

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cambridge Elementary	07-61754-6003982	May 28, 2024	

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 for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

**Schoolwide Program**  
**Comprehensive Support and Improvement**  
The purpose of this plan is to provide transparency to all stakeholders including parents, staff, and community on budget allocation and expenditures beyond base funding of Local Control Funding Formula and Title I, as they relate to improving academic performance for all students. Cambridge has been identified for CSI based on dashboard indicators.

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.

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# 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 for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

### Comprehensive Support and Improvement

The purpose of this plan is to provide transparency to all stakeholders including parents, staff, and community on budget allocation and expenditures beyond base funding of Local Control Funding Formula and Title I, as they relate to improving academic performance for all students. Cambridge has been identified for CSI based on dashboard indicators.

Cambridge Elementary goals mirror those of the Mt. Diablo Unified School District. High quality, engaging instruction with equitable access to academic standards, culturally proficient and responsive staff, with parents as partners are key to providing a program for our students that will prepare them for post-graduation success. In an effort to meet these goals the following are essential components to overall student success:

\*Reading Intervention Teacher for Tier II intervention during the school day.

\*Teacher Assistants

\* PLC Time - PLC time will be held during the school day to ensure that all grade levels are doing PLC work. Teachers will also be provided with additional paid time to meet and calibrate instructional strategies, assessments, and in-class interventions on a voluntary basis.

\* Reading and Math Support - Using school wide technology for use by all students within the school day, with additional intervention time after school, for students that are working 2 or more grade levels behind in reading.

\* Teacher training in learning acceleration and culturally responsive practices.

\* Use of technological tools such as Chromebooks.

## Educational Partner Involvement

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

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

Educational partners involved in the review and planning process of the SPSA include staff, parents at Coffee with the Principal, Title I meeting, ELAC, and school site council members.

Staff Meeting - May 15, 2024

School Site Council - May 28, 2024

Staff Meeting - August 7, 2023

SSC - September 19, 2023

Staff Professional Development - October 9, 2023

Title 1 Meeting - October 10, 2023

Coffee with the Principals - October 27, 2023

SSC - October 31, 2023

## 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.

Although we strive to provide an equitable learning experience for our students, there are some issues that arise beyond our control. It has been difficult to hire fully credentialed and experienced teachers. It would be beneficial for students if professional development was provided for teachers who are new to the field. These teachers would also benefit from more time planning with and observing experienced teachers at the site.

## 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.

Math, ELA, Chronic Absenteeism, English Learner Progress

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.

All students are in red or orange.

### Other Needs

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

Grades 1-5 i-Ready reading data show 27% at or above grade level, 36% one grade level below and 37% two or more grade levels below. i-Ready Math data show 21% of 1-5 students above or at grade level, 41 one grade level below and 37% two or more grade levels below.

# 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. 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	1.20%	1.26%	1.77%	6	6	8
Asian	3.41%	4.83%	5.54%	17	23	25
Filipino	0.20%	0.42%	0.44%	1	2	2
Hispanic/Latino	82.77%	82.14%	83.37%	413	391	376
Pacific Islander	%	0%	%	0	0	
White	3.21%	3.36%	4.66%	16	16	21
Multiple/No Response	1.80%	1.47%	1.11%	9	7	5
<b>Total Enrollment</b>				499	476	451

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	80	73	68
Grade 1	83	83	71
Grade 2	82	85	79
Grade 3	74	75	82
Grade 4	87	75	74
Grade 5	93	85	77
<b>Total Enrollment</b>	499	476	451

#### Conclusions based on this data:

1. The 2022-2023 data indicates that the majority of the students that attend Cambridge Elementary are Hispanic/Latino.
2. 2020-2021 to 2022-2023 data indicate that student enrollment has decreased by 9% over a 3-year period.
3. AERIES demographic information does not indicate that there are 25 Afghan students who speak Farsi/Dari. They are categorized as white or Asian.

# 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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	366	340	329	55.9%	73.3%	72.9%
Fluent English Proficient (FEP)	84	79	66	19.7%	16.8%	14.6%
Reclassified Fluent English Proficient (RFEP)		47		6.3%	2.8%	

### Conclusions based on this data:

1. Based on the 2021-2022 to 2022-2023 data, the number of English learners declined by nearly 2%
2. Based on the 2022-2023 data, the number of Fluent English Proficient students decreased by .2%
3. Based on the 2022-2023 data, the percentage of students reclassified ( RFEP) has increased by nearly 12% as compared to the 2021-2022 data.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 3</b>	87	76	77	86	72	73	86	72	73	98.9	94.7	94.8
<b>Grade 4</b>	99	86	79	95	83	74	94	83	73	96.0	96.5	93.7
<b>Grade 5</b>	85	92	83	83	88	80	83	88	80	97.6	95.7	96.4
<b>All Grades</b>	271	254	239	264	243	227	263	243	226	97.4	95.7	95.0

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 3</b>	2346.	2358.	2341.	4.65	5.56	4.11	10.47	15.28	6.85	24.42	29.17	24.66	60.47	50.00	64.38
<b>Grade 4</b>	2377.	2400.	2388.	5.32	3.61	5.48	10.64	18.07	16.44	10.64	21.69	20.55	73.40	56.63	57.53
<b>Grade 5</b>	2403.	2428.	2419.	3.61	5.68	3.75	10.84	18.18	22.50	14.46	19.32	17.50	71.08	56.82	56.25
<b>All Grades</b>	N/A	N/A	N/A	4.56	4.94	4.42	10.65	17.28	15.49	16.35	23.05	20.80	68.44	54.73	59.29

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	1.16	8.33	5.48	50.00	58.33	46.58	48.84	33.33	47.95
<b>Grade 4</b>	7.45	6.02	5.48	54.26	60.24	58.90	38.30	33.73	35.62
<b>Grade 5</b>	7.23	7.95	6.25	44.58	62.50	51.25	48.19	29.55	42.50
<b>All Grades</b>	5.32	7.41	5.75	49.81	60.49	52.21	44.87	32.10	42.04

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<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	1.18	5.56	4.11	40.00	44.44	38.36	58.82	50.00	57.53
<b>Grade 4</b>	2.20	2.41	6.85	35.16	45.78	35.62	62.64	51.81	57.53
<b>Grade 5</b>	6.67	6.82	1.27	22.67	42.05	44.30	70.67	51.14	54.43
<b>All Grades</b>	3.19	4.94	4.00	33.07	44.03	39.56	63.75	51.03	56.44

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<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	2.33	8.33	2.74	68.60	58.33	72.60	29.07	33.33	24.66
<b>Grade 4</b>	3.19	3.61	8.22	74.47	73.49	61.64	22.34	22.89	30.14
<b>Grade 5</b>	4.82	7.95	6.25	62.65	68.18	65.00	32.53	23.86	28.75
<b>All Grades</b>	3.42	6.58	5.75	68.82	67.08	66.37	27.76	26.34	27.88

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<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	3.49	4.17	0.00	58.14	54.17	53.42	38.37	41.67	46.58
<b>Grade 4</b>	3.19	4.82	6.85	57.45	69.88	52.05	39.36	25.30	41.10
<b>Grade 5</b>	6.02	4.55	5.00	50.60	54.55	51.25	43.37	40.91	43.75
<b>All Grades</b>	4.18	4.53	3.98	55.51	59.67	52.21	40.30	35.80	43.81

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**Conclusions based on this data:**

1. Based on the 2021-2022 data, 3rd graders have the highest percentage of students meeting standard, while 4th graders have the lowest percentage of students meeting standard.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	87	76	77	85	75	76	85	75	76	97.7	98.7	98.7
Grade 4	99	86	79	95	86	78	95	86	78	96.0	100.0	98.7
Grade 5	85	92	83	82	92	82	80	92	82	96.5	100.0	98.8
All Grades	271	254	239	262	253	236	260	253	236	96.7	99.6	98.7

\* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2344.	2349.	2354.	1.18	0.00	0.00	7.06	17.33	7.89	20.00	17.33	28.95	71.76	65.33	63.16
Grade 4	2379.	2403.	2392.	2.11	0.00	2.56	7.37	6.98	11.54	21.05	41.86	32.05	69.47	51.16	53.85
Grade 5	2406.	2409.	2407.	2.50	2.17	2.44	5.00	5.43	8.54	23.75	21.74	12.20	68.75	70.65	76.83
All Grades	N/A	N/A	N/A	1.92	0.79	1.69	6.54	9.49	9.32	21.54	27.27	24.15	70.00	62.45	64.83

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<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	2.35	4.00	0.00	28.24	33.33	42.11	69.41	62.67	57.89
<b>Grade 4</b>	2.11	1.16	2.56	28.42	44.19	38.46	69.47	54.65	58.97
<b>Grade 5</b>	1.25	3.26	1.22	27.50	29.35	26.83	71.25	67.39	71.95
<b>All Grades</b>	1.92	2.77	1.27	28.08	35.57	35.59	70.00	61.66	63.14

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<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	3.53	5.33	2.63	28.24	37.33	30.26	68.24	57.33	67.11
<b>Grade 4</b>	3.16	2.33	6.41	28.42	43.02	32.05	68.42	54.65	61.54
<b>Grade 5</b>	2.50	2.17	2.44	37.50	38.04	40.24	60.00	59.78	57.32
<b>All Grades</b>	3.08	3.16	3.81	31.15	39.53	34.32	65.77	57.31	61.86

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<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	1.18	2.67	2.63	61.18	57.33	61.84	37.65	40.00	35.53
<b>Grade 4</b>	1.05	3.49	2.56	38.95	53.49	58.97	60.00	43.02	38.46
<b>Grade 5</b>	0.00	4.35	0.00	58.75	42.39	45.12	41.25	53.26	54.88
<b>All Grades</b>	0.77	3.56	1.69	52.31	50.59	55.08	46.92	45.85	43.22

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**Conclusions based on this data:**

1. Based on the 2021-2022 data, 3rd grade has the highest percentage of students meeting grade level standards in math.

# 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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1390.9	1395.4	1397.8	1404.7	1407.9	1404.2	1358.4	1366.0	1382.3	78	71	59
<b>1</b>	1415.8	1417.7	1429.0	1437.4	1436.9	1439.4	1393.7	1397.9	1418.2	66	81	64
<b>2</b>	1452.6	1457.2	1456.0	1453.1	1476.8	1462.3	1451.7	1437.1	1449.2	59	60	78
<b>3</b>	1473.6	1477.4	1481.0	1470.8	1473.9	1480.1	1475.8	1480.4	1481.2	73	49	48
<b>4</b>	1477.3	1514.3	1478.4	1471.5	1510.5	1472.0	1482.6	1517.5	1484.2	56	71	50
<b>5</b>	1496.4	1511.5	1510.8	1493.0	1503.4	1506.9	1499.3	1519.1	1514.3	41	51	52
<b>All Grades</b>										373	383	351

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1.28	4.23	6.78	17.95	23.94	22.03	50.00	38.03	52.54	30.77	33.80	18.64	78	71	59
<b>1</b>	0.00	0.00	0.00	26.15	23.46	26.56	33.85	35.80	43.75	40.00	40.74	29.69	65	81	64
<b>2</b>	10.17	15.00	6.41	32.20	26.67	33.33	28.81	28.33	34.62	28.81	30.00	25.64	59	60	78
<b>3</b>	2.82	10.20	14.58	36.62	28.57	33.33	40.85	36.73	31.25	19.72	24.49	20.83	71	49	48
<b>4</b>	0.00	29.58	8.00	26.42	35.21	34.00	41.51	23.94	30.00	32.08	11.27	28.00	53	71	50
<b>5</b>	2.44	19.61	15.38	31.71	25.49	44.23	48.78	41.18	21.15	17.07	13.73	19.23	41	51	52
<b>All Grades</b>	2.72	12.53	7.98	28.07	27.15	31.91	40.60	33.68	36.18	28.61	26.63	23.93	367	383	351

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	2.56	8.45	10.17	30.77	26.76	23.73	41.03	36.62	47.46	25.64	28.17	18.64	78	71	59
<b>1</b>	4.62	12.35	4.69	32.31	29.63	37.50	43.08	38.27	42.19	20.00	19.75	15.63	65	81	64
<b>2</b>	6.78	33.33	12.82	42.37	33.33	39.74	37.29	25.00	37.18	13.56	8.33	10.26	59	60	78
<b>3</b>	11.27	26.53	33.33	45.07	30.61	35.42	25.35	24.49	14.58	18.31	18.37	16.67	71	49	48
<b>4</b>	13.21	43.66	30.00	32.08	32.39	38.00	35.85	15.49	10.00	18.87	8.45	22.00	53	71	50
<b>5</b>	17.07	29.41	30.77	56.10	47.06	42.31	14.63	7.84	9.62	12.20	15.69	17.31	41	51	52
<b>All Grades</b>	8.45	24.80	18.80	38.69	32.64	36.18	34.06	25.85	28.77	18.80	16.71	16.24	367	383	351

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1.28	0.00	1.69	12.82	15.49	25.42	52.56	53.52	52.54	33.33	30.99	20.34	78	71	59
<b>1</b>	0.00	1.23	0.00	20.00	11.11	21.88	23.08	24.69	35.94	56.92	62.96	42.19	65	81	64
<b>2</b>	6.78	5.00	6.41	35.59	31.67	23.08	23.73	13.33	34.62	33.90	50.00	35.90	59	60	78
<b>3</b>	1.41	4.08	2.08	14.08	28.57	33.33	59.15	22.45	25.00	25.35	44.90	39.58	71	49	48
<b>4</b>	0.00	9.86	4.00	13.21	36.62	20.00	47.17	30.99	24.00	39.62	22.54	52.00	53	71	50
<b>5</b>	0.00	9.80	9.62	7.32	15.69	15.38	56.10	47.06	46.15	36.59	27.45	28.85	41	51	52
<b>All Grades</b>	1.63	4.70	3.99	17.44	22.72	23.08	43.60	32.11	36.75	37.33	40.47	36.18	367	383	351

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	6.41	8.45	8.47	74.36	69.01	77.97	19.23	22.54	13.56	78	71	59
<b>1</b>	20.00	13.58	26.56	69.23	70.37	65.63	10.77	16.05	7.81	65	81	64
<b>2</b>	15.25	28.33	19.23	72.88	63.33	69.23	11.86	8.33	11.54	59	60	78
<b>3</b>	26.76	42.86	25.00	56.34	40.82	58.33	16.90	16.33	16.67	71	49	48
<b>4</b>	24.53	61.97	30.00	66.04	30.99	44.00	9.43	7.04	26.00	53	71	50
<b>5</b>	19.51	11.76	26.92	60.98	76.47	57.69	19.51	11.76	15.38	41	51	52
<b>All Grades</b>	18.26	27.42	22.22	67.03	58.75	63.25	14.71	13.84	14.53	367	383	351

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1.28	9.86	5.08	61.54	57.75	64.41	37.18	32.39	30.51	78	71	59
<b>1</b>	3.08	7.41	4.69	66.15	69.14	62.50	30.77	23.46	32.81	65	81	64
<b>2</b>	10.17	35.00	24.36	69.49	50.00	58.97	20.34	15.00	16.67	59	60	78
<b>3</b>	22.54	22.45	29.17	49.30	53.06	54.17	28.17	24.49	16.67	71	49	48
<b>4</b>	22.64	40.00	28.00	49.06	42.86	50.00	28.30	17.14	22.00	53	70	50
<b>5</b>	39.02	54.90	57.69	43.90	27.45	23.08	17.07	17.65	19.23	41	51	52
<b>All Grades</b>	14.44	26.44	23.65	57.49	51.57	53.28	28.07	21.99	23.08	367	382	351

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	0.00	0.00	5.08	65.38	70.42	77.97	34.62	29.58	16.95	78	71	59
<b>1</b>	3.08	6.17	4.69	38.46	28.40	43.75	58.46	65.43	51.56	65	81	64
<b>2</b>	18.64	6.67	7.69	50.85	46.67	56.41	30.51	46.67	35.90	59	60	78
<b>3</b>	4.23	4.08	0.00	47.89	46.94	47.92	47.89	48.98	52.08	71	49	48
<b>4</b>	0.00	5.63	2.00	43.40	67.61	40.00	56.60	26.76	58.00	53	71	50
<b>5</b>	2.44	15.69	7.69	48.78	45.10	55.77	48.78	39.22	36.54	41	51	52
<b>All Grades</b>	4.63	6.01	4.84	49.86	50.91	54.13	45.50	43.08	41.03	367	383	351

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	12.82	11.27	30.51	41.03	59.15	47.46	46.15	29.58	22.03	78	71	59
<b>1</b>	1.59	1.23	0.00	47.62	48.15	70.31	50.79	50.62	29.69	63	81	64
<b>2</b>	6.78	20.00	7.69	49.15	41.67	64.10	44.07	38.33	28.21	59	60	78
<b>3</b>	2.82	16.33	31.25	74.65	61.22	52.08	22.54	22.45	16.67	71	49	48
<b>4</b>	0.00	30.99	22.00	73.58	57.75	40.00	26.42	11.27	38.00	53	71	50
<b>5</b>	2.44	15.69	17.31	82.93	68.63	59.62	14.63	15.69	23.08	41	51	52
<b>All Grades</b>	4.93	15.40	16.81	59.45	55.35	56.70	35.62	29.24	26.50	365	383	351

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. Based on the data, a larger percentage of students scored at Well Developed compared to last school year. This increases the number of students that are eligible for reclassification.

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 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.

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>476</b>	<b>75.6</b>	<b>71.4</b>	<b>0.4</b>
Total Number of Students enrolled in Cambridge Elementary.	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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	340	71.4
Foster Youth	2	0.4
Homeless	7	1.5
Socioeconomically Disadvantaged	360	75.6
Students with Disabilities	32	6.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.3
Asian	23	4.8
Filipino	2	0.4
Hispanic	391	82.1
Two or More Races	7	1.5
White	16	3.4

### Conclusions based on this data:

1. Based on the 2021-2022, about 70% of our student population are considered English Learners.
2. This data also shows that 73% of students are economically disadvantaged.





# School and Student Performance Data

## Overall Performance






The 2023 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.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Red	<b>Chronic Absenteeism</b>  Red	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Red		
<b>English Learner Progress</b>  Orange		

### Conclusions based on this data:

1. Based on the School and Student Performance data, student suspensions remain very low
2. The data shows that English Learner Progress is very high
3. Chronic Absenteeism is high.



# School and Student Performance Data

## Academic Performance English Language Arts

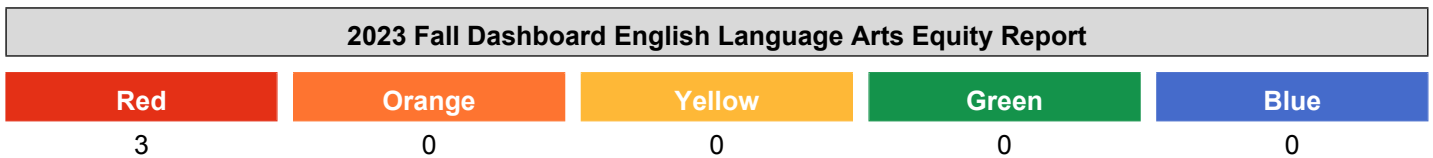
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Red 84.1 points below standard Decreased -11.4 points 218 Students	<b>English Learners</b>  Red 89.9 points below standard Decreased -12.8 points 180 Students	<b>Foster Youth</b> Less than 11 Students 3 Students
<b>Homeless</b> Less than 11 Students 1 Student	<b>Socioeconomically Disadvantaged</b>  Red 91.4 points below standard Decreased Significantly -18.7 points 169 Students	<b>Students with Disabilities</b> 159.3 points below standard Decreased Significantly -48.6 points 24 Students

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  3 Students	 No Performance Color 0 Students	Less than 11 Students  10 Students	Less than 11 Students  1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Red 90.6 points below standard Decreased -11.8 points  190 Students	Less than 11 Students  2 Students	 No Performance Color 0 Students	Less than 11 Students  6 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
137.2 points below standard Decreased Significantly -38.5 points  116 Students	4.2 points below standard Increased +8.8 points  64 Students	100.8 points below standard Decreased Significantly -59.5 points  18 Students

**Conclusions based on this data:**

1. Based on the 2021-2022 data of all students, average scores increased in English Language Arts.
2. English Learners, socioeconomically disadvantaged and homeless students all scored in the very low range for ELA.

# School and Student Performance Data

## Academic Performance Mathematics

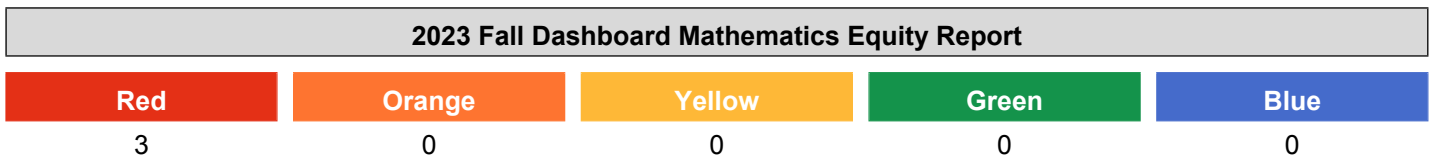
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Red 96 points below standard Maintained -1.5 points 218 Students	<b>English Learners</b>  Red 103.6 points below standard Decreased -7.1 points 180 Students	<b>Foster Youth</b> Less than 11 Students 3 Students
<b>Homeless</b> Less than 11 Students 1 Student	<b>Socioeconomically Disadvantaged</b>  Red 99.6 points below standard Decreased -3.3 points 169 Students	<b>Students with Disabilities</b> 174.8 points below standard Decreased Significantly -22.8 points 24 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  3 Students	 No Performance Color 0 Students	Less than 11 Students  10 Students	Less than 11 Students  1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Red 99.7 points below standard Maintained +2 points  190 Students	Less than 11 Students  2 Students	 No Performance Color 0 Students	Less than 11 Students  6 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
131.1 points below standard Decreased Significantly -22 points  116 Students	53.8 points below standard Increased +4.6 points  64 Students	86 points below standard Increased +5.1 points  18 Students

**Conclusions based on this data:**

1. Based on the data of all students, average scores increased in math.
2. English Learners and socioeconomically disadvantaged students score very low in math.

# School and Student Performance Data

## Academic Performance English Learner Progress

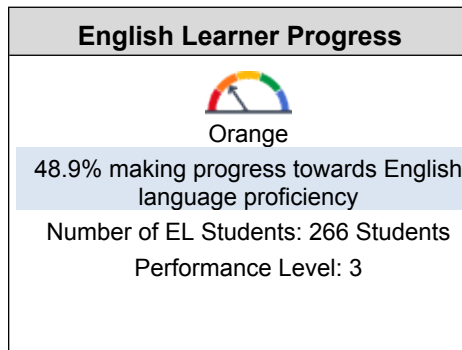
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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.

### 2023 Fall Dashboard English Learner Progress Indicator



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.

### 2023 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
42	94	1	129

#### Conclusions based on this data:

1. Based on the data, the majority of English Learners performed at Level 3, Moderately Developed, on the English Language Proficiency Assessments for California.
2. 60% of English learners progressed at least one level.





# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 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 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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Red 30.4% Chronically Absent Increased 1 513 Students	 Orange 27.3% Chronically Absent Declined -1.1 403 Students	Less than 11 Students 7 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
47.1% Chronically Absent Declined -2.9 17 Students	 Red 32.1% Chronically Absent Increased Significantly 3.1 399 Students	 Red 40.9% Chronically Absent Increased 1.4 44 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
<p>81.8% Chronically Absent</p> <p align="center">0</p> <p align="center">11 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p>17.6% Chronically Absent</p> <p align="center">Increased 8.1</p> <p align="center">34 Students</p>	<p align="center">Less than 11 Students</p> <p align="center">3 Students</p>
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
<p align="center"></p> <p align="center">Orange</p> <p>29.5% Chronically Absent</p> <p align="center">Declined -1.6</p> <p align="center">413 Students</p>	<p>36% Chronically Absent</p> <p align="center">Increased 10.5</p> <p align="center">25 Students</p>	<p align="center">Less than 11 Students</p> <p align="center">1 Student</p>	<p>26.9% Chronically Absent</p> <p align="center">Increased 9.3</p> <p align="center">26 Students</p>

**Conclusions based on this data:**

1. Based on the Fall 2021 data, there was an overall increase in the chronic absenteeism of all students. We were greatly affected by COVID during the 2021-2022 school year.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

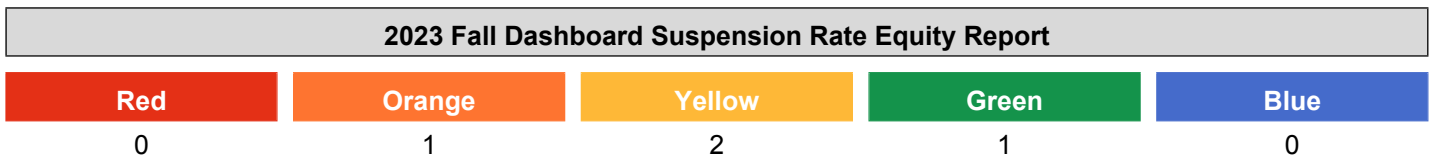
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Yellow 0.8% suspended at least one day Increased 0.8 522 Students	 Green 0.5% suspended at least one day Increased 0.5 410 Students	Less than 11 Students 7 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
0% suspended at least one day Maintained 0 18 Students	 Yellow 1% suspended at least one day Increased 1 405 Students	 Orange 4.5% suspended at least one day Increased 4.5 44 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p align="center">11 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p>0% suspended at least one day</p> <p align="center">Maintained 0 35 Students</p>	<p align="center">Less than 11 Students 3 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Yellow</p> <p>1% suspended at least one day</p> <p align="center">Increased 1 419 Students</p>	<p>0% suspended at least one day</p> <p align="center">Maintained 0 26 Students</p>	<p align="center">Less than 11 Students 1 Student</p>	<p>0% suspended at least one day</p> <p align="center">Maintained 0 27 Students</p>

**Conclusions based on this data:**

1. Based on the data, suspension rates were very low for all student groups.

# 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.

#### Goal 1

All students will receive a high quality education based on the California State Standards, with equitable access to technology, high expectations, and extracurricular activities within a safe, supportive environment to develop academic and interpersonal skills necessary for post-secondary success.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and/or 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.

The CAASPP data indicates that 20% of 3rd-5th graders are performing at grade level or higher in English Language Arts. In Mathematics, 11% of 3rd-5th graders are performing at grade level or higher. On the Fall iReady Diagnostic, 11% of students are performing at grade level (Tier 1) in reading. In Mathematics, 3% of students are performing at grade level.

The Aeries Analytics data for the 2022-2023 school year indicates a high level of chronic absenteeism as measured by the California Dashboard for students with disabilities (25.6%), Homeless (12.5%), SED (13.1%), and English learners (16.1%).

Based on the 2022-2023 state testing, the overall testing population did not meet the expected outcome of increasing the scaled score by 10 along with Emerging Bilinguals, Socioeconomically Disadvantaged and students in Special Education

About 72% of the Cambridge student population is considered Emerging Bilinguals. There is an ongoing need to focus on helping students acquire the skills necessary to attain re-designation status.

During the 2021-2022 school year, there was 1 suspension and only 1 suspension during the 2022-2023 school year. The support provided to students from admin, counselor, and PBIS integrated strategies are essential for the success of our students. This year, students throughout MDUSD will participate in an SEL assessment three times over the course of the school year. At Cambridge, we will increase the number of student self-reporting high and middle levels of competency from 89% to 91% from the first to last survey. Based on the outcomes, we will implement Tier 1 counselor support during recess times, tier 3 counseling support for students scoring in the red section, and continue to implement SEL strategies in the classrooms.

### 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
ELA CAASPP - Overall Grades 3-5	-87 points from average	+10 points
Math CAASPP - Overall Grades 3-5	-99 points from average	+10 points
Emerging Bilinguals CAASPP - ELA Grades 3-5	-138 points from average	+12 points
Emerging Bilinguals CAASPP - Math Grades 3-5	-118 points from average	+12 points

SED CAASPP - ELA Grades 3-5	--89 points from average	+10 points
SED CAASPP - Math Grades 3-5	--85 points from average	+10 points
SPED CAASPP - ELA Grades 3-5	-142 points from average	+10 points
SPED CAASPP - MATH Grades 3-5	-130 points from average	+10 points
Redesignation of English Learners to RFEP	47 students	increase by 13 students
I-Ready Diagnostic #1 Math - Students performing at Tier 3	63%	decrease to 40%
I-Ready Diagnostic #1 ELA - Students performing at Tier 3	60%	decrease to 40%
I-Ready Diagnostic #1 Math - Students performing at Tier 1	18%	increase to 10%
I-Ready Diagnostic #1 ELA - Students performing at Tier 1	33%	increase to 15%
Suspensions	1	maintain

## 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	Promote a college going culture through activities and the implementation of research-based strategies, a professional learning community, and timely analysis of formative assessment data that teachers can use to prepare students for their educational future.	All Students	100 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Extra pay for teachers. 3000 Title I (3070) 5800 Professional/Consulting Services and Operating Expenditures Professional Development opportunities including conference attendance. 500 LCFF Supplemental 4000 - 4999 Books and Supplies Duplication services - district print shop 35,150 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Reading Intervention Teacher 32,694.77 Title I (3070) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Classroom instructional aid



1.2	Improve Attendance for Chronically Absent by 5%. Attendance awards are given to students with no absences or no tardies every trimester in an attempt to raise parent and student awareness of the importance of regular and punctual attendance.	Low Income Pupils Foster Youth, SPED	50 Title I (3070) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Parent Outreach (Liaison, secretary, etc.) 50 Title I (3070) 4000 - 4999 Books and Supplies SART Letters & Postag
1.3	Maintenance and support of technology used for small groups instruction before school and after school hours for students to practice reading skills in English and Spanish reading/literacy and math intervention will be performed by classroom teachers.	All Students	11,831 LCFF Supplemental 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Site Tech to support/upkeep technology needs, I-Ready 10,357 Title I (3070) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Site Tech to support/upkeep technology needs
1.4	Students in each grade level will attend field trips that provide opportunities to make real world connections to the standards based curriculum.	All Students	21,600 Title I (3070) 7000 - 7999 Other Outgo
1.5	Instructional aids will be be shared by each grade level to support students with classwork and facilitate small group work.	All Students	66076 Title I (3070) 7000 - 7999 Other Outgo  14498 LCFF Supplemental 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Instructional Aids 12435.71 Title I (3070) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)
1.6	Provide social emotional support for students, including collaboration with district personnel, consultants, and/or outside agencies.	All Students	500 Title I (3070) 4000 - 4999 Books and Supplies Purchase materials and supplies to support social emotional activities
1.7	Increase supervision hours and equipment to ensure student safety during student ingress, egress, and during unstructured times.	All Students	1500 Site Discretionary 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Classified extra pay

1.8	Continue to use PBIS system to support students in making positive behavioral choices, including maintenance of Coyote Center and fund 0.5 Vice Principal to support school wide implementation of PBIS strategies and professional development. Continue to honor "Coyotes of the Month" for students demonstrating academic and behavioral achievements.	All Students	100 Title I (3070) 4000 - 4999 Books and Supplies materials and supplies 70,000 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Admin salary
1.9	Provide Tier II Reading Intervention	All Students	77,350 CSI (3282) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)
1.10	All K-2 Teachers will receive training in the Science of Reading	All Students	3000 LCFF Supplemental  Costs of subs to cover teachers at training
1.11	All K-5 Teachers will receive training in TNTP ELA strategies	All Students	3000 LCFF Supplemental  Cost of subs to cover teachers at training and extra prep time for ELA ILTs
1.12	Grade Level Professional Learning Community Monthly meetings	All Students	6600 Site Discretionary 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) sub costs for planning & data analysis PLC meetings

## Annual Review

### SPSA Year Reviewed: 2023-24

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.

A college promoting culture was promoted through PBIS rewards, and college nights. Our Vice Principal worked with the parent liaison, the attendance secretary, and district SARB team to educate families on the importance of daily attendance. The site tech was on site two days per week supporting teachers, students, and staff with technology and the roll out of the Promethean Boards. All students took field trips with their classes or grade levels to help them connect their learning to real world experience. An instructional aid was hired and shared among the teachers to support small group instruction. The counselor provides SEL support to students and teachers using the district lesson bank to provide SEL lessons in the classroom. PBIS is being used to support positive behavior in the classroom and playground. All K-2 Teachers have been attending the Science of Reading training provided by the district, and PLC meetings were held regularly.

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

All strategies were implemented to the fullest extent possible.

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.

Two additional instructional aids will be hired to increase the amount of time for teachers to conduct small group instruction resulting in improved reading and math scores on the CAASPP and Iready assessments. The Reading Intervention Teacher was hired this year and will begin intervention at the beginning of the 2024-2025 school year. This should result in higher reading scores on Iready and CAASPP assessments. K-2 Teachers will continue to implement Science of Reading Strategies in their instruction and all grade levels will incorporate TNTP ELA strategies in their classrooms. Professional Learning Communities will be held during the school day to insure that they are being held with fidelity.

# 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.

#### Goal 2

Parents, families and community will be informed, engaged and connected as partners with MDUSD employees to support student learning.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Parents, family and community will be informed, engaged and empowered as partners with Mt. Diablo Unified to support student learning.

### 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.

The California School Parent Survey provided information that indicates we can improve in our communication with and to parents, families, and community in the areas listed below, especially in disseminating information.

### 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
2021-2022 California School Parent Survey - School encourages parents to be involved	Average of 90%	Increase by 2 percentage points
2021-2022 California School Parent Survey - School keeps parents informed	Average of 87%	Increase by 2 percentage points
2021-2022 California School Parent Survey - School disseminates information to parents	Average of 85.5%	Increase by 2 percentage points
"The school promotes academic success for all students"	90% of respondents were in agreement with this statement.	Increase by 2 percentage points
Attendance at 2022-2023 Family Math Night	118	Increase by 5 participants
Attendance at 2022-2023 Family Reading Night	123	Increase by 5 participants
Attendance at 2022-2023 Family Science Night	145	Increase by 5 participants
Attendance at 2023-2024 Title 1 Night	4	Increase by 5 participants
2021-2022 California School Parent Survey Participants	126	Increase by 10 participants

## 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	Increase outreach to parents via parent liaison . Fund 1.0 FTE Community service liaison	All Students	72421.00 LCFF Supplemental 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Parent liaison availability to cover flexible parent schedules 60 Title I (3070) 4000 - 4999 Books and Supplies duplication services - district print shop
2.2	Improve communication with parents and community using newsletters, flyers, social media, coffee chats, and hold meetings at multiple times to support parents.	All Students	500 Title I Parent Engagement (3068) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) childcare during parent meetings and supervision of the Parent Resource Room Lending Library after school.
2.3	Develop and implement a plan to ensure parents are informed of their role in the reclassification process for their children. Provide training as needed to assist parents in supporting their students toward reclassification and or understanding their child's special needs.	English Learners	300 Title I Parent Engagement (3068) 4000 - 4999 Books and Supplies Parent Ed - Parent Information Nights, Teacher extra pay 200 Title I (3070) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) childcare
2.4	Encourage parents to be involved as volunteers in the classroom and at school events	All Students	811 Title I Parent Engagement (3068) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) finger print services for parents

## Annual Review

**SPSA Year Reviewed: 2023-24**

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.

The parent liaison provided support to numerous families and teachers throughout the school year in both English and Spanish through robo-calls, personal phone calls, home visits with the administrator, and maintenance of the marquis. She supports the School Site Council as a member and translator. She participates in Reclassification, Title I, and ELPAC meetings to explain the process to families.

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

These goals were implemented to the furthest extent possible.

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.

We will continue to work to engage families and other stakeholders so that they feel informed and that their voices are heard at school.

# 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.

#### Goal 3

High quality, culturally proficient, and responsive staff will be supportive of all students, respectful of all students' backgrounds, and invested in the education of each student.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and/or career ready.

### 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.

The racial make-up of our school is mainly comprised of Latino students, representing 82.8% of the student population, which has been decreasing over the last 3 years. There has been an increase in the number of African American, Asian and middle eastern students enrolling at Cambridge, currently making up approximately 10% of the student population. Students of color and Emerging Bilinguals are performing at levels far from met/distance from level 3 in the CAASPP. During the 2020-2021 testing period, African American students met their expected outcome by increasing their scaled score by 11 points in ELA and in Math by 32 points. Latino and Emerging Bilinguals increased their average scaled score ranging from 6-29 points. The staff that serves students and families at Cambridge does not reflect the racial make-up of the students; therefore it is imperative that we learn about and apply instructional practices that are respectful and responsive of students' various cultural backgrounds and linguistic needs.

### 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
2021-2022 CAASPP - ELA Grades 3-5 - African American	-39 points from average	+5 points
2021-2022 CAASPP - Math Grades 3-5 - African American	122 points from average	+5 points
2021-2022 CAASPP - ELA Grades 3-5 - Latino	-81 points from average	+5 points
2021-2022 CAASPP - Math Grades 3-5 - Latino	-105 points from average	+5 points
2021-2022 English Learner CAASPP - ELA Grades 3-5	-101 points from average	+5 points
2021-2022 English Learner CAASPP - Math Grades 3-5	-113 points from average	+5 points
Increase the number of students re-designated as English Proficient	14	increase by 13

## 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		All Students	
3.4	Provide professional development regarding how to effectively support English learners and ensure full inclusion of ELD standards and practices in all content areas, students with disabilities, and socio-economically disadvantaged students and use the EL review Team process to increase the number of English Learners who are reclassified Fluent English Proficient by 3%. Provide extended day learning opportunities to designated K-5 students who are not meeting grade level standards or are not moving toward reclassification at predictable rates through teacher led intervention.	English Learners Low Income Pupils, Foster Youth, SPED	5000 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Teacher extra pay 3000 Title I (3070) 7000 - 7999 Other Outgo sub costs for professional development 200 Title I (3070) 4000 - 4999 Books and Supplies Duplication services - print shop
3.5	Provide professional development to ensure high quality, culturally proficient, and responsive staff who will be supportive of all students, respectful of all students' backgrounds, and invested in the education of all students. Teachers will continue training with Kathy Flores to develop and teach culturally responsive lessons with clear culturally responsive, student friendly objectives.	All Students Low Income Pupils, Foster Youth, SPED	3000 Title I (3070) 5800 Professional/Consulting Services and Operating Expenditures Professional Development opportunities sub costs 50 Title I (3070) 4000 - 4999 Books and Supplies materials and supplies 50 Title I (3070) 4000 - 4999 Books and Supplies duplication services - district print shop

## Annual Review

SPSA Year Reviewed: 2023-24

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.

Administrators participated in training in dual language implementation and coaching with Dr. Jose Medina, and coached teachers or the key elements of dual language instruction to support English Learners. Teachers attended the CAFE conference for professional development on strategies for supporting English learners in their classrooms. Teachers provided small group instruction for students below grade level before and after school. ELD teacher worked with small groups during the school day to support newcomers in language acquisition and to give added support to students who



scored 4s on the ELPAC and were close to reclassifying. All teachers completed training on Culturally Responsive Teaching with Kathy Flores and will continue to work with her next year to make sure the strategies are implemented with fidelity.

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

All strategies were implemented to the furthest extent possible.

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.

Instructional Leadership Teams have been created to insure the continuance of our professional development. Two teachers will lead our PD work for each of the following subject areas: Math, ELA, Dual Language, MTSS, and Equity. We will continue to focus on culturally responsive and dual language strategies that support all of our ELD students. Teachers will continue to participate in professional development with Kathy Flores and Dr. Medina as well as TNTP training in math and English through the district office.

# 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.

#### Goal 4

Focus scholars, specifically Black/African American students, Foster Youth, and students experiencing homelessness will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an educational environment that builds trust and inclusive partnerships between the students, families, and staff.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Focus scholars, specifically Black/African American students, Foster Youth, students experiencing homelessness, students with disabilities and emerging bilingual students, will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an an educational environment that builds trust and inclusive partnerships between the students, parents/guardians and staff.

### 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.

African American students showed growth in both Math and ELA. In the I-Ready reading final assessment, 22% of African American students scored at or above grade level, up from 0% on the initial assessment. On the final assessment, 33% of African American students scored 2 grade levels below, but non were in the 3 or more years below grade level. On the final i-Ready math assessment 13% of Black students scored at grade level, up from 0% on the initial assessment. 51% scored two or more levels below grade level, down from 63% on the initial assessment. We will continue to support this growth by continuing to implement Building Thinking Classrooms for math and Science of Reading strategies for ELA.

### 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
I-Ready baseline data - Fall 2023 Reading African American Students	33% of students performing 2+ years below grade level	decreased from 80% in 2022 decrease by additional 10%
I-Ready baseline data - Fall 2023 Math African American Students	51% of students performing 2+ years below grade level	decreased from 70% in 2022 decrease by additional 10%
SBAC 2021-2022 - Reading Students experiencing homelessness	-148 points from level 3	decrease by 10 points
SBAC 2021-2022 - Math Students experiencing homelessness	-125 points from level 3	decrease by 10 points
SBAC 2021-2022 - Reading Students classified as Foster Youth (2)	-111 points from level 3	decrease by 10 points

SBAC 2021-2022 - Math Students classified as Foster Youth (2)	-102 points from level 3	decrease by 10 points
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### 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	Provide the opportunity for before/after school tutoring. Academic check-in with the administrator.	Foster Youth Homeless, African American, Socioeconomically Disadvantaged Students	1000 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Extra pay for teachers.

## Annual Review

### SPSA Year Reviewed: 2023-24

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.

Over the past year, teachers have received professional development in culturally responsive teaching, dual language instruction, Building Thinking Classrooms and the Science of Reading. These strategies have been effective in improving the performance of Focal Scholars.

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

All strategies were implemented to the fullest extent possible.

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.

Teachers will continue to receive professional development in culturally responsive teaching, dual language instruction, Building Thinking Classrooms math strategies, Science of Reading and ELA. Additional instructional assistants and a reading intervention teacher are being added to maximize support of these students.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

Goal 5

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### 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.

### 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

### 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

## Annual Review

SPSA Year Reviewed: 2023-24

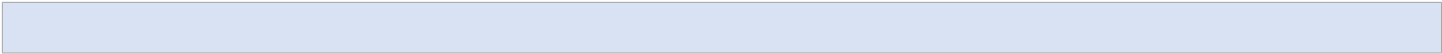
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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.



# 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	\$456,984.48
Total Federal Funds Provided to the School from the LEA for CSI	\$77,350.00

## 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 (\$)
CSI (3282)	\$77,350.00
LCFF Supplemental	\$210,500.00
Site Discretionary	\$8,100.00
Title I (3070)	\$159,423.48
Title I Parent Engagement (3068)	\$1,611.00

Subtotal of state or local funds included for this school: \$456,984.48

Total of federal, state, and/or local funds for this school: \$456,984.48

# 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
Site Discretionary	49,610	41,510.00
LCFF Supplemental	210,500	0.00
CSI (3282)	77,350	0.00
Title I Parent Engagement (3068)	1611	0.00
Title I (3070)	159,423.48	0.00
Title I Carryover	0.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
CSI (3282)	77,350.00
LCFF Supplemental	210,500.00
Site Discretionary	8,100.00
Title I (3070)	159,423.48
Title I Parent Engagement (3068)	1,611.00

## Expenditures by Budget Reference

Budget Reference	Amount
	6,000.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	195,200.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	156,487.48
4000 - 4999 Books and Supplies	1,810.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	811.00
5800 Professional/Consulting Services and Operating Expenditures	6,000.00
7000 - 7999 Other Outgo	90,676.00

## Expenditures by Budget Reference and Funding Source

**Budget Reference**

**Funding Source**

**Amount**

1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	CSI (3282)	77,350.00
	LCFF Supplemental	6,000.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	105,250.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	98,750.00
4000 - 4999 Books and Supplies	LCFF Supplemental	500.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Site Discretionary	6,600.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	Site Discretionary	1,500.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Title I (3070)	6,000.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	Title I (3070)	55,737.48
4000 - 4999 Books and Supplies	Title I (3070)	1,010.00
5800 Professional/Consulting Services and Operating Expenditures	Title I (3070)	6,000.00
7000 - 7999 Other Outgo	Title I (3070)	90,676.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	Title I Parent Engagement (3068)	500.00
4000 - 4999 Books and Supplies	Title I Parent Engagement (3068)	300.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	Title I Parent Engagement (3068)	811.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	370,392.48
Goal 2	74,292.00
Goal 3	11,300.00
Goal 4	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
Rocio Nava	Parent or Community Member
Sandra Vasquez	Parent or Community Member
Lili Sevilla	Parent or Community Member
Ruth Bokamper	Parent or Community Member
Martha Gutierrez	Parent or Community Member
Angelica Arias	Other School Staff
Stacey Flurschein	Classroom Teacher
Teresa Stratton	Classroom Teacher
Valeria Recinos	Classroom Teacher
Joanne Wathen	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**



District/School Liaison Team for schools in Program Improvement

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 5/28/24.

Attested:



Principal, Joanne Wathen on 5/28/24



SSC Chairperson, Joanne Wathen on 5/28/24

# 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](mailto: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](mailto: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](mailto: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/>

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