



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cambridge Heights Open Elementary School	34-67447-6068670	May 28, 2025	June 24, 2025

## Purpose and Plan Summary

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

### Schoolwide Program

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

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

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

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

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

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

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# Comprehensive Needs Assessment Components

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

## Data Analysis

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

## Root Cause Analysis

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

## Resource Inequities

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

## Input from Educational Partners

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

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

The school adopted a comprehensive approach to gather input for the Single Plan for Student Achievement (SPSA) by consulting various stakeholders, including school staff, the School Site Council, the English Language Parent Advisory Committee, and the Student Principal Advisory Committee. This commitment to inclusive decision-making ensures the plan reflects the diverse needs and perspectives of the school community, ultimately leading to a more effective strategy for student success. Throughout the year, these groups meet to reflect and create ongoing plans, and this year, site-level surveys were developed in collaboration with the School Site Council and staff, gathering feedback from students, teachers, and parents. This feedback, combined with information from the school district, informed the development of the SPSA.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

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

## Student Enrollment Enrollment By Grade Level

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

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	19	20	35	7.20%	6.4%	10.9%
Fluent English Proficient (FEP)	15	18	11	5.40%	5.0%	3.4%
Reclassified Fluent English Proficient (RFEP)	6	2	6	1%	2%	14.29%

# School and Student Performance Data

## Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

### 2023-24 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>321</b>	<b>43%</b>	<b>10.9%</b>	<b>0.0%</b>

Total Number of Students enrolled in Cambridge Heights Open Elementary School.

Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

Students whose well being is the responsibility of a court.

### 2023-24 Enrollment for All Students/Student Group

Student Group	Total	Percentage
<b>English Learners</b>	35	10.9%
<b>Foster Youth</b>	0	0.0%
<b>Homeless</b>	3	0.9%
<b>Socioeconomically Disadvantaged</b>	138	43%
<b>Students with Disabilities</b>	29	9%

### Enrollment by Race/Ethnicity

Student Group	Total	Percentage
<b>African American</b>	8	2.5%
<b>American Indian</b>	3	0.9%
<b>Asian</b>	15	4.7%
<b>Filipino</b>	0	0.0%
<b>Hispanic</b>	63	19.6%
<b>Two or More Races</b>	39	12.1%
<b>Pacific Islander</b>	0	0.0%
<b>White</b>	193	60.1%

# School and Student Performance Data

## Overall Performance

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2024 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Green

#### Academic Engagement

##### Chronic Absenteeism



Yellow

#### Conditions & Climate

##### Suspension Rate



Blue

##### Mathematics



Green

##### English Learner Progress



No Performance Color

# School and Student Performance Data

## Academic Performance English Language Arts

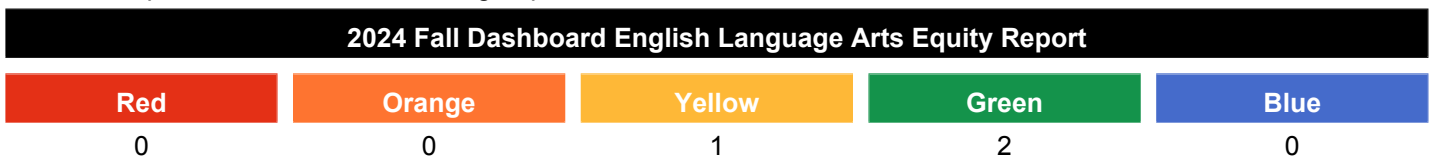
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>18.7 points above standard</p> <p>Declined 6.1 points</p> <p>157 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>20.2 points below standard</p> <p>Declined 28.4 points</p> <p>18 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>9.6 points above standard</p> <p>Increased 4.0 points</p> <p>75 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color 10.8 points below standard Declined 17.8 points 20 Students</p>	<p><b>African American</b></p>  <p>No Performance Color Less than 11 Students 4 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color Less than 11 Students 3 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color Less than 11 Students 7 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Hispanic</b></p>  <p>Green 21.3 points above standard Declined 8.4 points 32 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color 32.8 points above standard Increased 3.6 points 24 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color 0 Students</p>	<p><b>White</b></p>  <p>Yellow 9.3 points above standard Declined 19.6 points 87 Students</p>

**Lowest Performing Student Groups:**

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

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

Although the White student group is currently 9.3 points above standard and is in the Yellow performance level, it is important to note that this group experienced a significant decline of 19.6 points.

All students scored 18.7 points above standard which was a decrease of 6.1 points from the previous school year.

**Potential causes:**

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on last year, several contributing factors may have impacted student performance:

While the White student group remains 9.3 points above standard and in the Yellow performance level, the 19.6-point decline suggests a need to re-evaluate how we support students who may not be traditionally identified as at risk but are experiencing academic decline.

Our intervention programs may require a more dynamic and responsive structure, including:

Frequent progress monitoring

Ongoing data analysis

Flexible, fluid groupings that adapt to students' changing needs throughout the year

There may have been a lack of consistent follow-up or over-reliance on static grouping models, which did not reflect students' real-time progress or regression.

A broader mindset shift is needed to view intervention as a proactive and evolving process.

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

To support our lowest performing student groups more effectively, the following personnel, programs, and structural supports will be in place or are needed:

Site administration will provide in-classroom coaching to serve as an additional set of eyes for teachers, helping to ensure that all students receive high-quality, equitable instruction.

Administrative support will include feedback, and collaborative planning, with a focus on meeting the diverse needs of students.

Ongoing data review and instructional alignment will also be emphasized to strengthen Tier 1 instruction and ensure interventions are targeted and effective.

A dedicated intervention teacher whose sole focus will be academic intervention, allowing for targeted instruction without the additional responsibility of English Language Development (ELD).

An expanded intervention team, which will include:

A Transitional Kindergarten (TK) teacher contributing intervention support in the afternoon

Two instructional aides available in the afternoons to assist with small group or one-on-one support

The formation of a data and intervention committee, composed of classroom teachers and support staff, to:

Monitor student progress regularly

Adjust intervention strategies based on ongoing data

Ensure accountability and alignment across grade levels

These resources will support the implementation of a more responsive and data-driven intervention model, with an emphasis on flexibility, fluid grouping, and early identification of student needs.

# School and Student Performance Data

## Academic Performance Mathematics

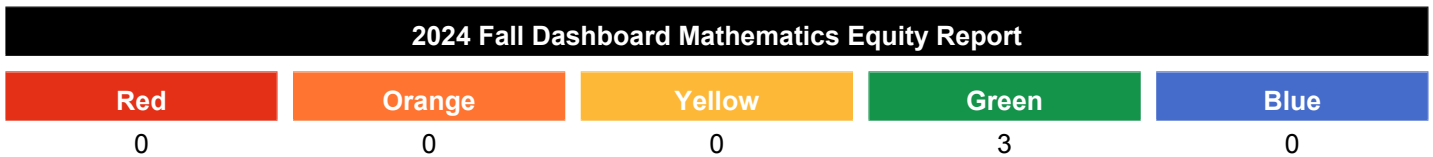
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>18.0 points above standard</p> <p>Declined 6.4 points</p> <p>160 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>20.5 points below standard</p> <p>Declined 13.0 points</p> <p>21 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>3.8 points above standard</p> <p>Declined 8.6 points</p> <p>78 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color 6.3 points below standard Declined 52.3 points</p> <p>20 Students</p>	<p><b>African American</b></p>  <p>No Performance Color Less than 11 Students</p> <p>4 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color Less than 11 Students</p> <p>3 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color Less than 11 Students</p> <p>7 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>26.8 points above standard Increased 7.6 points</p> <p>32 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color 22.3 points above standard Maintained 1.9 points</p> <p>24 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color 0 Students</p>	<p><b>White</b></p>  <p>Green</p> <p>14.7 points above standard Declined 15.9 points</p> <p>90 Students</p>

**Lowest Performing Student Groups:**

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

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

All three of our significant student subgroups are currently performing in the Green range and are above standard on the Dashboard indicator, but there are declines in performance:

The White student group experienced a decline, despite remaining above standard.

Similarly, the Socioeconomically Disadvantaged (SED) group also showed a decline in performance, suggesting the need for closer monitoring and additional support.

These declines signal the importance of proactive measures to prevent further regression and ensure continued growth across all student groups.

**Potential causes:**

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

While the White and Socioeconomically Disadvantaged (SED) groups remain above standard and in the Green performance level, the declines suggests a need to re-evaluate how we support students who may not be traditionally identified as at risk but are experiencing academic decline.

Our intervention programs may require a more dynamic and responsive structure, including:

Frequent progress monitoring

Ongoing data analysis

Flexible, fluid groupings that adapt to students' changing needs throughout the year

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

To support our lowest performing student groups more effectively, the following personnel, programs, and structural supports will be in place or are needed:

A school wide focus on Number Sense.

A dedicated intervention teacher whose sole focus will be academic intervention.

An expanded intervention team, which will include:

A Transitional Kindergarten (TK) teacher contributing intervention support

Two instructional aides available in the afternoons to assist with small group or one-on-one support

A school wide focus on Number Sense to increase student fact fluency

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  No Performance Color 57.9% making progress. Number Students: 19 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b> 15.8%	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> 26.3%	<b>Maintained ELPI Level 4</b> 5.3%	<b>Progressed At Least One ELPI Level</b> 52.6%

### Lowest Performing Group:

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

Based on our English Learner Progress Indicator (ELPI) data:

57.9% of English Learners made progress toward English language proficiency, which reflects positive growth in this student group.

However, 15.8% of English Learners decreased by one or more proficiency levels, indicating an area for targeted improvement.

### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

We experienced a significant increase in the number of English Learners last year, which required us to adapt schedules, groupings, and instructional time to meet their needs. While efforts were made to respond effectively, these adjustments may have impacted the consistency and intensity of support for some students.

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

To better support our English Learners moving forward, the following resources are being implemented:

A full-time English Language Development (ELD) teacher will be in place next year, allowing for consistent and dedicated instruction.

With staff now more familiar with the new ELD curriculum, next year will see a stronger instructional focus, with more time and attention given to strategic planning, small group instruction, and language development integration across the school day.

Continued professional development and collaborative planning time will also be critical in ensuring that instructional strategies are aligned, effective, and responsive to student needs.





# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p> <p> Yellow</p> <p>10.3% Chronically Absent</p> <p>Declined 2.9</p> <p>329 Students</p>	<p><b>English Learners</b></p> <p> Orange</p> <p>12.2% Chronically Absent</p> <p>Increased 9.1</p> <p>41 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Orange</p> <p>14.2% Chronically Absent</p> <p>Maintained 0.2</p> <p>155 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>5.9% Chronically Absent</p> <p>Declined 4.8</p> <p>34 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>11.8% Chronically Absent</p> <p>Increased 11.8</p> <p>17 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>7.8% Chronically Absent</p> <p>Declined 7.3</p> <p>64 Students</p>
<p><b>Two or More Races</b></p>  <p>Orange</p> <p>14.6% Chronically Absent</p> <p>Increased 5.5</p> <p>41 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Yellow</p> <p>10.2% Chronically Absent</p> <p>Declined 3.4</p> <p>196 Students</p>

**Lowest Performing Student Groups:**

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

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

Based on the Dashboard indicators for Chronic Absenteeism:

English Learners and Socioeconomically Disadvantaged (SED) students are among the lowest performing groups, both scoring in the Orange performance range.

12.2% of our English learners were chronically absent which was an increase of 9.1 from the previous school year.

14.2% of our Socioeconomically Disadvantaged students were chronically absent which was similar to the previous school year.

14.6% of our students who identify as Two or More Races were chronically absent which was an increase of 5.5 from the previous school year.

**Potential causes:**

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on last year, several factors likely contributed to the chronic absenteeism rates among English Learners and Socioeconomically Disadvantaged students:

Many families new to the country are still navigating routines and expectations related to school attendance, including transportation, scheduling, and communication with the school.

There has been a noticeable trend of families keeping students home for extended periods due to illness, possibly influenced by heightened health concerns and uncertainty about when it’s appropriate to return.

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

These factors suggest a need for stronger outreach, education, and support for families—particularly those who are new to the school system or face additional barriers to regular attendance.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

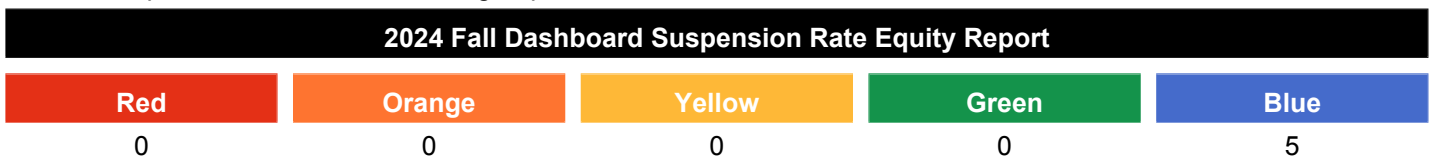
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.3%</p> <p>337 Students</p>	<p><b>English Learners</b></p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>41 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>159 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>34 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>17 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>68 Students</p>
<p><b>Two or More Races</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>42 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.5%</p> <p>199 Students</p>

#### Lowest Performing Student Groups:

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

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

There were no suspensions recorded last year, and all student subgroups scored in the Blue performance level on the Dashboard. This reflects a strong, proactive approach to behavior and conflict resolution across the school community.

#### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Our positive suspension data can be attributed to the school’s strong emphasis on restorative practices, relationship-building, and early intervention. Staff consistently worked to:

Address conflicts promptly and constructively

Support students in understanding and managing their behavior

Avoid exclusionary discipline by using restorative conversations, reflection spaces, and adult support

The school culture promotes connection over consequence, which has directly supported positive outcomes for all subgroups.

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

To continue building on this success and further support all student groups, the following resources and strategies will be prioritized:

Enhanced systems to strengthen consistency schoolwide

Continued focus on student voice, peer relationships, and proactive SEL instruction

Materials and incentives for recognizing positive behavior and building a strong, inclusive community culture

These investments will help sustain and expand the positive trends in school climate and behavior while further reducing barriers to learning for all students.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Student Achievement and Implementation of State Standards

## LEA/LCAP Goal

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

## SPSA/Goal 1

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

# Annual Review

## SPSA Year Reviewed: 2024-25

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

## ANALYSIS

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

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

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

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

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

Based on our review of student performance and engagement data, the following modifications are being made to strengthen outcomes:

K-2 Teachers will implement district early literacy screener.

Our TK–2 and 3–5 collaborative teams will continue to meet, but their focus will evolve during the 2025–26 school year to include intentional calendaring of data reviews and deeper analysis of specific data sets.

We are exploring the creation of an Intervention Committee to monitor student progress more closely and assess the effectiveness of intervention supports across the school. This committee will help ensure that our services are data-driven and equitable.

To better meet the needs of a larger number of students, we will examine alternative models of intervention delivery that allow for greater flexibility and broader reach, particularly for students demonstrating early signs of academic risk.

Our support for English Language Learners will be enhanced through the addition of a full-time English Language Development (ELD) teacher, allowing for more consistent, focused instruction and better integration of language development throughout the school day.

These changes aim to increase our responsiveness to student needs, ensure targeted support is aligned with current data, and promote growth across all student groups.

**2025-26**

**Identified Need**

Reflecting on last year's performance, several factors impacted student outcomes, particularly among the White student group, which, despite being 9.3 points above standard and in the Yellow performance level, saw a 19.6-point decline. This decline indicates a need to reassess support strategies for students who may not typically be categorized as at risk but are nonetheless facing academic challenges. Consequently, our intervention programs may need a more dynamic and responsive structure to effectively address these issues.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	18.7 points above standard	+3 scale score points

Metric/Indicator

Baseline 2024-25

Expected Outcome 2025-26

	<p>English Learners 20.2 points below standard</p> <p>Foster Youth</p> <p>Homeless</p> <p>Socioeconomically Disadvantaged 9.6 points above standard</p> <p>Students with Disabilities 10.8 points below standard</p> <p>African American</p> <p>American Indian</p> <p>Asian</p> <p>Filipino</p> <p>Hispanic 21.3 points above standard</p> <p>Two or More Races 32.8 points above standard</p> <p>Pacific Islander</p> <p>White 9.3 points above standard</p>	
<p>Math State Assessment: Change in scale score</p>	<p>All Students 18.0 points above standard</p> <p>English Learners 20.5 points below standard</p> <p>Foster Youth</p> <p>Homeless</p> <p>Socioeconomically Disadvantaged 3.8 points above standard</p> <p>Students with Disabilities 6.3 points below standard</p> <p>African American</p> <p>American Indian</p> <p>Asian</p> <p>Filipino</p>	<p>+3 scale score points</p>

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	Hispanic 26.8 points above standard Two or More Races 22.3 points above standard Pacific Islander White 14.7 points above standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	57.9%	+ 2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	14.29%	+2%

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

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Staff collaboration - meetings, release and planning time.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	3800	25-26 school year

1.2	Supplemental academic programs	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	25-26 school year
1.3	Printing of materials to support ongoing learning	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5000	25-26 school year
1.4	Supplemental material and supplies to support English Language Learners	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	25-26 school year
1.5	Materials and Supplies	X All Students English Learners Low-Income Students Foster Youth	LCFF Supplemental Site Allocation	13700	25 - 26 school year

		Lowest Performing	4000-4999: Books And Supplies		
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# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Student Engagement and Course Access

## LEA/LCAP Goal

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

## SPSA/Goal 2

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

# Annual Review

## SPSA Year Reviewed: 2024-25

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

## ANALYSIS

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

The analysis utilized surveys conducted among students, parents, and staff, developed by the School Site Council and teachers, to assess and identify needs. Additionally, regular meetings with the Principal Advisory Committee, school leadership, the English Language Advisory Committee (ELAC), and the Parent Faculty Club (PFC) were held to monitor progress and gather insights.

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

The expansion of after-school activities and regular Principal Advisory meetings, which allow students to share feedback, has led to a more positive perception of campus activities, including the introduction of PE-style activities during recess. However, students have raised concerns about persistent issues with impoliteness and bullying among peers.

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

The principal collaborated with the physical education teacher and the parent club to enhance recess activities and significantly increased the variety of afterschool programs available throughout the year. However, there remains a need to establish more consistent routines for students transitioning back to class after recess and activities.

**2025-26**

**Identified Need**

In the 2025-26 school year, there is a recognized need for improved routines throughout the school day and increased reinforcement of kindness among students. To address this, new reward systems and continuous positive messaging will be implemented through assemblies and student campaigns.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	10.3% Chronically Absent
	English Learners	12.2% Chronically Absent
	Foster Youth	
	Homeless	
	Socioeconomically Disadvantaged	14.2% Chronically Absent
	Students with Disabilities	5.9% Chronically Absent
	African American	
	American Indian	
	Asian	11.8% Chronically Absent
	Filipino	
	Hispanic	7.8% Chronically Absent
	Two or More Races	14.6% Chronically Absent
	Pacific Islander	
White	10.2% Chronically Absent	
		- 0.5%

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
Attendance: Percentage of the school year attended for students in TK-12	95.3%	+2%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	N/A
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	N/A
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	N/A

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

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
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2.1	Materials, supplies and incentives for enrichment opportunities during the school day.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	25 - 26 school year
2.2	Materials and incentives for targeted attendance and kindness campaign	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	25 - 26 school year
2.3	Extra classified support	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	2000	25 -26 school year
2.4	Enrichment provided by credentialed staff	X All Students English Learners Low-Income Students	LCFF Supplemental	1000	25-26 school year

		Foster Youth Lowest Performing	Site Allocation 1000-1999: Certificated Personnel Salaries		
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# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

School Conditions, Climate, and Family Engagement

## LEA/LCAP Goal

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

## SPSA/Goal 3

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

# Annual Review

## SPSA Year Reviewed: 2024-25

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

## ANALYSIS

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

The analysis utilized surveys conducted among students, parents, and staff, developed by the School Site Council and teachers, to assess and identify needs. Additionally, regular meetings with the Principal Advisory Committee, school leadership, the English Language Advisory Committee (ELAC), and the Parent Faculty Club (PFC) were held to monitor progress and gather insights.

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

The evaluation highlighted both successes and areas for improvement within the school community. Families enjoyed events like the Open House BBQ, which fostered a strong community spirit. However, parents suggested enhancing communication about academic programs and increasing family functions, as well as implementing better security measures, such as locked gates during school hours.

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

The school is improving its environment and family involvement by continuing successful events like the Open House BBQ and Lunch with a Loved One, while also implementing targeted information nights based on parental feedback. Ongoing discussions about safety will take place among families, the school district, and the city of Citrus Heights. Furthermore, regular assemblies will be organized throughout the year to foster school pride and a sense of belonging.

**2025-26**

**Identified Need**

For the 2025–26 school year, there is a recognized need for more events that foster family involvement and strengthen both student and family sense of belonging within our school community. In addition to the popular Open House BBQ and Lunch with a Loved One, a “Meet the Teacher” gathering in August will be added to help establish a positive tone and build early, meaningful connections between families, students, and staff. To better support working parents, a calendar of school events will be distributed at the start of the year, allowing families to plan ahead and participate more easily. Ongoing collaboration between the school and the community will also focus on safety initiatives and shared responsibility, reinforcing the message that every student and family is a valued and integral part of our school community.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26																						
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	<table border="1"> <tr> <td>All Students</td> <td>0% suspended at least one day</td> </tr> <tr> <td>English Learners</td> <td>0% suspended at least one day</td> </tr> <tr> <td>Foster Youth</td> <td></td> </tr> <tr> <td>Homeless</td> <td></td> </tr> <tr> <td>Socioeconomically Disadvantaged</td> <td>0% suspended at least one day</td> </tr> <tr> <td>Students with Disabilities</td> <td>0% suspended at least one day</td> </tr> <tr> <td>African American</td> <td></td> </tr> <tr> <td>American Indian</td> <td></td> </tr> <tr> <td>Asian</td> <td>0% suspended at least one day</td> </tr> <tr> <td>Filipino</td> <td></td> </tr> <tr> <td>Hispanic</td> <td>0% suspended at least one day</td> </tr> </table>	All Students	0% suspended at least one day	English Learners	0% suspended at least one day	Foster Youth		Homeless		Socioeconomically Disadvantaged	0% suspended at least one day	Students with Disabilities	0% suspended at least one day	African American		American Indian		Asian	0% suspended at least one day	Filipino		Hispanic	0% suspended at least one day	Maintain and monitor for change
All Students	0% suspended at least one day																							
English Learners	0% suspended at least one day																							
Foster Youth																								
Homeless																								
Socioeconomically Disadvantaged	0% suspended at least one day																							
Students with Disabilities	0% suspended at least one day																							
African American																								
American Indian																								
Asian	0% suspended at least one day																							
Filipino																								
Hispanic	0% suspended at least one day																							

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	Two or More Races 0% suspended at least one day Pacific Islander White 0% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	67.2%	+3%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	73.2%	+3%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	5%	+2%

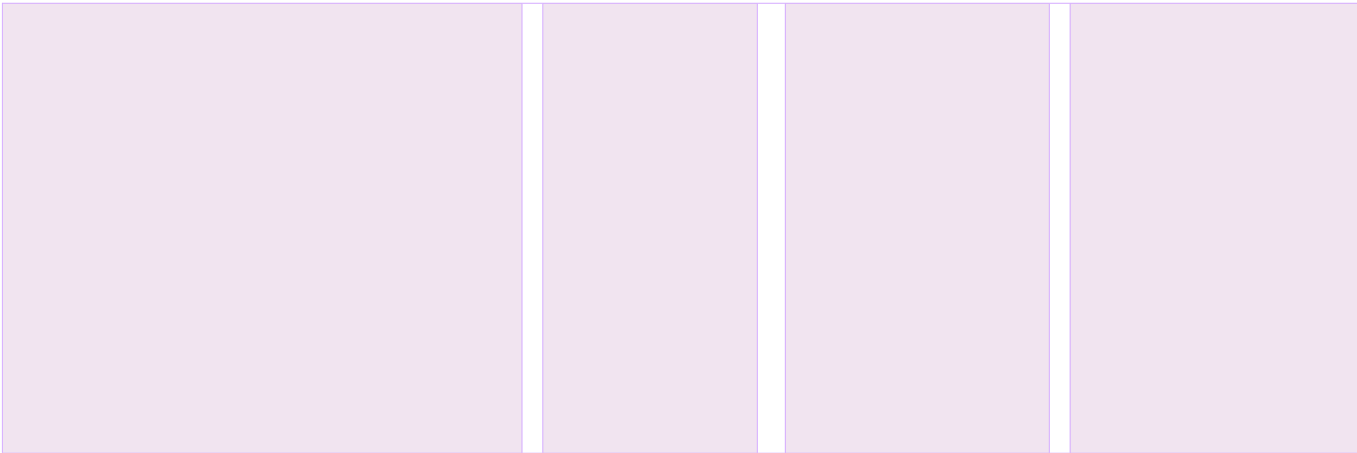
Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Material and supplies for school wide behavioral expectation program and safety.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	25-26 school year

3.2	Provide supplemental safety on campus through the use of rec aides.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			25- 26 school year
3.3	Encourage parents to attend school events including but not limited to meetings with the principal.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			25-26 school year
3.4	To enhance student voice and increase their sense of belonging, students will be provided with regular opportunities to share feedback about their learning experiences and school environment. This may include participation in classroom discussions, student surveys, leadership groups, and feedback	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			25-26 School Year

sessions with school staff. By actively listening to students and incorporating their perspectives into decision-making, the school will foster a culture where all students feel seen, heard, and valued.



# Centralized Services for Planned Improvements in Student Performance

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

## Centralized Services

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

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Intervention Teacher					
Instructional Assistants (8)					

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

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

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

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



# Budget Summary

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

## Budget Summary

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

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

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

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

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

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

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

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

## Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	31,500.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	4,800.00
2000-2999: Classified Personnel Salaries	2,000.00
4000-4999: Books And Supplies	24,700.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	4,800.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	2,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	24,700.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	26,500.00
Goal 2	4,000.00
Goal 3	1,000.00



# School Site Council Membership

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

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

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

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

on file

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/28/25.

Attested:

on file

Principal, Vincent Arias on 5/28/25

on file

SSC Chairperson, Olivia O'Neil on 5/28/25

# Budget By Expenditures

## Cambridge Heights Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
Staff collaboration - meetings, release and planning time.	1000-1999: Certificated Personnel Salaries	\$3,800.00	Connected School Communities	
Supplemental academic programs	4000-4999: Books And Supplies	\$2,000.00	Connected School Communities	
Printing of materials to support ongoing learning	4000-4999: Books And Supplies	\$5,000.00	Connected School Communities	
Supplemental material and supplies to support English Language Learners	4000-4999: Books And Supplies	\$2,000.00	Connected School Communities	
Materials and Supplies	4000-4999: Books And Supplies	\$13,700.00	Connected School Communities	
Materials, supplies and incentives for enrichment opportunities during the school day.	4000-4999: Books And Supplies	\$500.00	Healthy Environments for Social-Emotional Growth	
Materials and incentives for targeted attendance and kindness campaign	4000-4999: Books And Supplies	\$500.00	Healthy Environments for Social-Emotional Growth	
Extra classified support	2000-2999: Classified Personnel Salaries	\$2,000.00	Healthy Environments for Social-Emotional Growth	
Enrichment provided by credentialed staff	1000-1999: Certificated Personnel Salaries	\$1,000.00	Healthy Environments for Social-Emotional Growth	
Material and supplies for school wide behavioral expectation program and safety.	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs	

## Cambridge Heights Elementary School

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LCFF Supplemental Site Allocation Total Expenditures: \$31,500.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Cambridge Heights Elementary School Total Expenditures: \$31,500.00