

Cambridge High

10621661030584

Principal's Name: Pete Pulos

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Pete Pulos', with a long horizontal flourish extending to the right.

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

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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 subgroups 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 (DAC and 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.

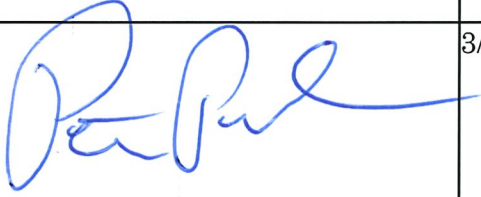
School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Pete Pulos	X				
2. Chairperson -Brad Powers		X			
3. Other Staff-Michelle Angel			X		
4. Other Staff-David Salinas			X		
5. Other Staff-Jany Lee			X		
6. Classroom Teacher-Joel Smith		X			
7. Classroom Teacher-John Humphrey		X			
8. Parent-Rosie Vasquez				X	
9. Other Staff-Lily Mukai				X	
10. Parent-Leonard Arredondo					X
11. Student-Kaitlyn Marquez					
12.					
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_____.

Required Signatures

School Name:			
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		3/21/2023
SSC Chairperson	Brad Powers		3/21/2023

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 2023/24

Cambridge - 0230

ON-SITE ALLOCATION

3010	Title I	\$51,800 *
7090	LCFF Supplemental & Concentration	\$195,840
7091	LCFF for English Learners	\$52,052
3182	Comprehensive Support and Improvement	\$65,786
7099	ESSER III (learning loss/COVID impact, one-time funds)	\$22,456
TOTAL 2023/24 ON-SITE ALLOCATION		\$387,934

* 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	\$2,072
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Remaining Title I funds are at the discretion of the School Site Council	\$49,728
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Total Title I Allocation	\$51,800
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Cambridge High 2023-2024 - 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
SBAC ELA - Average distance from standard	✓		-237 pts	2021-2022	0 pts
SBAC ELA - percentage of students met/exceeded standard	✓		5.68 %	2021-2022	6.78 %
SBAC Math - Average distance from standard	✓		-244 pts	2021-2022	0 pts
SBAC Math - percentage of students met/exceeded standard	✓		0.56 %	2021-2022	1.66 %

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 ELAD 1 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 through Men's and Women's Alliance, Khan Academy, and tutorials provided through A4. Students are

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 2022-2023 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

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: 86.5%2 or more grades behind, 9.65 1 grade behind 3.8% On Level

Males: 87%2 or more grades behind, 8.7%1 grade behind, 3.7%On Level

Foster Youth: 75%2 or more grades behind, 25%1 grade behind RFEP: 81.25%2 or more grades behind, 12.5%1 grade behind, 6.25%On Level

English Learner: 96.44%2 or more grades behind, 5.56%1 grade behind Homeless: 100%2 or more grades behind

SDC:NARSP: 100%2 or more grades behind

Students with Disability: 100%2 or more grade levels behind

Economically Disadvantaged: 88.19%2 or more grade levels behind, 7.87%1Grade behind, 3.94%On Level

I-Ready Math D1 on Level

As stated in I-Ready D1 on level, attendance and time of enrollment impacts our incoming underserved student body. Poor attendance and lack of academic readiness upon enrollment continues to be a factor of poor academic progress for some students. Students not working outside of the classroom on course work - Many student's when they are not in school, are not regularly working on their coursework to recover credits which is also a factor of poor academic progress. Almost all students are significantly behind grade level as they enroll at Cambridge. This is even more so in mathematics.

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

Females: 100% 2 or more grades behind.

Males: 2%on level, 98%2 or more grades behind

Foster Youth: 100% 2 or more grades behind

RFEP: 4.5% on level, 95.5% 2 or more grades behind

English Learners: 100% 2 or more grades behind

Homeless: 100% 2 or more grades behind

RSP: 100% 2 or more grades behind

Students with Disability: 100% 2 or more grades behind

Economically Disadvantaged: 1.27%on level, 98.7% 2 or more grades behind

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

87% of Hispanic students are 2 or more grade levels behind with 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 D1 On 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% of Native 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 2023-2024 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 2023/24 SPSA.

During 2022-2023, as Cambridge High School pivoted back to in-person instruction from our historic pandemic. CHS continue to allocate funds to support student achievement and academic literacy through 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. Also, we continue to expand learning opportunities for students including night school, winter, and summer sessions.

Step 4: Educational Partner Involvement. Share the data 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.

1 SSC: 1.Credit attainment opportunities for students 2.Night School and other credit attainment opportunities 3. Field trips including college field trips 4. Expanded electives 5.Guest Speakers 6. School activities to support student engagement	2 ELAC: 1.Note ELAC folded into SSC due to school categorization as being an unorganized school due to transiency of school population. 2.College Field trips 3.Continue to expand elective opportunities for students 4. Expansion of support for EL re-designation	3 Staff: 1. Library with Librarian 2. SEL supports for students 3. Improve attendance 4. Incentives to improve less cell phone use in classroom 5. Project Based Learning and Student centered Curriculum 6. Smaller class sizes 7. Per Deim Pay instead of Supplemental pay 8. 100% direction instruction
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Action 1

Title: SBAC

Action Details:

By the end of the 2023-2024 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

- 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
- GED, HSET, and CHSP Completions
- Edgenuity and eDynamic Learning completions
- 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. 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:

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.

Specify enhanced services for low-performing student groups:

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 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:

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.

Specify enhanced services for low-performing student groups:

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.

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.

2023-2024 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
G1A1	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental Contracts. ELPAC assessors	4,188.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies **No incentives or food **	19,404.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology	30,000.00
G1A2	ESSA-CSI	Instruction	Nc-Equipment			Technology	10,000.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Technology	5,948.00
G1A2	One-time School	Instruction	Mat & Supp			: Materials and supplies	10,360.00

\$79,900.00

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
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	76.67 %	78.61 %	2022-2023	79.71 %
Graduation Rate	✓	52.37 %	65.02 %	2021-2022	66.12 %

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 employ multiple credit attainment opportunities for new and existing students as our districts credit attainment needs will only increase. Budget allocations need to include Edgenuity or other curriculum cost, Night School, Saturday School, the funding of Session 3 and 4 of summer school (if needed), and any additional programs that support CSI Graduation Rate.

College/Career Readiness

Post pandemic shifts need to be towards CTE programs that are relevant with 21st century employable skills. Based on data sets from the California State Dashboard, I-Ready, and internal data sets, Cambridge will expand professional development staff and student learning opportunities to support literacy and graduation goals. As we serve our districts underserved students, we will continue to work to improve instructional practices to meet the needs of all of our students.

Student-centered real-world learning experience - Site Defined

As part of our school's vision, Cambridge High School will provide a safe environment for academic success, based on individual student needs, that prepares them for college and career options.

In order to create optimum learning opportunities for our student's who arrive to Cambridge as our district's most under-served students, we believe in the following student learner outcomes:

- 1. Problem Solvers: Students will be able to identify the problem and set a course of action to resolve the problem.
- 2. Responsible Citizens: Students will understand and demonstrate the importance of attendance educational readiness. Students will set academic goals to meet district and state requirements.

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

The 2023-2024 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 DASS 1 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.

College/Career Readiness

Key factors that have impacted CCI indicator based on data sets from 2022 (pen for Cambridge High School includes:

- 1. The timing of enrollment of underserved students entering from the comprehensive high schools and the significant amount of credits students need to become on-track for graduation:

- 3. Informed Citizens Students will familiarize themselves with a subject, accessing information from a variety of resources. Students will construct a variety of products using technology.
- 4. Demonstrators Students will demonstrate competence in all academic areas.
- 5. Effective Communicators Students will communicate their own ideas and effectively interpret the communication of others.

- 2. 2% of students are prepared for graduation.
- 3. 4% of students approaching prepared.
- 4. 94% are not prepared
- 5. 79% of Asian students are not prepared
- 6. 94.4% of Hispanic students are not prepared.
- 7. 93.1% of English Learners are not prepared.
- 8. 100% of African-Americans are not prepared.
- 9. 94% of Socio-economically disadvantaged are not prepared.
- 10. 85% of Students with Disabilities are not prepared.

Student-centered real world learning experiences - Site Defined

Cambridge High School is committed to changing the narrative for our districts most under-served students by creating learning opportunities that do not mirror the traditional learning experiences offered at our comprehensive high schools. By changing the narrative for students in alternative education, we are committed to providing project based learning experiences for all students to provide rigorous real world academic experiences.

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).

Due to limited CTE course offerings on campus, there is a need to increase student participation in Duncan PM sessions as well as night time programs. In addition, there is a need to increase the number of students enrolling and completing Dual Enrollment courses and completing with a grade of a C minus or better. There is a need to engage all students taking CTE classes to complete imago classes, Stop The Bleed, and any additional certifications available to our students. Also, the use of eDynamic Learning courses will be needed to support additional CTE course offerings for students as well.

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 2023/24 SPSA.

Additional changes needed include an expansion of either CTE and Dual Enrollment courses. These expenditures will support course offerings supported by project based learning, personalized learning initiative, and field-trips to universities and industry

Step 4: Educational Partner Involvement. Share the data 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.

1 SSC:	2 ELAC:	3 Staff:

1.Credit attainment opportunities for students 2.Night School and other credit attainment opportunities 3. Field trips including college field trips 4. Expanded electives 5.Guest Speakers 6. School activities to support student engagement	1.Note ELAC folded into SSC due to school categorization as being an unorganized school due to transiency of school population. 2.College Field trips 3.Continue to expand elective opportunities for students 4. Expansion of support for EL re-designation	1. Library with Librarian 2. SEL supports for students 3. Improve attendance 4. Incentives to improve less cell phone use in classroom 5. Project Based Learning and Student centered Curriculum 6. Smaller class sizes
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Action 1

Title: Graduation Rate

Action Details:

By the end of the 2023-2024 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 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

- 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 Vable 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:

- Individual and group attendance meetings for student and/or guardians
- Individualized support for EL students and families through home visits and related outreach services when needed.
- Cambridge Student Success plan development and implementation one time per quarter to show academic progress and goal setting.
- Student incentives for positive growth in attendance.
- Student incentives for GOAL 2 participation
- Technology for ELs

Specify enhanced services for low-performing student groups:

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: Improving Family and School partnership

Action Details:

By the end of June 2024, 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 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):

- **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.**

Specify enhanced services for EL 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.

Specify enhanced services for low-performing student groups:

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. Focus on attendance including home visits, individualized counseling, and any service to support positive attendance.

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.

2023-2024 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 Contracts **No IEPs **	30,801.00
G2A1	ESSA-CSI	Instruction	Mat & Supp			Materials & Supplies **No incentives or food **	19,985.00
G2A1	One-time School	Instruction	Nc-Equipment			Technology	12,096.00
G2A2	Title 1 Basic	Parent Participation	Mat & Supp			Materials/Supplies Parent Engagement/Communication **No incentives or food **	2,396.00

\$65,278.00

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	✓	77.11 %	70.68 %	2022-2023	70.08 %
Suspension Rate - Semester 1	✓	1.77 %	2.27 %	2022-2023	1.94 %

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 with1 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

Post-Pandemic Chronic Absenteeism will continue to require intense efforts to break habits that interfered with academic and credit attainment growth. Based on 2022-2023 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%SevChronic

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

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

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

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

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

8. Homeless 100% SevChronic

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 literacythrough technologywith 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 Fresno City 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 2023/24 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, literacy 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 data 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.

1 SSC:	2 ELAC:	3 Staff:
1.Credit attainment opportunities for students 2.Night School and other credit attainment opportunities 3. Field trips including college field trips 4. Expanded electives 5.Guest Speakers 6. School activities to support student engagement	1.Note ELAC folded into SSC due to school categorization as being an unorganized school due to transiency of school population. 2.College Field trips 3.Continue to expand elective opportunities for students 4. Expansion of support for EL re-designation	1. Library with Librarian 2. SEL supports for students 3. Improve attendance 4. Incentives to improve less cell phone use in classroom 5. Project Based Learning and Student centered Curriculum 6. Smaller class sizes

Action 1

Title: Student Engagement/Extra-Curricular Activities

Action Details:

By the end of the 2022-2023 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	Owner(s):	Timeline:
- 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 Particiaption	Principal Vice Principal Counselor GLA Lead Teachers Teachers	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/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:

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

Specify enhanced services for low-performing student groups:

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).

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.

- 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.

2023-2024 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 / Trips	120,000.00
G3A1	Sup & Conc	Instruction	Direct Trans			Senior Trip / Field Trips	25,000.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Direct Graphics	6,919.00
G3A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	41,916.00

\$193,835.00

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	✓	96.89 %	88.93 %	2022-2023	90.03 %

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.

Staff Goal - Site Defined

As we enter the 2022-2023 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).

During the post pandemic school year of 2022-2023, 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, we 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 2023/24 SPSA.

Based on data sets from from the California State Dashboard, SBAC, Interim, and internal data sets from 2022-2023 and pandemic distance learning data, Cambridge will continue to expand professional development staff and student learning opportunities to support literacy 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 data 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.

1 SSC: 1.Credit attainment opportunities for students 2.Night School and other credit attainment opportunities 3. Field trips including college field trips 4. Expanded electives 5.Guest Speakers 6. School activities to support student engagement	2 ELAC: 1.Note ELAC folded into SSC due to school categorization as being an unorganized school due to transiency of school population. 2.College Field trips 3.Continue to expand elective opportunities for students 4. Expansion of support for EL re-designation	3 Staff: 1. Library with Librarian 2. SEL supports for students 3. Improve attendance 4. Incentives to improve less cell phone use in classroom 5. Project Based Learning and Student centered Curriculum 6. Smaller class sizes 7. Increase direct instruction
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Action 1

Title: Increasing retention and hiring of diverse staff

Action Details:

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

Describe Direct Services to Staff in support of 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 Staff in support of EL 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.

Specify enhanced services for Staff to support low-performing student groups:

- 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

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

- 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.

2023-2024 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			PL/CCIS/CASCWA/RAPSA	5,000.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			PL / Classroom Walks / Trainings	8,404.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contracts	12,384.00
G4A1	Sup & Conc	Instruction	Travel			Professional Learning / Conferences / Trainings	6,876.00
G4A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	4,500.00
G4A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin Sub Support	4,771.00
G4A1	Sup & Conc	Attendance & Social Work Services	Local Mileage			Local Mileage / CWA, Principal and Staff	4,486.00

\$46,421.00

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	✓	90.88 %	89.13 %	2022-2023	90.23 %

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

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

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 2022-2023, 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 2023/24 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 data 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.

1 SSC: 1.Credit attainment opportunities for students 2.Night School and other credit attainment opportunities 3. Field trips including college field trips 4. Expanded electives 5.Guest Speakers 6. School activities to support student engagement	2 ELAC: 1.Note ELAC folded into SSC due to school categorization as being an unorganized school due to transiency of school population. 2.College Field trips 3.Continue to expand elective opportunities for students 4. Expansion of support for EL re-designation	3 Staff: 1. Library with Librarian 2. SEL supports for students 3. Improve attendance 4. Incentives to improve less cell phone use in classroom 5. Project Based Learning and Student centered Curriculum 6. Smaller class sizes
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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 2022-June 2023

Lead Teachers: August 2022-June 2023

Teachers: August 2022-June 2023

Describe Direct Services to Families in support of 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 Families of EL 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.

Specify enhanced services for Families of low-performing student groups:

- 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

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

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.

2023-2024 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	Sup & Conc	Parent Participation	Mat & Supp			Materials & Supplies - Family Engagement	2,500.00

\$2,500.00

2023-2024 Budget for SPSA/School Site Council

State/Federal Dept 0230 Cambridge (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental Contracts. ELPAC assessors	4,188.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies **No incentives or food **	19,404.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology	30,000.00
G1A2	ESSA-CSI	Instruction	Nc-Equipment			Technology	10,000.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Technology	5,948.00
G1A2	One-time School	Instruction	Mat & Supp			: Materials and supplies	10,360.00
G2A1	ESSA-CSI	Instruction	Teacher-Supp			Teacher Supplemental Contracts **No IEPs **	30,801.00
G2A1	ESSA-CSI	Instruction	Mat & Supp			Materials & Supplies **No incentives or food **	19,985.00
G2A1	One-time School	Instruction	Nc-Equipment			Technology	12,096.00
G2A2	Title 1 Basic	Parent Participation	Mat & Supp			Materials/Supplies Parent Engagement/Communication **No incentives or food **	2,396.00
G3A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies / Food / SWAG / Trips	120,000.00
G3A1	Sup & Conc	Instruction	Direct Trans			Senior Trip / Field Trips	25,000.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Direct Graphics	6,919.00
G3A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	41,916.00
G4A1	ESSA-CSI	Instruction	Travel			PL/CCIS/CASCWA/RAPSA	5,000.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			PL / Classroom Walks / Trainings	8,404.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contracts	12,384.00
G4A1	Sup & Conc	Instruction	Travel			Professional Learning / Conferences / Trainings	6,876.00
G4A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	4,500.00
G4A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin Sub Support	4,771.00
G4A1	Sup & Conc	Attendance & Social Work Services	Local Mileage			Local Mileage / CWA, Principal and Staff	4,486.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Materials & Supplies - Family Engagement	2,500.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$51,800.00
ESSA-CSI	3182	\$65,786.00
Sup & Conc	7090	\$195,840.00
LCFF: EL	7091	\$52,052.00
One-time School	7099	\$22,456.00
Grand Total		\$387,934.00

\$387,934.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$79,900.00
G2 - Expand student-centered and real-world learning experiences	\$65,278.00
G3 - Increase student engagement in their school and community	\$193,835.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$46,421.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$2,500.00
Grand Total	\$387,934.00