School Year: **2026-27**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cambridge Heights Open Elementary School	34-67447-6068670	May 5, 2026	June 23, 2026

Purpose and Plan Summary

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

Schoolwide Program

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

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

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

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

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

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

Table of Contents

Comprehensive Needs Assessment Components

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

Data Analysis

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

Root Cause Analysis

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

Resource Inequities

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

Input from Educational Partners

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

Involvement Process for the SPSA and Annual Review and Update

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.93%	0.86%	0.57%	3	3	2
African American	2.49%	1.15%	0.57%	8	4	2
Asian	4.67%	4.02%	2.00%	15	14	7
Filipino	%	0.29%	0.57%		1	2
Hispanic/Latino	19.63%	21.55%	22.29%	63	75	78
White	60.12%	58.33%	60.00%	193	203	210
Multiple/No Response	12.15%	13.79%	14.00%	39	48	49
			Total Enrollment	321	348	350

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		24	24
Kindergarten	53		53
Grade 1	52		53
Grade 2	53		53
Grade3	53		53
Grade 4	58		58
Grade 5	52		56
Total Enrollment	321		350

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	35	43	46	6.4%	10.9%	13.1%
Fluent English Proficient (FEP)	11	14	16	5.8%	3.4%	4.6%
Reclassified Fluent English Proficient (RFEP)	6			1%	14.29%	

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
348	50%	12.4%	0.0%
Total Number of Students enrolled in Cambridge Heights Open Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	43	12.4%
Foster Youth	0	0.0%
Homeless	3	0.9%
Socioeconomically Disadvantaged	174	50%
Students with Disabilities	30	8.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1.1%
American Indian	3	0.9%
Asian	14	4%
Filipino	1	0.3%
Hispanic	75	21.6%
Two or More Races	48	13.8%
Pacific Islander	0	0.0%
White	203	58.3%

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	2	0

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

All Students	English Learners	Long-Term English Learners
Green	No Performance Color	
14.2 points above standard	58.5 points below standard	
Declined 4.5 points	Declined 38.3 points	
162 Students	22 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
0 Students	Fewer than 11 students - No Data for Privacy	0.3 points above standard
	0 Students	Declined 9.3 points
		86 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
21 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 10.2 points	3 Students	4 Students
23 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	0 Students	21.6 points above standard
5 Students		Maintained 0.3 points
		39 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
32.9 points above standard	0 Students	9.1 points above standard
Maintained 0.1 points		Maintained -0.2 points
24 Students		87 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Based on the most recent Dashboard and CAASPP data, English Learners and Socioeconomically Disadvantaged students are identified as our lowest performing student groups. Both groups demonstrated a decline in CAASPP performance compared to the previous year and are performing below the overall school average.

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

These results indicate a need for targeted academic support, particularly in English Language Arts and Mathematics, as well as continued focus on differentiated instruction, language development, and equitable access to core curriculum. Addressing the needs of these student groups will remain a priority in order to close achievement gaps and improve overall student outcomes.

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

To improve outcomes for English Learners and Socioeconomically Disadvantaged students, Cambridge Heights has prioritized the allocation of targeted personnel and support services. For the first time, the school has been assigned a full-time English Language Instructional Specialist, who provides direct support to English Learners through designated and integrated English Language Development (ELD), coaching for teachers, and targeted instructional strategies to support language acquisition and access to grade-level content.

In addition, the site now has a full-time school counselor, which significantly enhances support for students' social-emotional needs. This resource is critical in addressing barriers to learning, improving student engagement, and supporting overall well-being—particularly for students who may face additional challenges outside of the classroom.

These personnel resources are complemented by ongoing use of instructional materials, intervention programs, and data-driven practices to monitor progress and adjust supports. Continued investment in both academic and social-emotional resources is essential to closing achievement gaps and improving outcomes for these student groups.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	2	0

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

All Students	English Learners	Long-Term English Learners
Green	No Performance Color	
8.2 points above standard	0.7 points below standard	
Declined 9.8 points	Increased 19.9 points	
161 Students	21 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
0 Students	Fewer than 11 students - No Data for Privacy	6.5 points below standard
	0 Students	Declined 10.3 points
		85 Students

Students with Disabilities	African American	American Indian
No Performance Color 23.6 points below standard Declined 17.3 points 23 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	No Performance Color 0 Students	Green 1.6 points above standard Declined 25.2 points 39 Students

Two or More Races	Pacific Islander	White
No Performance Color 17.7 points above standard Declined 4.6 points 24 Students	No Performance Color 0 Students	Green 11.4 points above standard Declined 3.2 points 86 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Based on the most recent Dashboard and CAASPP data, all student subgroups demonstrated slight declines in performance compared to the previous year. Among these groups, Hispanic students showed the largest decline, decreasing by 25.2 points. Despite this decline, Hispanic students are still performing 1.6 points above the standard.

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

While no single subgroup is currently identified at the lowest performance level (e.g., Red), the data indicates a need to closely monitor subgroup performance trends and provide targeted support. Continued focus on instructional practices, intervention supports, and progress monitoring will be essential to address these declines and ensure all student groups maintain or improve achievement levels.

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

To address these needs, the site will focus on strengthening instructional practices and providing targeted resources. For the 2026–2027 school year, a new math curriculum will be adopted, accompanied by ongoing professional development and training for teachers to ensure effective implementation. Teachers will also be provided with updated instructional materials and resources throughout the school year to support high-quality math instruction.

In addition, continued use of data-driven instruction, targeted interventions, and collaboration among staff will support improved outcomes for all student groups.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	1	0

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

All Students	English Learners	Long-Term English Learners
Green 62.3 science points Maintained 0.4 points 55 Students	No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	No Performance Color 0 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 58.4 science points Increased 3.7 points 30 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	No Performance Color 0 Students	No Performance Color 67.1 science points 16 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	No Performance Color 0 Students	No Performance Color 63 science points Increased 3.4 points 28 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Based on the most recent Dashboard and CAASPP Science data, Cambridge Heights Elementary performed 62.3 points above standard, maintaining overall achievement with a slight increase of 0.4 points from the previous year.

At this time, no specific student subgroup is identified at the lowest performance level (e.g., Red) or significantly below the overall school average. Overall performance reflects strong and consistent achievement across student groups.

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

While achievement remains high, the site will continue to monitor subgroup performance to ensure all students maintain progress. Ongoing focus on high-quality science instruction, hands-on learning opportunities, and integration of science standards will support continued success for all student groups.

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

To sustain and strengthen science achievement, the school will continue to prioritize high-quality science instruction. This includes the ongoing implementation of the Mystery Science curriculum, which provides engaging, standards-aligned, hands-on learning experiences for students.

In addition, science-based field trips will continue to be incorporated to extend classroom learning and provide real-world connections to scientific concepts. These experiences, along with continued access to instructional materials and teacher collaboration, will support student engagement and help maintain high levels of achievement across all student groups.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

This section provides 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	Long-Term English Learner Progress
No Performance Color	No Performance Color
56 making progress.	making progress.
Number Students: 25 Students	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	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4%	40%	0%	56%

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

Based on ELPI data, 40% of English Learners maintained their current performance level, indicating that while students are sustaining progress, this is an area identified for improvement. The goal moving forward is to increase the percentage of students making growth toward higher proficiency levels rather than remaining at the same level.

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

Reflecting on the previous year, one contributing factor to these results was a significant increase in the number of students identified as English Learners, which impacted overall performance data. In addition, at the time of testing, the site did not have a designated English Language Instructional Specialist to provide targeted English Language Development (ELD) services.

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

To improve outcomes for English Learners, Cambridge Heights has prioritized both personnel and targeted instructional supports. This school year, the site has a full-time English Language Development (ELD) teacher, providing consistent, designated and integrated language instruction aligned to students' proficiency levels.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard College/Career Performance 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**

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

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

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

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

All Students	English Learners	Long-Term English Learners
Orange 11.3% Chronically Absent Increased 1 362 Students	Yellow 10.2% Chronically Absent Declined 2 49 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Orange 16.3% Chronically Absent Increased 2.1 202 Students

Students with Disabilities	African American	American Indian
Orange 6.4% Chronically Absent Increased 0.5 47 Students	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Asian	Filipino	Hispanic
No Performance Color 13.3% Chronically Absent Increased 1.6 15 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Orange 12.2% Chronically Absent Increased 4.4 82 Students

Two or More Races	Pacific Islander	White
Orange 18.4% Chronically Absent Increased 3.7 49 Students	No Performance Color 0 Students	Green 9.2% Chronically Absent Declined 1 207 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Based on the most recent Dashboard data, the Socioeconomically Disadvantaged (SED) student group is identified as the lowest performing in the area of chronic absenteeism, with the highest rate, 16.3%, compared to other student groups and the overall school average.

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

Reflecting on last year, external barriers faced by Socioeconomically Disadvantaged (SED) students—such as transportation, health, and family obligations, may have further impacted consistent attendance.

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

We will will need to provide targeted supports, such as addressing barriers, building positive relationships with families, and creating engaging, welcoming classroom environments. Concentrating on these supports should impact all students, especially those in the SED group.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

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

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

School and Student Performance Data

Conditions & Climate
Suspension Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	4

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

All Students	English Learners	Long-Term English Learners
Green 0.3% suspended at least one day Increased 0.3% 365 Students	Blue 0% suspended at least one day Maintained 0% 50 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Green 0.5% suspended at least one day Increased 0.5% 204 Students

Students with Disabilities	African American	American Indian
Blue 0% suspended at least one day Maintained 0% 47 Students	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Asian	Filipino	Hispanic
No Performance Color 0% suspended at least one day Maintained 0% 17 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Blue 0% suspended at least one day Maintained 0% 82 Students

Two or More Races	Pacific Islander	White
Blue 0% suspended at least one day Maintained 0% 49 Students	No Performance Color 0 Students	Green 0.5% suspended at least one day Increased 0.5% 208 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Based on the Dashboard indicators, no student groups are performing at the lowest level. Out of Cambridge Heights’ six student subgroups, four are in the Blue (highest) performance level and two are in the Green (next highest) level, indicating strong overall performance across all groups.

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

Reflecting on last year, our focus on building positive relationships, and using proactive supports contributed to a strong school climate and low suspension rates. Additionally, our emphasis on early intervention, and collaboration with families helped address behaviors before they escalated.

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

We will continue to work with our school counselor to proactively look at students and provide a positive school wide culture.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

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

SPSA/Goal 1

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

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

Using a combination of agreed-upon assessments, including i-Ready, mCLASS, and Math CAASPP interims, allows our team to monitor student progress both comprehensively and continuously. This approach ensures that instruction remains data-driven, personalized, and responsive to students' evolving needs throughout the school year. Results from these assessments are also shared with our School Site Council (SSC) and English Learner Advisory Committee (ELAC) to support transparency and collaborative decision-making.

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

The implementation of mCLASS has been effective in providing timely and detailed data to support student progress monitoring. However, the lack of regularly scheduled intervention team meetings made it more difficult to consistently review data, monitor ongoing progress, and adjust supports in a timely manner.

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

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

K–2 teachers will continue to implement and refine the district's early literacy screener to ensure accurate and timely identification of student needs.
Staff will implement new Math curriculum for the 26-27 school year.
Our TK–2 and 3–5 collaborative teams will continue to meet; however, their focus will evolve during the 2026–27 school year to include intentional calendaring of data reviews and deeper analysis of specific data sets.
To better meet the needs of a larger number of students, we will explore alternative models of intervention delivery that provide greater flexibility and broader access, particularly for students demonstrating early signs of academic risk.
Support for English Language Learners will be strengthened through the second year of a full-time ELD teacher, allowing for more consistent, targeted instruction and improved integration of language development throughout the school day.

These adjustments are designed to increase our responsiveness to student needs, ensure that supports are aligned with current data, and promote growth across all student groups.

2025-26

Identified Need

During the 2026-27 school year, Cambridge Heights Elementary will strengthen student achievement and engagement by implementing a comprehensive, data-driven system of support. This will include the use of the district early literacy screener in grades TK–2, structured and intentional data analysis within TK–2 and 3–5 collaborative teams, and have regular Intervention Team meetings to monitor student progress and evaluate the effectiveness of supports.

The site will also expand and refine intervention delivery models to increase flexibility and better serve students demonstrating early academic risk.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	14.2 points above standard	+3 scale score points
	English Learners	58.5 points below standard	

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	0.3 points above standard	
	Students with Disabilities	21 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	21.6 points above standard	
	Two or More Races	32.9 points above standard	
	Pacific Islander		
	White	9.1 points above standard	
Math State Assessment: Change in scale score	All Students	8.2 points above standard	+3 scale score points
	English Learners	0.7 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	6.5 points below standard	
	Students with Disabilities	23.6 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	1.6 points above standard	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Two or More Races 17.7 points above standard Pacific Islander White 11.4 points above standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	56	+ 2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	14.29%	+2%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Staff collaboration - meetings, release and planning time.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	3000	School Year 2026-2027

1.2	Supplemental academic programs	X All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2800 3000	School Year 2026-2027
1.3	Printing of materials to support ongoing learning	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	2000	School Year 2026-2027
1.4	Supplemental material and supplies to support English Language Learners	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	2000	School Year 2026-2027

			4000-4999: Books And Supplies		
1.5	Materials and Supplies to supplement student learning and behavior supports	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	17,200	School Year 2026-2027

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Course Access

LEA/LCAP Goal

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

SPSA/Goal 2

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

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

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

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

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

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

The expansion of after-school activities, along with the use of regular feedback loops, has contributed to a more positive perception of campus activities. Students and families have responded positively to increased engagement opportunities, including the addition of structured, PE-style activities during recess.

However, feedback also indicates ongoing concerns related to student interactions, specifically instances of impoliteness among peers. This suggests a need for continued focus on social-emotional supports and reinforcement of positive behavior expectations.

2025-26

Identified Need

For the 2026–2027 school year, Cambridge Heights Elementary will strengthen school climate by improving daily routines and increasing the reinforcement of kindness and positive student behavior. The school will implement consistent routines across all settings and refine and expand reward systems to recognize and promote positive behavior.

In addition, ongoing positive messaging will be delivered through schoolwide assemblies and student-led campaigns focused on kindness, respect, and responsibility. These efforts will be supported by the student-led Principal’s Advisory Council, helping to amplify student voice and leadership in promoting a positive school culture.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	11.3% Chronically Absent	- 0.5%
	English Learners	10.2% Chronically Absent	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	16.3% Chronically Absent	
	Students with Disabilities	6.4% Chronically Absent	
	African American		
	American Indian		
	Asian	13.3% Chronically Absent	
	Filipino		

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Hispanic 12.2% Chronically Absent Two or More Races 18.4% Chronically Absent Pacific Islander White 9.2% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	95.3%	+2%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	N/A
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	N/A
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	N/A

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Materials, supplies and incentives for enrichment opportunities during the school day.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School Year 2026-2027
2.2	Materials and incentives for targeted attendance and kindness campaigns.	X All Students English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School Year 2026-2027
2.3	Extra classified support to support attendance and communication with families.	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	2000	School Year 2026-2027

2.4	Enrichment provided by credentialed staff.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	1000	School Year 2026-2027

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

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

SPSA/Goal 3

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

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

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

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

The evaluation highlighted both successes and areas for growth within our school community. Families responded positively to events such as the Open House BBQ, which helped foster a strong sense of community and connection.

However, feedback indicated a need to adjust our Back to School Social to include more opportunities for direct communication with teachers. Families also expressed a desire for clearer communication about academic programs, increased family engagement opportunities, and enhanced safety and security measures. These insights will help guide improvements to better meet the needs of our community.

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

Based on feedback and data, the school is strengthening both its learning environment and family engagement efforts. We will continue successful events such as the Open House BBQ and Lunch with a Loved One, while also implementing targeted family information nights aligned to parent feedback and interests.

Our Back to School events will be refined to include more opportunities for direct communication between families and teachers. Additionally, we will continue ongoing conversations around campus safety in collaboration with families, the school district, and the City of Citrus Heights.

2025-26

Identified Need

For the 2026–2027 school year, Cambridge Heights Elementary will strengthen family engagement and promote a positive school climate by expanding opportunities for meaningful connection between students, families, and staff. The school will continue successful events such as the Open House BBQ and Lunch with a Loved One, while adding a “Meet the Teacher” event in August and reintroducing a traditional Back-to-School event to establish strong relationships at the start of the year.

To improve accessibility and participation, a comprehensive school events calendar will be shared with families at the beginning of the year, allowing for advanced planning and increased involvement, particularly for working families. Additionally, the school will continue to collaborate with families and the broader community to support safety initiatives and reinforce shared responsibility.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	0.3% suspended at least one day	Maintain and monitor for change
	English Learners	0% suspended at least one day	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	0.5% suspended at least one day	
	Students with Disabilities	0% suspended at least one day	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	African American American Indian Asian: 0% suspended at least one day Filipino Hispanic: 0% suspended at least one day Two or More Races: 0% suspended at least one day Pacific Islander White: 0.5% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	67.2%	+3%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	73.2%	+3%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	5%	+2%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Materials and supplies for	X All Students English Learners	LCFF Supplemental	1000	School Year 2026-2027

	school wide behavioral expectation program and safety.	Low-Income Students Foster Youth Lowest Performing	Site Allocation 4000-4999: Books And Supplies		
3.2	Provide supplemental safety on campus through the use of rec aides.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			School Year 2026-2027
3.3	Encourage parents to attend school events including but not limited to meetings with the principal.	X All Students X English Learners Low-Income Students Foster Youth Lowest Performing			School Year 2026-2027
3.4	To enhance student voice and increase their sense of belonging, students will be provided with regular opportunities to share feedback about their learning experiences and school environment. This	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			School Year 2026-2027

		may include participation in classroom discussions, student surveys, leadership groups, and feedback sessions with school staff. By actively listening to students and incorporating their perspectives into decision-making, the school will foster a culture where all students feel seen, heard, and valued.				

Centralized Services for Planned Improvements in Student Performance

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

Centralized Services

SCHOOL GOAL #1:
Student Achievement and Implementation of Standards

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

SCHOOL GOAL #2:
Student Engagement and Course Access

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

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

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

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	35,000	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	35,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	4,000.00
2000-2999: Classified Personnel Salaries	2,000.00
4000-4999: Books And Supplies	24,200.00
5000-5999: Services And Other Operating Expenditures	4,800.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	4,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	2,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	24,200.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	4,800.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	30,000.00
Goal 2	4,000.00
Goal 3	1,000.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Kimberly Hermes	Classroom Teacher
Amy Swanson	Classroom Teacher
Diane Elliott	Classroom Teacher
Cathy McDaniel	Other School Staff
Vincent Arias	Principal
Jamie Litton	Parent or Community Member
Danielle Guzman	Parent or Community Member
William Wren-Rodriguez	Parent or Community Member
Sara Eyanson	Parent or Community Member
Olivia Oneil	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
On file	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

On File	Principal, Vincent Arias on 5/5/26
On File	SSC Chairperson, Olivia O'Neil on 5/5/26

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and

         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; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: 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/

Developed by the California Department of Education, January 2019

Budget By Expenditures

Cambridge Heights Elementary School

Funding Source: LCFF Supplemental Site Allocation **$35,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Staff collaboration - meetings, release and planning time.	1000-1999: Certificated Personnel Salaries	$3,000.00	Connected School Communities	
Supplemental academic programs	5000-5999: Services And Other Operating Expenditures	$2,800.00	Connected School Communities	
Printing of materials to support ongoing learning	5000-5999: Services And Other Operating Expenditures	$2,000.00	Connected School Communities	
Supplemental material and supplies to support English Language Learners	4000-4999: Books And Supplies	$2,000.00	Connected School Communities	
Materials and Supplies to supplement student learning and behavior supports	4000-4999: Books And Supplies	$17,200.00	Connected School Communities	
	4000-4999: Books And Supplies	$3,000.00	Connected School Communities	
Materials, supplies and incentives for enrichment opportunities during the school day.	4000-4999: Books And Supplies	$500.00	Healthy Environments for Social-Emotional Growth	
Materials and incentives for targeted attendance and kindness campaigns.	4000-4999: Books And Supplies	$500.00	Healthy Environments for Social-Emotional Growth	
Extra classified support to support attendance and communication with families.	2000-2999: Classified Personnel Salaries	$2,000.00	Healthy Environments for Social-Emotional Growth	
Enrichment provided by credentialed staff.	1000-1999: Certificated Personnel Salaries	$1,000.00	Healthy Environments for Social-Emotional Growth	

Cambridge Heights Elementary School

Materials and supplies for school wide behavioral expectation program and safety.	4000-4999: Books And Supplies	$1,000.00	Engaging Academic Programs

LCFF Supplemental Site Allocation Total Expenditures:	$35,000.00
LCFF Supplemental Site Allocation Allocation Balance:	$0.00
Cambridge Heights Elementary School Total Expenditures:	$35,000.00