Academic Success
- B. Non-Capitalized Equipment (Technology)
- C. Night School, Saturday School, and outside periods to support credit attainment.
- D. Parent Communication and Involvement

Hispanic:

- A. Materials and Supplies to support Academic Success
- B. Non-Capitalized Equipment (Technology)
- C. Night School, Saturday School, and outside periods to support credit attainment.
- D. Parent Communication and Involvement

Socioeconomically Disadvantaged:

- A. Materials and Supplies to support Academic Success
- B. Non-Capitalized Equipment (Technology)
- C. Night School, Saturday School, and outside periods to support credit attainment.
- D. Parent Communication and Involvement

African American:

- A. Materials and Supplies to support Academic Success
- B. Non-Capitalized Equipment (Technology)
- C. Night School, Saturday School, and outside periods to support credit attainment.
- D. Parent Communication and Involvement

E. A4 academic initiatives

F. A4 Credit attainment and tutorials

Asian:

A. Materials and Supplies to support Academic Success

B. Non-Capitalized Equipment (Technology)

C. Night School, Saturday School, and outside periods to support credit attainment.

D. Parent Communication and Involvement

Homeless:

A. Materials and Supplies to support Academic Success

B. Non-Capitalized Equipment (Technology)

C. Night School, Saturday School, and outside periods to support credit attainment.

D. Parent Communication and Involvement

Students w/Disabilities:

A. Materials and Supplies to support Academic Success

B. Non-Capitalized Equipment (Technology)

C. Night School, Saturday School, and outside periods to support credit attainment.

D. Parent Communication and Involvement

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

CSI Support Allocations targeted towards Graduation Rate:

- Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
- Utilization of evidence based strategies aligned to state identification.
- Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
- School site team works with CF Pivot Team to complete a root cause analysis and determine areas of
- School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
- School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
- CSI manager III assigned to school site to support CCI data monitoring.
- Additional resources available in a “menu of options” for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.
- Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.
- Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
 - Resources (Human Capital) are provided to elevate school performance through sustainable

strategies that have lasting effects beyond the expiration of funding.

- Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).
- Professional learning for site leaders and teachers focused on CSI identified student groups.

Tier 2 Instructional Services

1. One on One Student Success Plan Meeting
2. AC's determine additional support needed to support student success
3. Academic Goal Setting Conference
4. Khan Academy Tutorials
5. Academic Mentoring
6. School to home communication
7. Technology support 1x1 devices to support credit recovery and other academic needs

Tier 3 Instructional Services

1. Parent conferences
2. School Social worker referral
3. Prodigy Referral (if applicable)
4. Flexible Scheduling (If Needed)
5. SARB (If Needed)
6. Academic Mentoring

Action 2

Title: Increase the number of students on-track for graduation

[Action Details:](#)

By the end of June 2023, Cambridge High School will increase the number of 12th grade one year cohort students who are on-track for graduation by 10 percent.

Reasoning for using this action:

☐

Strong Evidence

☐

Moderate Evidence

☒

Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Quarter grades and credits earned
- Quarterly data conversations with students and staff
- Progress Reports
- Fall and Spring semester student transitions returning to comprehensive
- Early Graduates
- ATLAS Progress Reports
- Cambridge Student Success Plans
- Classroom walkthrough data
- ATLAS attendance reports
- ATLAS Variable Credit Tool
- High School Equivalency completions if applicable
- Completion of online learning courses
- Dual Enrollment Completions

Owner(s):

- Principal
- Vice Principal
- Counselor
- GLA
- Lead Teachers
- Teachers

Timeline:

- Administration: August 2023-June 2024
- Lead Teachers: August 2023-June 2024
- Teachers: August 2023-June 2024

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

CSI Support Allocations targeted towards Graduation Rate:

- Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA
- Utilization of evidence based strategies aligned to state identification.
- Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
- School site team works with CF Pivot Team to complete a root cause analysis and determine areas of need.
- School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
- School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
- CSI manager III assigned to school site to support CCI data monitoring.
- Additional resources available in a “menu of options” for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.
- Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.
- Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
 - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).
- Professional learning for site leaders and teachers focused on CSI identified student groups.

Instructional Services:

Tier 1 Instructional Services

1. Full Schedule based on student's academic needs
2. Online Learning
3. PLC's of student work to determine literacy support needed to support student success.
4. Individual Academic Counseling conferences.
5. FAS Night school

6. CHS Night School
7. School to home communication
8. Graduate data
9. Monitor EL progress and provide appropriate interventions specific to EL needs.
10. Provide annual EL professional learning to ensure support of sufficient intensity and duration to improve EL performance in language acquisition and basic skills.
11. Historical Graduation Data/Rates: 2021-51.3%, 2020-34.8%, 2019-54.3%, 2018-28%, 2017-30.7%, 2016-51%, 2015-42.7%, 2014-39.9%, 2013-37.6%, 2012-37.2%, 2011-33.3%, and 2010-23.2%.

Additional Instructional Services for ALL students:

- On-Line Credit Recovery Attainment for afterschool, CHS Night school, and/or weekend hybrid instruction.
- Academic planning and cross-curricular professional development as part of Regional work.
- EL appropriate interventions based on data, language progress, and academic achievement.
- Professional Learning designed to provide basic English Learner information.
- Professional Learning to support student success using **IAB's** and **FIAB** to better inform instructional practice in PLC's.
- Provide appropriate English Learner interventions based on student need and data trends.
- Professional Learning focused on MTSS, Project Based Learning, and any opportunities that promote academic success.
- Professional Learning to support Alternative Education Regional work and academic success. This may include conferences both virtual and in-person.
- Academic acceleration, mentoring, and professional learning for A4 and other underserved students.
- Staffing contracts to support additional Summer School sessions
- Supplemental Teaching contracts to support Cambridge Night School and Credit Recovery platforms. These contracts are designed to expand program opportunities for our students. These are critical areas of need for our districts severely credit deficient underserved students who have enrolled from their respective comprehensive high schools. These programs will be supported and aligned by the following:
 - **1. School site team works with CF Pivot Team to complete a root cause analysis and determine areas of need.**
 - **2. School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.**
 - **3. School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.**
- A4 Mentoring, planning, credit attainment, and parent/student enrichment and/or involvement.
- Supplemental planning contracts to support teaching planning, and parent engagement. These contracts will support student achievement by increasing planning time to meet the needs of all students as related to MTSS Tier 1, Tier 2, and Tier 3 services. Additionally, contracts will be utilized to support parent engagement work such as Saturday Parent engagement sessions.
- Budget line allocation to support substitute teachers for WASC Visiting Committee Members, Planning, conferences, Peer to Peer Visitations, and onsite/off-site professional development.
- Budget line allocation to support ADMIN substitute for site administrators for professional development, conferences, and/or other off-site job related duties.
- College, CTE, and Enrichment Field trips including transportation, admission, and meals to support College and Career Readiness and Enrichment experiences.
- Professional Development including conferences/guest speakers both on-site and off-site that supports Champs, Social Emotional Learning, Academic Achievement, English Learners, A4 SPED and any training designed to support students and CSI Graduation Rate. Professional Development/Conferences could include but not limited to PLC at Work, RASPS, CCIS, CCEA, Aurora Institute (formerly Inacol), ACSA and any conference that promotes student achievement.
- Substitute teachers for peer to peer visitation, WASC participation, site professional development, and professional learning/conferences.
- Substitute administrators for peer to peer visitation, site professional development, WASC participation and professional learning/conferences.
- Cambridge Student Success Plan meetings
- Site based incentives for earning honor roll, merit list, and principals honor roll.
- Site based incentives for students earning on-track for graduation status.
- Additional program and learning opportunities to support A4 and Cultural Proficiency
- Technology including laptops, ear-phones, and any materials and supply needed to support distance learning, hybrid instruction, and direct instruction in support of CSI Graduation Rate.
- 21st century Online credit recovery opportunities during the instructional day.
- Guaranteed and Viable curriculum to support academic literacy and student success
- Mobile computer labs to support on-line learning opportunities in the classroom. These mobile carts are critical to providing 21st century access and expanded credit recovery curriculum and support academic growth. As the most severely credit deficient underserved students continue to enroll at Cambridge, it is imperative that each student has access to the tools needed to improve opportunities for graduation.
- Winter Session Physical Education class offered for credit recovery.
- Spring Break and Saturday Physical Education course

- Stand-up for Excellence incentives to recognize positive academic, citizenship, attendance, and campus culture contributions made by students, staff, and parents.
- CTE summer time credit recovery opportunities using and taking part in career web-based graphic design, production, and marketing of T-shirts for school and district requests.
- Supplies for CTE courses including but not limited to Cybersecurity, Social Entrepreneurship, etc.
- CTE materials and supplies to support authentic learning and elective credit opportunities
- Student success incentives for academic literacy, credit acceleration and recovery, SBAC growth, completion of graduation goals, positive attendance growth, etc.
- Funds for Nutrition/Super Snack program for Cambridge Night School
- Cambridge Night School and other credit attainment opportunities.
- Nutrition and/or Super Snack program for Night School
- Field trips and other enrichment activities for 12th grade students
- Entrance Fees and transportation for field trips and other enrichment activities

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify English learner students in Red and all the areas that they are identified in.

- A. 22% are making progress toward re-designation.
- B. 2022-2023 experienced a 8.3% decline.
- C. 124 students were classified as English Learners

2. Using Title I funds Only: What are the planned expenses to support English learner students?

- A. Technology to support academic literacy and credit attainment
- B. Materials and supplies to support project based learning and other academic tasks to support graduation and re-designation.
- C. Dual Enrollment Community College Classes to support academic literacy and growth.
- D. Professional Learning for staff to better support academic literacy, EL re-designation, and credit attainment.
- E. Supplemental contracts to support Night School, Saturday School, and other credit attainment opportunities to student graduation goals.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

- A. Materials and supplies to support academic literacy, credit attainment, academic supplies, and 11th and 12th grade instruction, activities, and resources.
- B. Non-Capitalized Equipment
- C. Materials and Supplies to support student graduation goals.
- D. Dual Enrolment Community College enrollment
- E. Materials and Supplies for Project Based Learning and CTE certifications.

4. As a site: What are planned actions to support this student group?

- 1. Google translation services for Teachers and students to utilize in instructional planning and classroom teaching.
- 2. Emphasis on instructional strategies and direct instruction focused on text complexity and academic vocabulary.
- 3. Instructional strategies and direct instruction focused on building knowledge from informational text.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

- Graduation Rate:
- English Learners: 50.9%
- Hispanic: 45%
- Socioeconomically Disadvantaged: 45.2%
- African American: 33.3%
- Asian: 50%
- Homeless: 44.4%
- Students w/Disabilities: 52.9%

2. Using Title I funds Only: What are the planned expenses to support this student group?

- English Learners:
- A. Materials and Supplies to support Academic Success including all CTE programs.
- B. Non-Capitalized Equipment (Technology)
- C. Night School, Saturday School, and outside periods to support credit attainment.
- D. Parent Communication and Involvement
- Hispanic:
- A. Materials and Supplies to support Academic Success including all CTE programs
- B. Non-Capitalized Equipment (Technology)
- C. Night School, Saturday School, and outside periods to support credit attainment.
- D. Parent Communication and Involvement
- Socioeconomically Disadvantaged:

- 4. Online credit recovery providing front loaded academic vocabulary and frequent exposure to make content accessible to EL learners.
- 5. On-line credit recovery menu providing clear learning goals and modeling of instruction to support students in working independently and completing DOK 3 and 4 tasks.
- 6. Technology and other materials such as tablets, laptops, etc. to support on-line credit recovery, SBAC testing, DRP, and resignation.
- 7, Resources to provide ELPAC Assessors the proper supports and testing conditions to support English Learner re-designation.
- 8. Use of online curriculum may be used to support EL learners by changing the content language to Spanish if needed to better support each learner.

- A. *Materials and Supplies to support Academic Success*
- B. *Non-Capitalized Equipment (Technology)*
- C. *Night School, Saturday School, and outside periods to support credit attainment.*
- D. *Parent Communication and Involvement*

African American:

- A. *Materials and Supplies to support Academic Success*
- B. *Non-Capitalized Equipment (Technology)*
- C. *Night School, Saturday School, and outside periods to support credit attainment.*
- D. *Parent Communication and Involvement*

E. A4 academic initiatives

F. A4 Credit attainment and tutorials

Asian:

- A. *Materials and Supplies to support Academic Success*
- B. *Non-Capitalized Equipment (Technology)*
- C. *Night School, Saturday School, and outside periods to support credit attainment.*
- D. *Parent Communication and Involvement*

Homeless:

- A. *Materials and Supplies to support Academic Success*
- B. *Non-Capitalized Equipment (Technology)*
- C. *Night School, Saturday School, and outside periods to support credit attainment.*
- D. *Parent Communication and Involvement*

Students w/Disabilities:

- A. *Materials and Supplies to support Academic Success*
- B. *Non-Capitalized Equipment (Technology)*
- C. *Night School, Saturday School, and outside periods to support credit attainment.*
- D. *Parent Communication and Involvement*

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

English Learners:

- A. *Materials and Supplies to support Academic Success*
- B. *Non-Capitalized Equipment (Technology)*
- C. *Night School, Saturday School, and outside periods to support credit attainment.*
- D. *Parent Communication and Involvement*
- E. *Materials and Supplies for all CTE programs*

F. Supplemental Salaries for all CTE programs

Hispanic:

A. Materials and Supplies to support Academic Success

B. Non-Capitalized Equipment (Technology)

C. Night School, Saturday School, and outside periods to support credit attainment.

D. Parent Communication and Involvement

E. Materials and Supplies for all CTE programs

F. Supplemental Salaries for all CTE programs

Socioeconomically Disadvantaged:

A. Materials and Supplies to support Academic Success

B. Non-Capitalized Equipment (Technology)

C. Night School, Saturday School, and outside periods to support credit attainment.

D. Parent Communication and Involvement

E. Materials and Supplies for all CTE programs

F. Supplemental Salaries for all CTE programs

African American:

A. Materials and Supplies to support Academic Success

B. Non-Capitalized Equipment (Technology)

C. Night School, Saturday School, and outside periods to support credit attainment.

D. Parent Communication and Involvement

E. A4 academic initiatives

F. A4 Credit attainment and tutorials

G. Materials and Supplies for all CTE programs

H. Supplemental Salaries for all CTE programs

Asian:

A. Materials and Supplies to support Academic Success

B. Non-Capitalized Equipment (Technology)

C. Night School, Saturday School, and outside periods to support credit attainment.

D. Parent Communication and Involvement

E. Materials and Supplies for all CTE programs

F. Supplemental Salaries for all CTE programs

Homeless:

A. Materials and Supplies to support Academic Success

B. Non-Capitalized Equipment (Technology)

C. Night School, Saturday School, and outside periods to support credit attainment.

D. Parent Communication and Involvement

E. Materials and Supplies for all CTE programs

F. Supplemental Salaries for all CTE programs

Students w/Disabilities:

A. Materials and Supplies to support Academic Success

B. Non-Capitalized Equipment (Technology)

C. Night School, Saturday School, and outside periods to support credit attainment.

D. Parent Communication and Involvement

E. Materials and Supplies for all CTE programs

F. Supplemental Salaries for all CTE programs

4. As a site: What are planned actions to support this student group?

CSI Support Allocations targeted towards Graduation Rate:

- Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
- Utilization of evidence based strategies aligned to state identification.
- Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
- School site team works with CF Pivot Team to complete a root cause analysis and determine areas of
- School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
- School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
- CSI manager III assigned to school site to support CCI data monitoring.
- Additional resources available in a “menu of options” for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.
- Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.
- Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
 - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).

- Professional learning for site leaders and teachers focused on CSI identified student groups.

Tier 2 Instructional Services

1. One on One Student Success Plan Meeting
2. PLC's determine additional support needed to support student success
3. Academic Goal Setting Conference
4. Khan Academy Tutorials
5. Academic Mentoring
6. School to home communication
7. Supplemental contracts will be used to provide but not limited to additional instructional time/SEL supports/credit recovery efforts.

8. Materials and Supplies for all CTE programs

9. Supplemental Salaries for all CTE programs

Tier 3 Instructional Services

1. Parent conferences
2. School Social worker referral
3. Prodigy Referral (if applicable)
4. Flexible Scheduling (If Needed)
5. SARB (If Needed)
6. Academic Mentoring
7. Supplemental contracts will be used to provide but not limited to additional instructional time/SEL supports/credit recovery efforts in individualized/small group settings.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0230 Cambridge (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	ESSA-CSI	Instruction	Teacher-Supp			Teacher Supplemental Support. **NO IEPs**	91,952.00

\$91,952.00

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		64 %	2023-2024	63.4 %
Suspension Rate - Semester 1	✓	1.94 %	1.6 %	2023-2024	1.27 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

In response to the unprecedented pandemic, there will need to be intensity and focus on serving our district's underserved students with actions that support student success aligned to attendance and SEL support. There is a need to continue previous SPSA goals related to chronic absenteeism. Students will need support in terms of credit attainment, academic skills, engagement, and personnel to make home visits.

Suspensions students with 1 or more

Based on previous DASS indicators prior to pandemic, suspension rates per 100 students is 1% which was down from 6.2%. As we address the needs of our students coming out of pandemic and distance learning, there will be an increased needs to build relationships for our underserved student populations enrolling from our comprehensive high schools.

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Chronic Absenteeism

Chronic Absenteeism will continue to require intense efforts to break habits that interfered with academic and credit attainment growth.

Based on 2023-2024 Power BI metrics, data indicates an increase in chronic absenteeism in the following sub-groups:

1. African-American students:16.7%Good, 11.9%Manageable, 16.7%Chronic, 54.8%Sev.Chronic

2. Asian Students: 20.5%Good, 10.2%Manageable, 30.8%Chronic, 38.5% Severe Chronic

3.Hispanic: 19.1%Good, 14.4%Manageable, 25.7% Chronic, 40.8% Severe Chronic

4. White students: 5.8%Good, 17.6%Manageable, 11.7% Chronic, 64.7% Severe Chronic

5. Students with Disabilities: 14.3%Manageable, 28.6% Chronic, 57.1% Severe Chronic

6. Foster Youth: 20%Good, 20%Manageable, 20% Chronic, 40% Severe Chronic

7. English Learners: 14.3%Good, 10%Manageable, 27.9% Chronic, 47.9% Severe Chronic

8.Homeless 100% Severe Chronic

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Cambridge High School will continue to allocate funds to support student achievement and academic literacy through technology with a goal of returning Cambridge High School a one to one site for computers in the classroom. Although this goal was met, there is a need to re-stock as Cambridge had 281 of its laptops allocated to district laptop distribution during the pandemic. We must still leverage technology to support distance learning, digital

literacy, academic literacy, and credit attainment. As one of the largest continuation schools in California, Cambridge High School has not as of yet received the directive to re-classify students enrolling by their total credits as recommended by the California Department of Education. Graduation rate will continue to be impacted by the California Dashboard indicators impacting Cambridge our Graduation rate, attendance, and suspension rates. As we take the over flow of our districts credit deficient students and without the reclassification by credits, Cambridge will need to continue to expand credit recovery platforms to meet students where students are academically and make improvement on graduation rates. This may include but not limited to: Self-Funded EDGENUITY Cambridge Night School; Winter Session/Spring Break EDGENUITY sessions; Weekend virtual/hybrid/in-person Sessions; and any traditional/non-traditional opportunities.

Additionally, budget allocations will be used to support opportunities to provide access for all students to reach graduation goals, including:

- 1.College and Career Ready Field trips to both industry and institutions of higher learning.
- 2. A4 academic acceleration, mentoring, professional learning, and credit attainment.
- 3. Additional Online learning opportunities including CTE courses
- 4.Dual Enrollment Community College course (s)

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Based on data sets from from the California State Dashboard, SBAC, Interim, and internal data sets from 2022-2023,Cambridge will continue to expand professional development staff and student learning opportunities to support social emotional learning, literacyand graduation goals. As our mission is to provide multiple year long academic achievement/credit attainment opportunities for our districts under-served populations enrolling from our comprehensive high schools we will continue to work to improve instructional practices to meet the needs of all of our students.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

<div>1 SSC - (Teacher/Staff, Parents , and Secondary Students).</div> <div><div>*Graduation Events</div><div>*Senior events such as Grad Night</div><div>*Field trips to industry and colleges</div><div>*School activities comparable to comprehensive high schools</div><div>*Guest Speakers</div><div>*Expand sports including being a part of an athletic league</div></div>	<div>2 ELAC:</div> <div><div>SSC voted to fold ELAC into SSC due to Cambridge categorization as an unorganized school.</div><div>*Graduation Events</div><div>*Senior events such as Grad Night</div><div>*Field trips to industry and colleges</div><div>*School activities comparable to comprehensive high schools</div><div>*Guest Speakers</div><div>*Expand sports including being a part of an athletic league</div></div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><div>*Increased direct instruction classes for new credits.</div><div>*Edgenuity for credit recovery</div><div>*Incentives for meeting reading and writing goals</div><div>*Silent reading</div><div>*Entrance exams before taking courses</div><div>*Additional programs such as Delta Math</div><div>*Math Professional Development</div><div>*Apprenticeship opportunities</div><div>*Guest Speakers</div><div>*Civic engagement</div><div>*Volunteering opportunities in the community for students.</div></div>
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- *Increased Athletics
- *Parent Square training for all
- *School events

Action 1

Title: Student Engagement/Extra-Curricular Activities

Action Details:

By the end of the 2024-2025 school year, Cambridge High School will improve Student Engagement/Extra-Curricular Activities rate by 5% and maintaining our negative suspension rate. This goal will be accomplished by implementing strategic interventions to engage and support all students to participate in a GOAL 2 activity. By creating individual connections with each student, the staff at Cambridge High School will break down the conditions that have failed students by creating an emotionally and physically safe learning environment where students are connected to their school. This will be completed by recognizing moments of success, individual conferences, creating GOAL 2 engagements and improving opportunities for parents to be involved with their student's education.

Reasoning for using this action: ☐ Strong Evidence ☐ Moderate Evidence ☒ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- ATLAS Attendance Reports
- QuarterGrades and credits earned
- Quarterly data chats with students and staff
- Semester transitions of Senior Rough-Cats returning to home high school. Progress Report Monitoring
- AB1802 Conference
- Administrators Data Dashboard
- GOAL 2 Participation

Owner(s):

Principal
Vice Principal
Counselor
GLA
Lead Teachers
Teachers

Timeline:

Administration: August 2022-June 2023
Lead Teachers: August 2022-June 2023
Teachers: August 2022-June 2023

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1 Instructional Services

1. Full Schedule of courses based on student needs and flexible master schedule
2. Online Learning
3. AB1802 Conferences
4. FAS Night school
5. CHS Night School
6. Academic Mentoring
7. School to Home communication

8. Student Enrichment Field trips
9. GED, HSET, CHSP-High School Equivalency Diploma Options
10. Online CTE Course offerings
11. Dual Enrollment College Courses
12. Session 3 and 4 of Summer School
13. Saturday School Edgenuity Labs
14. Winter and Spring Sessions

Additional Instructional Services for ALL students:

- Supplemental planning and teaching contracts to support GOAL 2 activities.
- Certificated substitutes to support both site based and out of town professional learning including WASC visits and conferences.
- Administrative substitutes to support both site based and out of town professional learning including WASC visits and conferences.
- Activities, fieldtrips, conferences, guest speakers, professional learning to support Cultural Proficiency, A4 Acceleration, and other activities that support student engagement.
- Field trips to universities, industry, museums, and any department that may promote student engagement and success.
- Budget line allocation to support substitute teachers for but not limited to WASC Visiting Committee Members, Planning, conferences, Peer to Peer visitations, and onsite/off-site professional development.
- Budget line allocation to support ADMIN substitute for site administrators for professional development, conferences, and/or other off-site job related duties.
- College, CTE, and Enrichment Field trips including transportation, admission, and meals to support College and Career Readiness and Enrichment experiences.
- GED, HSET, and CHSP support materials and testing vouchers to support students with graduation preparation and response to DASS Graduation indicator.
- AB1802 Conferences
- Transportation to support GOAL 2 arts and athletics.
- Substitute teachers for peer to peer visitations, exemplar school visits, conferences, etc.
- Administrator substitutes for Alternative Education regional work, conferences, site visits, Farber Academic Center planning, and any professional learning to support student success.
- Cambridge Student Success Plan meetings
- Site based incentives for earning honor roll, merit list, and principals honor roll.
- Site based incentives for students earning on-track for graduation status.
- 21st century Online credit recovery opportunities during the instructional days such as EDGENUITY, eDynamic Learning, etc.
- Guaranteed and Viable curriculum to support academic literacy and student success
- Mobile computer labs to support on-line learning opportunities in the classroom.
- Winter Session Physical Education class offered for credit recovery.
- Spring Break and Saturday Physical Education course
- Stand-up for Excellence incentives to recognize positive academic, citizenship, attendance, and campus culture contributions made by students, staff, and parents.
- CTE summer time credit recovery opportunities using and taking part in career web-based graphic design, production, and marketing of T-shirts for school and district requests.
- Supplies for CTE graphic design and production projects for CHS inks
- CTE materials and supplies to support authentic learning and elective credit opportunities
- Student success incentives for academic literacy, credit acceleration and recovery, SBAC growth, completion of graduation goals, positive attendance growth, etc.
- Funds for Nutrition/Super Snack program for Cambridge Night School
- Cambridge Night School
- Nutrition and/or Super Snack program for Night School
- Field trips and other enrichment activities for 12th grade students
- Entrance Fees and transportation for field trips and other enrichment activities
- Bus tokens for school transportation
- **CSI Plan Development**
- Partnering with Stakeholders (site and district level)
- Conducting needs assessments and root cause analysis
- Reviewing/Identifying resource inequities

- Identifying evidence based interventions strategies
- Actions regarding use of data, plan implementation, plan monitoring, and evaluation of plan improvement efforts
- Capacity Building
- Professional learning rooted in the work specifically correlated to the CSI identification

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

- A. 22% are making progress toward re-designation.
- B. 2022-2023 experienced a 8.3% decline.
- C. 124 students were classified as English Learners

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English Learner students as well as all students by offering 0 and 7th period course offerings to support their academic achievement. Areading intervention class will be offered to help improve student literacy. Title I funds will pay for the extra contracts for 0 and 7th periods as well as academic materials needed for the literacy and math support. English Learner Services will be utilized for professional development to support English Learner students.

- A. Technology to support academic literacy and credit attainment
- B. Materials and supplies to support project based learning and other academic tasks to support graduation and re-designation.
- C. Dual Enrollment Community College Classes to support academic literacy and growth.
- D. Professional Learning for staff both onsite and off-site to better support academic literacy, EL re-designation, and credit attainment.
- E. Supplemental contracts to support Night School, Saturday School, and other credit attainment opportunities to student graduation goals.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

- A. Materials and supplies to support academic literacy, credit attainment, academic supplies, and 11th and 12th grade instruction, activities, and resources.
- B. Non-Capitalized Equipment
- C. Materials and Supplies to support student graduation goals.
- D. Dual Enrolment Community College enrollment
- E. Materials and Supplies for Project Based Learning and CTE certifications.
- F. Teachers utilizing strategies that support English Learners.
- G. Offering reading intervention classes.
- H. Offering 0 & 7th period classes.
- I. Incorporating more hand-on classroom activities.
- J. PLC's analyzing data to determine next steps on closing the academic gap for EL students.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

Graduation Rate:

- English Learners: 50.9%
- Hispanic: 45%
- Socioeconomically Disadvantaged: 45.2%
- African American: 33.3%
- Asian: 50%
- Homeless: 44.4%
- Students w/Disabilities: 52.9%

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support all low performing student groups offering 0 and 7th period course offerings to support their academic achievement. Areading intervention class will be offered to help improve student literacy. Title I funds will pay for the extra contracts for 0 and 7th periods as well as academic materials needed for literacy and math support.

- A. Materials and supplies to support academic literacy, credit attainment, academic supplies, and 11th and 12th grade instruction, activities, and resources.
- B. Non-Capitalized Equipment
- C. Materials and Supplies to support student graduation goals.
- D. Dual Enrolment Community College enrollment
- E. Materials and Supplies for Project Based Learning and CTE certifications.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

- A. Professional Development to support academic literacy, project based learning, etc.
- B. Materials and Supplies to support 12th grade academic achievement and activities
- C. Non-Capitalized equipment to support academic literacy, project based learning, credit attainment, and graduation rates.
- D. Supplemental contracts to support academic planning, project based learning, academic literacy, and credit attainment.

4. As a site: What are planned actions to support this student group?

K. ELPAC chats with students re: importance of reclassifying to RFEP.

L. Utilize student groups in classes which will give EL students more opportunity to practice oral language skills.

M. Incorporate more written language into classes.

N. Get more EL students involved in school-wide activities/events.

O. Providing information to parents of English Learner students about the importance of building students' language skills as well as the reclassification process.

P. Parent Communication in the preferred language

Q. Parent translation at meetings to support parents understanding how their student is doing academically.

R. Provide information about the services Parent University offers families.

S. Provide information about the services the EL department provides families.

T. Parent conferences as needed.

4. As a site: What are planned actions to support this student group?

1. Google translation services for Teachers and students to utilize in instructional planning and classroom teaching.

2. Emphasis on instructional strategies and direct instruction focused on text complexity and academic vocabulary.

3. Instructional strategies and direct instruction focused on building knowledge from informational text.

4. Online credit recovery providing front loaded academic vocabulary and frequent exposure to make content accessible to EL learners.

5. On-line credit recovery menu providing clear learning goals and modeling of instruction to support students in working independently and completing DOK 3 and 4 tasks.

6. Technology and other materials such as tablets, laptops, etc. to support on-line credit recovery, SBAC testing, DRP, and redesignation.

Among academic needs, the social emotional needs of low-performing students are evaluated to determine the proper academic placement. During the leadership team meetings, when evaluating low-performing students, multiple measures such as: ensuring students are enrolled in grade-level courses, monitoring success in their courses, determining whether appropriate supports are in place to support their academic needs, as well as monitoring achievement levels on both the District Interim and SBAC assessment data. In addition, encouraging low-performing students to get involved in school activities will help students feel more connected to school. All students are encouraged to participate in student engagement activities. CHS believes the more students and their families are engaged in school activities, the better students will perform academically and that student attendance will improve. It is our goal to help students get the supports and services they need to help them be academically successful.

CSI Support Allocations targeted towards Graduation Rate:

- Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
- Utilization of evidence based strategies aligned to state identification.
- Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
- School site team works with CF Pivot Team to complete a root cause analysis and determine areas of
- School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
- School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
- CSI manager III assigned to school site to support CCI data monitoring.
- Additional resources available in a "menu of options" for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.
- Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.
- Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
 - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).
- Professional learning for site leaders and teachers focused on CSI identified student groups.

Tier 2 Instructional Services

1. One on One Student Success Plan Meeting
2. Professional Learning Communities (PLC's) determine additional support needed to support student success
3. Academic Goal Setting Conference
4. Khan Academy Tutorials

- 5. Academic Mentoring
- 6. School to home communication
- 7. Supplemental contracts will be used to provide but not limited to additional instructional time/SEL supports/credit recovery efforts.

Tier 3 Instructional Services

- 1. Parent conferences
- 2. School Social worker referral
- 3. Prodigy Program Referral (if applicable)
- 4. Flexible Scheduling (If Needed)
- 5. SARB (If Needed)
- 6. Small Group Academic Mentoring
- 7. Supplemental contracts will be used to provide but not limited to additional instructional time/SEL supports/credit recovery efforts.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0230 Cambridge (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies / Food / SWAG / Graduation	100,000.00
G3A1	Sup & Conc	Instruction	Direct Trans			Direct Transportation - Trips	25,000.00
G3A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	25,000.00

\$150,000.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	90.03 %	91.4 %	2023-2024	92.5 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

As we enter the 2024-2025 school year, we must be focused on the hiring, retention, and capacity building a staff that reflects the diversity of our students. As our mission is to serve the most underserved students enrolling from our comprehensive high schools, we must have a staff that has understanding, patience, experience, empathy, and reflects the diversity of student body.

Baseline Staff Data-There are a total of 42 certificated, classified, and itinerant staff member including:

19 Hispanic Staff Members

10 African-American Staff Members

9 White Staff Members

4 Asian Staff Members

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

As one of the largest continuation schools in the state, there are several inequities and other factors that contribute to the disproportionality of low-performing students. Some of the factors include the following:

1. Time of first enrollment of underserved students being referred by their comprehensive high school to alternative education.

2. Utilization of access classes at comprehensive high schools by underserved students prior to alternative education referral not utilized to capacity.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

As we plan for 2024-2025, and beyond, Cambridge High School allocated funds to support student achievement and academic literacy through technology with a goal of making Cambridge High School a one to one site for computers in the classroom. In addition, CHS must continue to pursue a staff that mirrors the diversity of our student body. This is complicated by a 2015 study by the Education Advisory Board that predicted millennials will change jobs 20 times in their career. In order to retain and recruit a diverse and well-qualified staff, we must do the following:

1. Take part in all FUSD recruitment activities

2. Network and build relationships with universities and industry partners.

3. Sell, advertise, and believe in our mission and vision.

- 4.Create a work environment that is coveted.
- 5. Provide positive feed back with a 5 to 1 positive to negative ratio.
- 6. Build a culture where all people are valued and included in the process and decision making.
- 7. Build a campus culture where inclusion is the norm and organically grown.
- 8. Build capacity in our staff to promote when opportunities arise.
- 9. Build capacity in our underserved student population through organic interventions such as A4 acceleration, cultural proficiency, and any professional learning that builds a cohesive work environment.
- 10. Build a culture where all staff has the opportunity to take part in site, district, and out of area professional learning.
- 11. Ensure that there is a culture where all employees have the necessary tools to be successful.
- 12. Professional Development to improve instructional practices designed to improve academic literacy, attendance, and graduation opportunities for all students

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Based on data sets from from the California State Dashboard, SBAC, Interim, and internal data sets from 2023-2024, Cambridge will continue to expand professional development staff and student learning opportunities to support literacy, Project Based Learning, and graduation goals. As our mission is to provide multiple year long academic achievement/credit attainment opportunities for our districts under-served populations enrolling from our comprehensive high schools, we will continue to work to improve instructional practices to meet the needs of all of our students

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div><div>*Graduation Events</div><div>*Senior events such as Grad Night</div><div>*Field trips to industry and colleges</div><div>*School activities comparable to comprehensive high schools</div><div>*Guest Speakers</div><div>*Expand sports including being a part of an athletic league</div></div>	<div>2 ELAC:</div> <div><div>SSC voted to fold ELAC into SSC due to Cambridge categorization as an unorganized school.</div><div>*Graduation Events</div><div>*Senior events such as Grad Night</div><div>*Field trips to industry and colleges</div><div>*School activities comparable to comprehensive high schools</div><div>*Guest Speakers</div><div>*Expand sports including being a part of an athletic league</div></div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><div>*Increased direct instruction classes for new credits.</div><div>*Edgenuity for credit recovery</div><div>*Eliminate online learning</div><div>*Incentives for meeting reading and writing goals</div><div>*Silent reading</div><div>*Entrance exams before taking courses</div><div>*Additional programs such as Delta Math</div><div>*Math Professional Development</div><div>*Apprenticeship opportunities</div><div>*Guest Speakers</div><div>*Civic engagement</div></div>
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- *Volunteering opportunities in the community for students.
- *Increased Athletics
- *Parent Square training for all
- *School events

Action 1

Title: Increasing retention and hiring of diverse staff

Action Details:

By the end of June 2023, Cambridge High School will seek to mirror staffing to reflect the demographic make-up of our student body. Cambridge will build upon a culture of professional development, sense of community, and a mission to make all decisions based on what is best for students.

Reasoning for using this action: ☐ Strong Evidence ☐ Moderate Evidence ☒ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Professional learning for site leaders and teachers focused on CSI identified student groups.
- ATLAS Attendance Reports
- Quarter Grades and credits earned by teacher
- Quarter Grades by department
- Number of staff seeking promotion
- Number of staff in Leadership Cohort
- Quarterly data chats with students and staff
- Semester transitions of Senior Rough-Cats returning to home high school. Progress Report Monitoring
- AB1802 Conference
- Administrators Data Dashboard
- GOAL 2 Participation

Owner(s):

Principal
Vice Principal
Counselor
GLA
Lead Teachers
Teachers

Timeline:

Administration: August 2024-June 2025
Lead Teachers: August 2024-June 2025
Teachers: August 2024-June 2025

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Student Academics:
- Project Based Learning
- Programs, activities, field-trips, and credit attainment to advance A4 and cultural proficiency
- Student Centered and Real-World Learning:
- Curriculum that aligned to district adopted materials but offers different menu and approach to support academic literacy and graduation.
- Student Engagement
- Activities and program that encourages and promotes trust in their school and community.
- Community Service activities that build self-awareness and trust in community and school.

- Travel expenses for PL, including sub costs and registration fees

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Google translation services for Teachers and students to utilize in instructional planning and classroom teaching.
2. Emphasis on instructional strategies and direct instruction focused on text complexity and academic vocabulary.
3. Instructional strategies and direct instruction focused on building knowledge from informational text.
4. Online credit recovery providing front loaded academic vocabulary and frequent exposure to make content accessible to EL learners.
5. On-line credit recovery menu providing clear learning goals and modeling of instruction to support students in working independently and completing DOK 3 and 4 tasks.
6. Technology and other materials such as tablets, laptops, etc. to support on-line credit recovery, SBAC testing, DRP, and redesignatio

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Professional Development and Staff Services to Support low-performing student will include but not limited to the following:

- CCIS
- PLC at Work
- Buck Institute and any other Project Based Learning
- Staff serving on WASC Visiting Committee
- National Alternative Education Conferences
- CHAMPS Training
- Special Education
- English Learner Conferences
- Any of the previously mentioned conferences both on site, hybrid, virtual, and in-person.
- Any conference that supports student success.
- Professional Development including conferences/guest speakers both on-site and off-site that supports Champs, Social Emotional Learning, Academic Achievement, English Learners, A4 SPED and any training designed to support students and CSI Graduation Rate. Professional Development/Conferences could include but not limited to PLC at Work, RASPS, CCIS, CCEA, Aurora Institute (formerly Inacol), ACSA and any conference that promotes student achievement.
- Substitute teachers for peer to peer visitation, WASC participation, site professional development, and professional learning/conferences.
- Substitute administrators for peer to peer visitation, site professional development, WASC participation and professional learning/conferences.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0230 Cambridge (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	ESSA-CSI	Instruction	Travel			Professional Learning / Conferences / Trainings	15,000.00
G4A1	Sup & Conc	Instruction	Travel			Professional Learning / Conferences / Trainings	40,000.00
G4A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	8,973.00
G4A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin Sub Support	4,747.00

\$68,720.00

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students’ education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	90.23 %	94.7 %	2023-2024	95.8 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

Based on parent, staff, and student survey data, Cambridge High School expand and improve parent engagement by building and embedding our school mission organically into our daily work:

Cambridge High School will provide a safe environment for academic success, based on individual student needs, that prepares them for college.

To successfully accomplish this goal, a strong and improved partnership will need to be built that repairs relationships from past school experiences and fosters trust and confidence in their students' education.

Parent Survey- Safe and secure 94% of parents responded favorably

Knowledge and Fairness of Discipline, Rules, and Norms 92% responded favorably

District vision 92% responded favorably

Sense of belonging 88% responded favorably

Climate of support for academic learning 79% responded favorably

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Family Goal - Site Defined

As one of the largest continuation schools in the state, there are several inequities and other factors that contribute to the disproportionality of low-performing students. Some of the factors include the following:

1. Time of first enrollment of underserved students being referred by their comprehensive high school to alternative education.
2. Utilization of access classes at comprehensive high schools by underserved students prior to alternative education referral not utilized to capacity.
3. 2.2% of students are foster youth
4. 5.9% are students with disabilities
5. 26.3% are English Learners
6. 98.1% of students are socioeconomically disadvantaged.
7. 1.2% of students are homeless
8. 100% enter credit deficient
9. Need for additional staff that reflects the diversity of the campus.

Parent Survey- Safe and secure

Safety 94% of parents responded favorably

Knowledge and Fairness of Discipline, Rules, and Norms 92% responded favorably

District vision 92% responded favorably

Sense of belonging 88% responded favorably

Climate of support for academic learning 79% responded favorably

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

During 2024-2025, Cambridge High School continued to work towards building connections with families to bridge technology gaps and academic resources needed to support student success. In response, CHS will continue to us allocated funds to support student achievement, academic literacy, and family engagement through technology with a goal of making sure every student has the tools necessary to become academically literate and earn their diploma.

Although Cambridge has made significant progress becoming one to one with computers for every student in the classroom there is still growth needed as we progress to hybrid and simultaneous learning. While goals were met, we must now continue to support this work by continuing to purchase technology to support CSI graduation rate and credit attainment opportunities. We will continue to leverage technology to support student success. Also, we continue to expand learning opportunities for students including increased night school, winter, and summer sessions. In addition, Cambridge will need to continue to allocate time, space, and resources so families may have on site access to computers and assistance as needed.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Based on data sets from From the California State Dashboard, I-Ready, internal data sets, and Panorama survey data, Cambridge will continue to expand family engagement, professional development, staff and student learning opportunities to support literacy and graduation goals .As we serve our districts most under-served populations enrolling from our comprehensive high schools, we will continue to work to improve instructional practices to meet the needs of all of our students.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div><div>*Graduation Events</div><div>*Senior events such as Grad Night</div><div>*Field trips to industry and colleges</div><div>*School activities comparable to comprehensive high schools</div><div>*Guest Speakers</div><div>*Expand sports including being a part of an athletic league</div></div>	<div>2 ELAC:</div> <div><div>SSC voted to fold ELAC into SSC due to Cambridge categorization as an unorganized school.</div><div>*Graduation Events</div><div>*Senior events such as Grad Night</div><div>*Field trips to industry and colleges</div><div>*School activities comparable to comprehensive high schools</div><div>*Guest Speakers</div><div>*Expand sports including being a part of an athletic league</div></div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><div>*Increased direct instruction classes for new credits.</div><div>*Edgenuity for credit recovery</div><div>*Incentives for meeting reading and writing goals</div><div>*Silent reading</div><div>*Entrance exams before taking courses</div><div>*Additional programs such as Delta Math</div><div>*Math Professional Development</div><div>*Apprenticeship opportunities</div><div>*Guest Speakers</div><div>*Civic engagement</div><div>*Volunteering opportunities in the community for students.</div></div>
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- *Increased Athletics
- *Parent Square training for all
- *School events

Action 1

Title: Improving Family and School partnership

Action Details:

By the end of June 2023, Cambridge High School will see a five percent improvement in parent responses to our family survey. This will be impacted by expanded parent to school engagement activities and events as continue to build relationships with families and community.

Reasoning for using this action: ☐ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- ATLAS Attendance Reports
- Quarter Grades and credits earned
- Number of Graduates
- Number of students on-track for graduation
- Quarterly data chats with students and staff
- Semester transitions of Senior Rough-Cats returning to home high school
- Progress Report Monitoring AB1802 Conference
- Administrators Data Dashboard
- GOAL 2 Participation

Owner(s):

- Principal
- Vice Principal
- Counselor
- GLA
- Lead Teachers
- Teachers
- Parents
- Students

Timeline:

- Administration: August 2024-June 2025
- Lead Teachers: August 2024-June 2025
- Teachers: August 2024-June 2025

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Student Academics:
- PBL both at the site level and community level
- Student Centered and Real-World Learning:
- PBL and learning events that connect family and community to school
- Multi-cultural events and partnerships that bring school and community together
- Community partnerships to foster a sense of community and self-awareness
- Student Engagement:
- Student events and activities that promote community, self-awareness, and school spirit.
- Supports and expenses to communicate with parents, included postage, graphics, bus tokens, etc

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Google translation services for Teachers and students to utilize in instructional planning and classroom teaching.
2. Emphasis on instructional strategies and direct instruction focused on text complexity and academic vocabulary.
3. Instructional strategies and direct instruction focused on building knowledge from informational text.
4. Online credit recovery providing front loaded academic vocabulary and frequent exposure to make content accessible to EL learners.
5. On-line credit recovery menu providing clear learning goals and modeling of instruction to support students in working independently and completing DOK 3 and 4 tasks.
6. Technology and other materials such as tablets, laptops, etc. to support on-line credit recovery, SBAC testing, DRP, and redesignation.
7. Support English Learner parent engagement and involvement.
8. Support attendance and involvement in ELAC and other parent activities.
9. Ensure participation input into the SPSA and other EL matters.
10. EL parent training and outreach

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

CSI Support Allocations targeted towards Graduation Rate:

- Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
- Utilization of evidence based strategies aligned to state identification.
- Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
- School site team works with CF Pivot Team to complete a root cause analysis and determine areas of
- School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
- School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
- CSI manager III assigned to school site to support CCI data monitoring.
- Additional resources available in a "menu of options" for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.
- Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.
- Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
 - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).
- Professional learning for site leaders and teachers focused on CSI identified student groups.

Tier 2 Instructional Services

1. One on One Student Success Plan Meeting
2. Professional Learning Communities (PLC's) determine additional support needed to support student success
3. Academic Goal Setting Conference
4. Khan Academy Tutorials
5. Academic Mentoring
6. School to home communication
7. Supplemental contracts will be used to provide but not limited to additional instructional time/SEL supports/credit recovery efforts.
8. Support and involvement in ELAC and other parent activities.
9. Ensure participation in providing input into the SPSA and other English Learner matters.

Tier 3 Instructional Services

1. Parent conferences
2. School Social worker referral
3. Prodigy Program Referral (if applicable)
4. Flexible Scheduling (If Needed)
5. SARB (If Needed)
6. Academic Mentoring
7. Supplemental contracts will be used to provide but not limited to additional instructional time/SEL supports/credit recovery efforts.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0230 Cambridge (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent and Family Participation. **NO INCENTIVES OR FOOD**	2,396.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent and Family Participation	2,500.00

\$4,896.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0230 Cambridge (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies **No Incentives or food**	20,804.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: Technology / Furniture	30,000.00
G1A2	ESSA-CSI	Instruction	Nc-Equipment			: Technology	55,840.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Technology & Furniture	19,616.00
G2A1	ESSA-CSI	Instruction	Teacher-Supp			Teacher Supplemental Support. **NO IEPs**	91,952.00
G3A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies / Food / SWAG / Graduation	100,000.00
G3A1	Sup & Conc	Instruction	Direct Trans			Direct Transportation - Trips	25,000.00
G3A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	25,000.00
G4A1	ESSA-CSI	Instruction	Travel			Professional Learning / Conferences / Trainings	15,000.00
G4A1	Sup & Conc	Instruction	Travel			Professional Learning / Conferences / Trainings	40,000.00
G4A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	8,973.00
G4A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin Sub Support	4,747.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent and Family Participation. **NO INCENTIVES OR FOOD**	2,396.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent and Family Participation	2,500.00
							\$441,828.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$53,200.00
ESSA-CSI	3182	\$162,792.00
Sup & Conc	7090	\$181,220.00
LCFF: EL	7091	\$44,616.00
Grand Total		\$441,828.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$126,260.00
G2 - Expand student-centered and real-world learning experiences	\$91,952.00
G3 - Increase student engagement in their school and community	\$150,000.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$68,720.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$4,896.00
Grand Total	\$441,828.00