

School Year:

2025-26



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cambridge Elementary School	48-70565-6103154	January 20, 2026	

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by

the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Cambridge Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description.....	5
Educational Partner Involvement.....	5
Resource Inequities	5
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators.....	5
Other Needs.....	6
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	10
ELPAC Results	15
Student Population.....	19
Overall Performance	21
Academic Performance.....	23
Academic Engagement.....	31
Conditions & Climate.....	34
Goals, Strategies, & Proposed Expenditures.....	36
Goal 1.....	36
Goal 2.....	41
Goal 3.....	44
Goal 4.....	47
Budget Summary	49
Budget Summary	49
Other Federal, State, and Local Funds	49
Budgeted Funds and Expenditures in this Plan.....	50
Funds Budgeted to the School by Funding Source.....	50
Expenditures by Funding Source	50
Expenditures by Budget Reference	50
Expenditures by Budget Reference and Funding Source.....	50
Expenditures by Goal.....	50
School Site Council Membership	51
Recommendations and Assurances	52
Instructions.....	53
Appendix A: Plan Requirements	60
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	63

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Cambridge Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

For ELA our African American, Hispanic, English Learners and Socioeconomically disadvantaged students were in orange performance category. Students with disabilities were in the red performance category. For Math similar results except that for Math White students were in yellow. Steps being taken: Enhanced Specialized Academic Instruction (SAI) and Targeted Intervention for students with special needs. For other groups: Culturally Responsive Teaching (CRT) and Tier 2/3 Academic Supports. Implementation of targeted small-group intervention (Response to Intervention) focused on ELA and Math. * Professional development for staff on implicit bias and culturally relevant teaching practices. * Increased parent/family engagement and outreach in the home language.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Cambridge Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.27%	0.26%	0.27%	2	2	2
African American	7.4%	7.87%	7.45%	55	60	55
Asian	5.11%	5.38%	5.83%	38	41	43
Filipino	8.61%	9.97%	10.43%	64	76	77
Hispanic/Latino	32.44%	34.51%	35.64%	241	263	263
Pacific Islander	0.81%	0.52%	0.68%	6	4	5
White	27.32%	24.15%	22.63%	203	184	167
Two or More Races	15.88%	15.09%	15.45%	118	115	114
Not Reported	2.15%	2.23%	1.63%	16	17	12
Total Enrollment				743	762	738

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			38
Kindergarten	136	111	94
Grade 1	106	99	98
Grade 2	100	113	96
Grade 3	104	102	113
Grade 4	103	106	100
Grade 5	95	108	99
Grade 6	99	96	100
Total Enrollment	743	762	738

Conclusions based on this data:

1. The Hispanic/Latino and White subgroups each represent approximately 36% and 24% respectively of the total enrollment at Cambridge.

2. Each ethnic sub-group has remained fairly consistent over the school years 2023/2024 to 2024/2025 with the White subgroups decreasing by 2%.
3. During our current year we do not have 6th grade at our elementary school so our over all population is lower in 2025-2026

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	28	25	27	3.8%	3.3%	3.7%
Fluent English Proficient (FEP)	63	69	63	8.5%	9.0%	8.5%

Conclusions based on this data:

1. The population of English Learners has increased at Cambridge from 3.3% in 23-24 to 3.7% in 24-25
2. The percentage of Fluent English Proficient students has remained consistent over the past three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	103	106	111	103	106	111	103	106	111	100.0	100	100
Grade 4	105	111	97	103	111	97	103	111	97	98.1	100	100
Grade 5	92	108	98	92	106	96	92	106	96	100.0	98.1	98
Grade 6	97	95	98	97	94	97	97	94	97	100.0	98.9	99
All Grades	397	420	404	395	417	401	395	417	401	99.5	99.3	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2409.	2407.	2413.	16.50	15.09	19.82	26.21	29.25	25.23	27.18	23.58	20.72	30.10	32.08	34.23
Grade 4	2439.	2451.	2459.	18.45	20.72	21.65	19.42	21.62	22.68	22.33	22.52	21.65	39.81	35.14	34.02
Grade 5	2511.	2477.	2489.	26.09	17.92	18.75	26.09	25.47	28.13	28.26	19.81	20.83	19.57	36.79	32.29
Grade 6	2532.	2539.	2523.	17.53	20.21	20.62	40.21	41.49	29.90	18.56	18.09	27.84	23.71	20.21	21.65
All Grades	N/A	N/A	N/A	19.49	18.47	20.20	27.85	29.02	26.43	24.05	21.10	22.69	28.61	31.41	30.67

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	17.48	15.09	15.32	64.08	66.98	68.47	18.45	17.92	16.22
Grade 4	20.39	21.62	19.59	57.28	55.86	63.92	22.33	22.52	16.49
Grade 5	21.74	15.09	20.83	68.48	62.26	62.50	9.78	22.64	16.67
Grade 6	16.49	18.09	17.53	56.70	60.64	60.82	26.80	21.28	21.65
All Grades	18.99	17.51	18.20	61.52	61.39	64.09	19.49	21.10	17.71

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.65	14.15	10.81	58.25	53.77	59.46	30.10	32.08	29.73
Grade 4	6.80	10.81	8.25	51.46	58.56	64.95	41.75	30.63	26.80
Grade 5	17.39	11.32	13.54	63.04	56.60	58.33	19.57	32.08	28.13
Grade 6	19.59	28.72	22.68	56.70	52.13	50.52	23.71	19.15	26.80
All Grades	13.67	15.83	13.72	57.22	55.40	58.35	29.11	28.78	27.93

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.74	6.60	7.21	75.73	81.13	76.58	15.53	12.26	16.22
Grade 4	11.65	8.11	5.15	71.84	75.68	85.57	16.50	16.22	9.28
Grade 5	11.96	7.55	11.46	71.74	73.58	70.83	16.30	18.87	17.71
Grade 6	12.37	10.64	12.37	76.29	76.60	80.41	11.34	12.77	7.22
All Grades	11.14	8.15	8.98	73.92	76.74	78.30	14.94	15.11	12.72

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.74	12.26	14.41	67.96	68.87	62.16	23.30	18.87	23.42
Grade 4	13.59	12.61	12.37	65.05	65.77	74.23	21.36	21.62	13.40
Grade 5	17.39	14.15	16.67	65.22	61.32	61.46	17.39	24.53	21.88
Grade 6	16.49	18.09	10.31	69.07	68.09	71.13	14.43	13.83	18.56
All Grades	13.92	14.15	13.47	66.84	65.95	67.08	19.24	19.90	19.45

Conclusions based on this data:

1. The ELA CAASPP participation rate remained consistent at above 99% for the 2023-2024 and the 2024-2025 school years.
2. The overall achievement for percentage of students that exceeded standards went up from 18% from 2023-2024 to 20% for 2024-2025

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3. The overall achievement for standards not met went down from 31% from 2023-2024 to 30% for 2024-2025

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	103	106	111	103	106	111	103	106	111	100.0	100	100
Grade 4	105	111	97	105	110	96	105	110	96	100.0	99.1	99
Grade 5	92	108	98	92	105	96	92	105	96	100.0	97.2	98
Grade 6	97	95	98	97	94	97	97	94	97	100.0	98.9	99
All Grades	397	420	404	397	415	400	397	415	400	100.0	98.8	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2415.	2413.	2414.	18.45	11.32	13.51	26.21	28.30	25.23	19.42	32.08	31.53	35.92	28.30	29.73
Grade 4	2449.	2454.	2458.	9.52	10.00	12.50	22.86	31.82	26.04	38.10	27.27	39.58	29.52	30.91	21.88
Grade 5	2489.	2471.	2480.	10.87	11.43	15.63	18.48	18.10	19.79	42.39	29.52	26.04	28.26	40.95	38.54
Grade 6	2526.	2530.	2511.	14.43	22.34	14.43	25.77	24.47	23.71	40.21	24.47	29.90	19.59	28.72	31.96
Grade 11															
All Grades	N/A	N/A	N/A	13.35	13.49	14.00	23.43	25.78	23.75	34.76	28.43	31.75	28.46	32.29	30.50

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	21.36	14.15	15.32	44.66	55.66	53.15	33.98	30.19	31.53
Grade 4	18.10	18.18	12.50	45.71	43.64	57.29	36.19	38.18	30.21
Grade 5	11.96	16.19	15.63	58.70	45.71	44.79	29.35	38.10	39.58
Grade 6	15.46	20.21	14.43	56.70	48.94	52.58	27.84	30.85	32.99
Grade 11									
All Grades	16.88	17.11	14.50	51.13	48.43	52.00	31.99	34.46	33.50

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	26.21	16.98	15.32	44.66	55.66	58.56	29.13	27.36	26.13
Grade 4	4.76	20.00	15.63	62.86	50.00	56.25	32.38	30.00	28.13
Grade 5	8.70	8.57	12.50	65.22	47.62	50.00	26.09	43.81	37.50
Grade 6	6.19	11.70	14.43	71.13	63.83	50.52	22.68	24.47	35.05
All Grades	11.59	14.46	14.50	60.71	53.98	54.00	27.71	31.57	31.50

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.53	12.26	15.32	57.28	65.09	62.16	27.18	22.64	22.52
Grade 4	10.48	15.45	13.54	68.57	57.27	64.58	20.95	27.27	21.88
Grade 5	2.17	10.48	10.42	78.26	59.05	55.21	19.57	30.48	34.38
Grade 6	11.34	19.15	11.34	67.01	58.51	67.01	21.65	22.34	21.65
All Grades	10.08	14.22	12.75	67.51	60.00	62.25	22.42	25.78	25.00

Conclusions based on this data:

1. 99% of students participated in the CAASPP assessment during the 2023-2024 school year.
2. Overall the percentage of students at the level "met standard" went down by 2%.
3. In contrast, Grade 5 shows a notable improvement in students exceeding the standard, with 11% in 23-24 compared to 15% in 24-25. At the same time, students who did not meet standards stayed about the same.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	1434.9	1522.4	*	1437.9	1513.6	*	1427.8	1542.8	7	16	12
1	*	*	*	*	*	*	*	*	*	*	*	7
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	4	4	*
5	*	*	*	*	*	*	*	*	*	*	*	4
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										23	29	31

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	18.75	66.67	*	31.25	8.33	*	43.75	16.67	*	6.25	8.33	*	16	12
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	43.48	24.14	48.39	21.74	31.03	19.35	34.78	34.48	25.81	0.00	10.34	6.45	23	29	31

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	31.25	66.67	*	12.50	8.33	*	50.00	16.67	*	6.25	8.33	*	16	12
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	65.22	44.83	61.29	13.04	13.79	12.90	21.74	34.48	16.13	0.00	6.90	9.68	23	29	31

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	18.75	58.33	*	31.25	8.33	*	31.25	25.00	*	18.75	8.33	*	16	12
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.09	10.34	38.71	26.09	34.48	16.13	43.48	34.48	38.71	4.35	20.69	6.45	23	29	31

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	31.25	66.67	*	62.50	25.00	*	6.25	8.33	*	16	12
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	47.83	28.57	50.00	43.48	60.71	40.00	8.70	10.71	10.00	23	28	30

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	13.33	63.64	*	66.67	27.27	*	20.00	9.09	*	15	11
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	73.91	32.14	60.71	21.74	53.57	32.14	4.35	14.29	7.14	23	28	28

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	18.75	58.33	*	68.75	33.33	*	12.50	8.33	*	16	12
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.09	13.79	41.94	56.52	55.17	32.26	17.39	31.03	25.81	23	29	31

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	53.33	72.73	*	26.67	27.27	*	20.00	0.00	*	15	11
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	34.78	44.44	46.43	60.87	40.74	53.57	4.35	14.81	0.00	23	27	28

Conclusions based on this data:

1. The number of students requiring the ELPAC assessment increased from 29 for 2023-2024 to 31 for 2024-2025.

2. Students identified in level one for overall increased from 10% in 2023-2024 to 6% in 2024-2025.
3. Students identified in level four for overall language skills increased from 24% in 2023-2024 to 48% in 2024-2025. Student outcomes have improved significantly.

School and Student Performance Data

Student Population

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
738	46.2%	3.7%	0.1%
Total Number of Students enrolled in Cambridge Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	27	3.7%
Foster Youth	1	0.1%
Homeless	3	0.4%
Socioeconomically Disadvantaged	341	46.2%
Students with Disabilities	128	17.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	55	7.5%
American Indian	2	0.3%
Asian	43	5.8%
Filipino	77	10.4%
Hispanic	263	35.6%
Two or More Races	114	15.4%
Pacific Islander	5	0.7%
White	167	22.6%

Conclusions based on this data:

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

2. Students with special needs make up 17.3 percent of the total population of our school. This is a larger percentage than the state average in elementary schools.
3. African American, Filipino and Asian student groups are represented in smaller numbers and make up a total of 16.5% of the school.

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.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Chronic Absenteeism Yellow	Suspension Rate Blue
Mathematics Orange		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Both the areas of ELA and math are at the low level (orange). Academics performance is an area of need.
2. Attendance is an area of identified need with the chronic absenteeism rate being very high.
3. Suspension rate was ranked blue. We have made a huge progress in improving discipline and supporting students with SEL. Our suspensions have gone down from orange to blue.

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>11.7 points below standard</p> <p>Maintained 1.3 points</p> <p>396 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>55.4 points below standard</p> <p>Declined 13.2 points</p> <p>24 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>33.5 points below standard</p> <p>Increased 3 points</p> <p>182 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>96.2 points below standard</p> <p>Maintained 2.2 points</p> <p>70 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>48.8 points below standard</p> <p>Increased 10.1 points</p> <p>29 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>47.2 points above standard</p> <p>Increased 68.4 points</p> <p>18 Students</p>	<p>Filipino</p>  <p>Yellow</p> <p>0.3 points above standard</p> <p>Declined 21.8 points</p> <p>43 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>24.6 points below standard</p> <p>Maintained -0.2 points</p> <p>136 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>2.4 points below standard</p> <p>Increased 7.7 points</p> <p>59 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>White</p>  <p>Yellow</p> <p>0.4 points below standard</p> <p>Declined 5.1 points</p> <p>101 Students</p>

Conclusions based on this data:

1. 396 students ranked in the low category for ELA performing 11.7 points below the standard. This is an area of necessary improvement.
2. Students with disabilities ranked in the very low category in the area of English Language Arts with 96.2 points below the standard.
3. Socio-economically disadvantaged students ranked in the low area of ELA at 33.5 points below the standard.

School and Student Performance Data

Academic Performance Mathematics

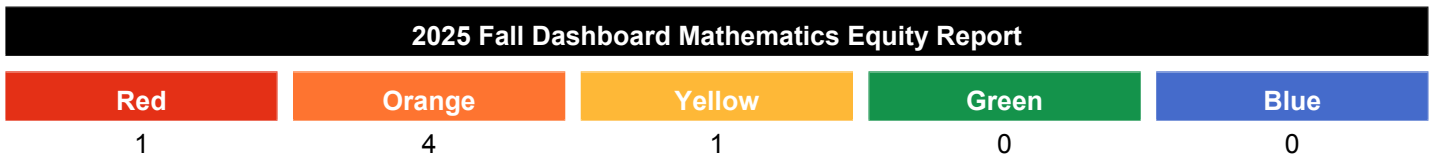
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>31.8 points below standard</p> <p>Maintained -2.7 points</p> <p>394 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>41.2 points below standard</p> <p>Increased 8 points</p> <p>24 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>55.8 points below standard</p> <p>Maintained 0.1 points</p> <p>181 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>120.5 points below standard</p> <p>Declined 8 points</p> <p>68 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>57.8 points below standard</p> <p>Increased 26.8 points</p> <p>29 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>37.3 points above standard</p> <p>Increased 45.9 points</p> <p>18 Students</p>	<p>Filipino</p>  <p>Orange</p> <p>25.7 points below standard</p> <p>Declined 41.2 points</p> <p>43 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>46.5 points below standard</p> <p>Declined 3.6 points</p> <p>136 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>32.5 points below standard</p> <p>Maintained 1.7 points</p> <p>59 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>White</p>  <p>Yellow</p> <p>13.7 points below standard</p> <p>Declined 5.3 points</p> <p>100 Students</p>

Conclusions based on this data:

1. 394 students out of all students who participated in the math CAASPP assessment ranked in the low range.
2. Students with disabilities ranked in the low area for math. This is an area of needed improvement.
3. The Hispanic subgroup scored in the low area with 46 points below the standard.

School and Student Performance Data

Academic Performance Science

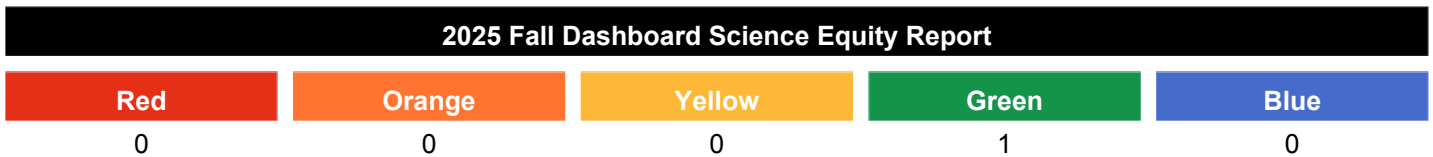
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>55.4 science points</p> <p>Increased 3.9 points</p> <p>94 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>50.5 science points</p> <p>Increased 7.5 points</p> <p>42 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>38.9 science points</p> <p>Increased 4.7 points</p> <p>16 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>54.3 science points</p> <p>16 Students</p>	<p>Hispanic</p>  <p>No Performance Color</p> <p>50.6 science points</p> <p>Maintained 0.9 points</p> <p>27 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>56.6 science points</p> <p>Maintained 0.6 points</p> <p>16 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>63.2 science points</p> <p>Increased 8.3 points</p> <p>24 Students</p>

Conclusions based on this data:

1. All Students at Cambridge Elementary are placed in the Green (High) performance level for science in 2025, indicating performance that is above the state standard and stronger relative to prior years. The school's science instruction and curriculum frameworks are yielding positive results overall, signaling effective support at the whole-school level.
2. Socioeconomic disadvantaged students are also in "green" and they increased proficiency by 7.5 points.

School and Student Performance Data



Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  No Performance Color 61.1 making progress. Number Students: 18 Students	Long-Term English Learner Progress  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.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 11.1%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 27.8%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 61.1%

Conclusions based on this data:

1. A larger portion of English learners are making progress based on the assessment data.
2. 54.5% of students made progress towards English language proficiency.
3. 45.5% of students did not make progress. The EL program and teaching at Cambridge needs to be more effective.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  <p>Yellow</p> <p>13.5% Chronically Absent</p> <p>Declined 2.1</p> <p>756 Students</p>	<p>English Learners</p>  <p>Green</p> <p>5.1% Chronically Absent</p> <p>Declined 22.4</p> <p>39 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>18.7% Chronically Absent</p> <p>Declined 5.9</p> <p>358 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>21.6% Chronically Absent</p> <p>Declined 2.6</p> <p>148 Students</p>	<p>African American</p>  <p>Yellow</p> <p>17.5% Chronically Absent</p> <p>Declined 7.9</p> <p>63 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>Green</p> <p>6.5% Chronically Absent</p> <p>Declined 5.7</p> <p>46 Students</p>	<p>Filipino</p>  <p>Green</p> <p>6.3% Chronically Absent</p> <p>Declined 1.3</p> <p>79 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>18% Chronically Absent</p> <p>Declined 4</p> <p>266 Students</p>
<p>Two or More Races</p>  <p>Yellow</p> <p>10.2% Chronically Absent</p> <p>Declined 0.9</p> <p>127 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>White</p>  <p>Orange</p> <p>10.1% Chronically Absent</p> <p>Increased 0.5</p> <p>168 Students</p>

Conclusions based on this data:

1. Chronic absenteeism was very high in the year 2023-2024 (16.5%). This has decreased in 2024-2025 to 13.5%
2. African Americans, Socio Economically Disadvantaged, Hispanic, white, students with special needs and two or more races are all sub groups with very high chronic absenteeism.
3. The Asian subgroups is the only group with very low absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. This area does not apply to elementary school

School and Student Performance Data

Conditions & Climate Suspension Rate

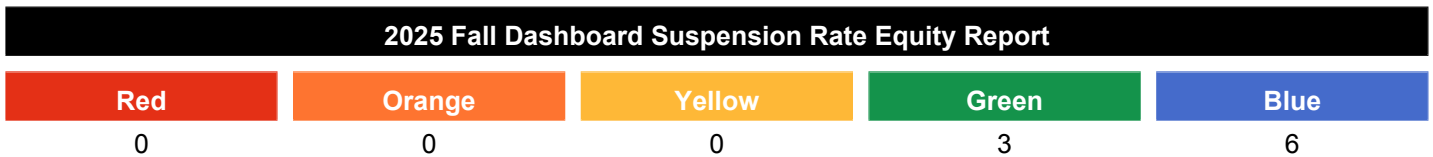
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p> Blue</p> <p>0.4% suspended at least one day</p> <p>Declined 2.1%</p> <p>766 Students</p>	<p>English Learners</p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>40 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Blue</p> <p>0.8% suspended at least one day</p> <p>Declined 3.7%</p> <p>364 Students</p>

<p>Students with Disabilities</p>  <p>Green</p> <p>1.3% suspended at least one day</p> <p>Declined 1.2%</p> <p>149 Students</p>	<p>African American</p>  <p>Green</p> <p>1.5% suspended at least one day</p> <p>Declined 4.5%</p> <p>65 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>46 Students</p>	<p>Filipino</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 1.3%</p> <p>79 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 2.8%</p> <p>269 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>0.8% suspended at least one day</p> <p>Declined 2.1%</p> <p>128 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>White</p>  <p>Blue</p> <p>0.6% suspended at least one day</p> <p>Declined 1%</p> <p>172 Students</p>

Conclusions based on this data:

1. The overall suspension rate was 0.4 % suspended at least one day. This went down by 2.5% from the year before.
2. For African American students we made huge progress. In 2023-2024, 6.1% were suspended for at least one day compared to 1.5% in 2024-2025. Cambridge has made huge progress in this area which was previously a systemic issue.
3. Suspension rate for all groups has gone down.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Achievement

Improve student outcomes in ELA and Math, and narrow the achievement gap as measured by formative assessments, summative assessments and Smarter Balance Assessment (spring 2025).

STRATEGY:

- 1) Provide targeted instruction through the WIN Program (What I Need) by utilizing intervention specialists, instructional assistants and teachers to teach students in small group settings based on their specific learning needs.
- 2) Implement a multi-tiered system to improve academic performance.
- 3) Guarantee a viable curriculum where all student have the time and opportunity to learn essential skills.
- 4) Provide educators with professional development experiences to enhance their knowledge and skills of instructional practices and strategies as well as the implementation of board adopted core curriculum.
- 5) For the 2024-25 school year, increase ELA and Math CAASPP performance level for African American subgroup from below standard in ELA by closing the gap by at least 10 points.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarter Balanced assessments in ELA	46% of students in grades 3-5 are proficient in ELA (2024-2025)	51% of students in grades 3-5 will be proficient in ELA.
- Smarter Balanced assessments in Math	38% of students in grades 3-5 are proficient in Math (2024-2025)	43% of students in grades 3-5 will be proficient in Math.
ELAC	67% of students are at level 3 and 4 (2024-2025)	72% of the students will be at level 3 and 4
-District adopted summative and formative assessments for ELA & Math (i.e. Wonders, Math In Focus, Springboards,MAP)		

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Differentiate Instruction Strategy: Implement differentiated ELA instruction based on student performance data to meet the diverse needs of learners. Actions:</p> <ul style="list-style-type: none"> -Conduct regular formative assessments (e.g., running records, vocabulary quizzes, comprehension checks) to identify each student's reading level, strengths, and areas of growth. -Use flexible grouping for reading instruction, allowing students to work in small groups based on their specific needs (e.g., phonics, fluency, comprehension). -Incorporate individualized learning tools, such as reading apps or interventions, to support struggling readers and advanced learners. 	All students	3000 LCAP 5800: Professional/Consulting Services And Operating Expenditures
1.2	<p>Meaningful Curriculum: By the end of the 2025-2026 school year, Cambridge Elementary will ensure that all students, including those from historically underserved groups, have access to a research based meaningful and rigorous curriculum that challenges them to think critically, engage deeply with content, and demonstrate mastery of grade-level standards in ELA and Math.</p> <ul style="list-style-type: none"> -Ensure that the curriculum is fully aligned with state and district standards, emphasizing critical thinking, problem-solving, and conceptual understanding in ELA and Math. -Use California State Standards as the framework for all subject areas. -Integrate real-world connections and cross-curricular opportunities to make learning more relevant and applicable to students' lives. <ul style="list-style-type: none"> • Review and revise curriculum maps and units annually to maintain rigor and relevance. -Implement a focused, standards-aligned mathematics curriculum with an emphasis on problem-solving, number sense, and mathematical reasoning. -Provide relevant instructional materials for intervention and practice (Phonics First, Wonder Works, SIPPS, Math In Focus Reteaching, Khan Academy, Moby Max, Math Accelerator) 	All students	District Funded 4000-4999: Books And Supplies Instructional Supplies
1.3	<p>Appropriate Instructional Technology: -Use technology to provide targeted learning support (Moby Max, Imagine Learning at school and at home, iPad apps, curriculum-embedded technology, websites) -Analyze usage data to be sure students are spending enough time on purchased programs to make a difference.</p>	Students with disabilities., English Language Learners, African American Students, Hispanic Students,	District Funded 5000-5999: Services And Other Operating Expenditures Digital Subscriptions

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>-Provide students and their families at home access to work on software programs that are customized for each individual child.</p>		
<p>1.4</p>	<p>Continuous Professional Development (PD) for Educators</p> <p>-Enhance teacher expertise in using data for instruction: Provide ongoing PD on how to effectively analyze assessment data and use it to inform teaching practices.</p> <p>-Focus on differentiated instruction techniques: Offer training on how to differentiate math and ELA instruction to meet the diverse needs of students within the MTSS framework.</p> <p>-Foster collaboration among teachers: Encourage collaboration across grade levels and subject areas to discuss strategies, share resources, and analyze student data to improve instruction. Facilitate teacher collaboration on instructional strategies to improve learning. On site Common Planning Wednesdays</p> <p>Teachers plan curriculum, implement standards, and engage in analysis of practice by observing student learning in other classrooms</p> <p>For ELA: Implement differentiated reading instruction, focusing on small-group interventions based on individual student needs (e.g., phonics, comprehension, fluency). Provide explicit writing instruction through daily practice, focusing on narrative, informative, and opinion writing aligned with grade-level standards. Increase independent reading time and integrate literacy-rich activities across all subject areas.</p> <p>For Math: Provide small-group interventions to support struggling students, particularly in foundational math skills such as addition, subtraction, multiplication, and division. Incorporate real-world applications of math to increase student engagement and relevance. Provide opportunities for peer collaboration and math discourse in the classroom to deepen conceptual understanding.</p> <p>Use formative assessments to track student understanding and adjust instruction.</p>	<p>All students</p>	<p>District Funded 5800: Professional/Consulting Services And Operating Expenditures Professional Development Costs</p>
<p>1.5</p>	<p>Strategy: Targeted Intervention (during school and outside school time)</p> <p>Provide targeted, small-group interventions for students who are performing below grade level in ELA and Math either during school and/or before/after school tutoring</p> <p>Actions:</p>	<p>Low Socio-economic students, African American Students, Hispanic Students, ELDs, Students with disabilities</p>	<p>District Funded 1000-1999: Certificated Personnel Salaries</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<ul style="list-style-type: none"> -Identify students who require additional support through data analysis from formative assessments and observations. -ELA: Implement small-group interventions focused on foundational reading skills such as phonemic awareness, fluency, vocabulary development, and comprehension. -Math - Provide small-group interventions to support struggling students, particularly in foundational math skills such as addition, subtraction, multiplication, and division. -Provide one Intervention Specialists to support learning and work towards closing the achievement gap for underperforming students by effectively deliver high quality instruction and targeting specific Common Core State Standards. -Develop daily instructional schedules that include a minimum of 150 minutes of ELD for each English learner in blocks of 30 minutes per day, five days a week, and in blocks of 40 minutes per day, four days per week. -Appropriately place and exit students from intervention and support programs. 		
1.6	<p>Strategy: Ongoing Progress Monitoring Regularly monitor student progress to adjust instruction and interventions as needed.</p> <p>Activities: Use frequent formative assessments, including quizzes, teacher observations, and student reflections, to measure progress in reading fluency, comprehension, and writing. Create an individualized tracking system for each student to monitor their growth toward meeting ELA standards. Analyze data from interim assessments and adjust instructional practices and interventions to meet students' evolving needs. Administer ESGI benchmark, progress monitoring, ELD, and formative and summative assessments according to schedules established by teacher teams and the state. (2025-2026 school year) Continue to progress monitor students through analysis of our current tools (Wonders, Math in Focus, and other assessments) and adding tools where needed</p> <ul style="list-style-type: none"> -(ESGI) -Individualized assessments: Teachers can track each student's growth and understanding of critical skills. -Real-time data: Provides immediate feedback on students' strengths and areas for growth. -Customized reporting: Teachers can generate reports to communicate progress to parents and administrators. -Standardized assessments: Allows teachers to align assessments with common core or state-specific standards. 	All students	District Funded 1000-1999: Certificated Personnel Salaries ESGI (District) & MAP Assessments

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<ul style="list-style-type: none"> Regularly collect, analyze, and use assessment data to inform classroom instruction 		

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Student data was extensively shared with teachers to analyse growth areas. Professional development time is being allocated to teachers to work on this.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Socio-Emotional Wellness:

Maintain a safe and productive school environment to enhance student social and emotional wellness.

- 1) By the end of the 2025-2026 school year, we will reduce the school-wide suspension rate from 0.4% to 0.3% through the implementation of restorative practices, PBIS Positive Behavior Intervention and Supports, social-emotional learning (SEL) programs, and proactive behavior interventions.
- 2) By the end of 2025-2026 chronic absenteeism will decrease from 13.5% to 10%

STRATEGY:

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

How will the school evaluate the progress of this goal?

Data will be collected as part of the LCAP progress monitoring on a district-wide and school site basis

Where can a budget plan of the proposed expenditures for this goal be found?

The budget for this goal, including accounting information, is shown in detail in the district's LCAP and our school budget. Summary financial information is shown in each row of the table of actions below.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

All students are identified.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
• Suspensions	Current school wide suspension rate is 0.4%	Reduce school wide suspension rate to 0.3%
• Attendance rates	Chronic absenteeism in 2025 was 13.5%	Reduce chronic absenteeism to 10%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Implement PBIS with fidelity at Cambridge Elementary School</p> <ol style="list-style-type: none"> 1. Provide staff development to review staff responsibilities providing calibration for effective and consistent PBIS implementation. 2. Using matrices of behavioral expectation and a plan to teach and reteach behavioral expectations throughout the year 3. PBIS/SST coordinators work with principal, social worker, psychologist, and parent liaison to support attendance and behavior issues through the SST process. 3. Leadership/PBIS Team will meet twice a month to monitor progress and refine course. 4. Teachers will review behavior expectation through socio-emotional learning lessons and class meetings, re-teaching as student behavior identifies the need. 5. School wide RCA house system will be implemented. 	All students are identified for this activity.	7000 DoDEA Grant
2.2	<p>Staffing:</p> <ul style="list-style-type: none"> • Provide a Student Support Specialist to support PBIS implementation (1.0 at Cambridge) <p>Continue to implement Second Step, Class Meetings and other lessons to increase social awareness and relationship skills. -Increase and improve Tier II PBIS services by having a School Social Workers (0.4) Cambridge- 0.4 Social Worker, 1.0 Psychologist -Student Support Specialist, Noon Duties, and Yard Duties will support students by consistently guiding students to appropriate behavior and following school rules on the school ground.</p>	All students	District Funded 1000-1999: Certificated Personnel Salaries 3000 DoDEA Grant
2.3	<p>Form a School Attendance Review Team (SART) that will meet a minimum of twice a month to</p> <ul style="list-style-type: none"> • Review overall data on patterns of chronic absence • Oversee implementation of a school-wide approach to improving attendance • Ensure that students who are chronically absent receive needed supports • Health Clerk, Social Worker, Parent Liaison, Mental Health staff, and SST Coordinators will be included 	Chronically Absent and or Truant Students	1000 DoDEA Grant

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	-Principal, AP and School Attendance Clerk will utilize the SART and SARB process in a timely manner to provide additional supports.		
2.4	Increase and improve programs that connect students to school and allow them to build academic skills and experience success in STEM and the arts: <ul style="list-style-type: none"> • Provide elementary Arts, Music, and STEM programs after school • Provide robotics programs 	Upper grades students (4th-5th grades)	4000 DoDEA Grant
2.7			

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

In 2024-2025 PBIS was used school wide. Incidents decreased.

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

Funding for PBIS was limited. Additional funding could help increase the impact.

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

SWISS data will be analyzed in numerous different ways by the Leadership/PBIS Team. Team will meet twice a week to monitor progress and refine course.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Family Engagement

By the end of the 2025-2026 school year, we will increase family engagement in school activities and student success by 10%, as measured by participation rates in family events, surveys, and parent-teacher conferences. This goal will focus on building strong partnerships between the school and families to enhance student learning, social-emotional development, and overall school climate.

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

STRATEGY:

- 1) Involve parents in making decisions.
- 2) Provide parent education programs.
- 3) Parent/Teacher Conferences

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Sign In Sheets for Community Events	In the past, we have not analyzed this data.	We will collect baseline data
Parent Attendance Records from SSCs, PTAs etc.	Low attendance	We will collect baseline data
<ul style="list-style-type: none"> • CERVIS data -Sign in sheets from various activities -Family Curriculum night attendance <ul style="list-style-type: none"> • Parent education programs -Parent volunteer data 	Low participation at school, parent curriculum nights, education programs	We will collect baseline data

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Increase Parent and Family Participation in School Events and Strengthen Communication with Families:</p> <ul style="list-style-type: none"> -Host at least four family engagement events per year, including academic workshops, cultural celebrations, and social-emotional learning nights. -Provide virtual and in-person options for parents to participate in school events to accommodate diverse family schedules and preferences. -Implement a weekly newsletter in English keep families informed about school updates, upcoming events, and student progress. -Use digital platforms (e.g., Parent Square) for more frequent, two-way communication between teachers and families about student performance and behavior. <p>Hold family Art & STEM Nights</p> <ul style="list-style-type: none"> • Teachers and staff explain what students are learning • Demonstrate technology used at school that can be accessed at home • Teach strategies for helping students learn math • Ways to support students at home 	All students	1000 DoDEA Grant
3.2	<p>Provide different forums for parents to be involved in decision making (analysis of data and the development of district and school plans, the LCAP and the Single Plan for Student Achievement (SPSA) through):</p> <ul style="list-style-type: none"> -School Site Council - meet at least four times a year -PTA Meetings -English Language Advisory Committee 	All Students	
3.3	<p>Make a committee of staff members that spearhead parental involvement. Provide stipend for the positions.</p>	All students	LCAP 0001-0999: Unrestricted: Locally Defined
3.5			

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Quantitative data was not collected. Implementation started and there was some progress.

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

Budget was not needed for this item last year.

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Basic Services

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Williams Act compliance reports (sufficient instructional materials, teacher credentialing, and safe facilities)	During the prior school year, the school met Williams Act requirements for instructional materials and appropriately credentialed teachers.	Consistently meet Williams Act compliance
Facilities inspection reports and work order completion rates	Facilities inspection data indicates that 70% of work orders were completed within the expected timeframe.	80% completion within relevant time frame

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Work with Facilities to provide Measure R approved upgrade projects	All	District Funded None Specified Measure R funds
4.2	Facilities Maintenance and Modernization The school will collaborate with the district facilities and maintenance departments to address facility needs, submit and monitor work orders, and prioritize repairs and upgrades that support safe, clean, and effective learning environments.	All	

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Maintenance was appropriately done by the district.

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

Budgetary constraints did not allow for certain upgrades in the past, but now will work with the district to get approved projects put in place with measure R money.

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$19,000.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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 (\$)
DoDEA Grant	\$16,000.00
LCAP	\$3,000.00

Subtotal of state or local funds included for this school: \$19,000.00

Total of federal, state, and/or local funds for this school: \$19,000.00

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
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Expenditures by Funding Source

Funding Source	Amount
DoDEA Grant	16,000.00
LCAP	3,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	16,000.00
5800: Professional/Consulting Services And Operating Expenditures	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	DoDEA Grant	16,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCAP	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	3,000.00
Goal 2	15,000.00
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
- 2 Classroom Teachers
- 4 Parent or Community Members

Name of Members	Role
DJ Bowen	Parent or Community Member
Daaimah Tibrey	Parent or Community Member
Rebecca Robertson	Parent or Community Member
Elida Pena	Parent or Community Member
Heidi Ellinger	Classroom Teacher
Saun Rushford	Classroom Teacher
Primal Dhillon	Principal

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

Other: School Site Council

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

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

This SPSA was adopted by the SSC at a public meeting on January 20, 2026.

Attested:

Principal, Dr. Primal Dhillon on 1/20/2026

SSC Chairperson, Rebecca Robertson on 1/20/2026

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

School Site Approval of Single Plan for Student Achievement
Signature Page

The School Site Council at Cambridge School approved the Single Plan for Student
Achievement at our meeting dated January 20' 2026

P. Dhillon

Principal

Rh

SSC Chairperson