

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cambridge Elementary	07-61754-6003982	10.25.22	

Purpose and Description

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

Schoolwide Program

The purpose of 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.

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

Cambridge Elementary's 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, and 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:

- * PLC Time - Teachers are provided with release time to meet and calibrate instructional strategies, assessments, and in-class interventions.
- * Lexia Reading Support - A school wide license 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, when school is in session on campus.
- * Use of technological tools such as laptops.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Students, staff, and parents are surveyed on site priorities, campus culture, and school safety. Priorities identified are maintaining Common Core State Standards implementation, parent engagement, technology support, social emotional support through implementation of PBIS, improving the safety of our campus, and improving the school experience for students, parents, and teachers.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal and informal observations take place throughout the school year. All teachers are observed on an ongoing basis throughout the school year on an average of every two weeks. Formal observations take place a minimum of two times per year for teachers on the evaluation cycle based on the California Standards for the Teaching Profession. With a focus on emergent bilinguals, teachers have been implementing strategies to support students' needs in the areas of listening and speaking within core subjects through the use of sentence frames and focused student interactions.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Over the course of the school year, the majority of students are assessed three times using the iReady Diagnostic Assessment in grades 1-5 in English Language Arts. Scores from the initial diagnostic assessment indicate 10% of students 1-5 scored at or above grade level in English Language Arts.

Additional assessments: At the beginning of the year, students take an auto placement test for Lexia, which is about 20 minutes long. It is adaptive and students are placed according to performance, not grade level. There are 21 levels to master within the Lexia program. Each of these levels contains activities in the following core areas of reading: Phonological awareness, phonics, vocabulary, fluency, comprehension, and structural analysis. Each activity consists of 4-8 units. Within each unit, there are approximately 10 items. When all of the items in the activity have been successfully completed, the student earns a skill badge. All levels have 2 parts with 3-5 skills to be mastered. Once a student completes all activities within a half, they are automatically moved into the next half. Other assessments that drive instruction include, but are not limited to Developmental Reading Assessment, Qualitative Reading Inventory, Educational Software for Guiding Instruction (ESGI), English Language Proficiency Assessment for California, California Assessment of Student Performance and Progress, and A Developmental English Proficiency Test.

All of the data gathered from these sources are used to create Tiered intervention groups. Students receive in-class supports during the school day and additional support after school

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Grade level teaching teams meet monthly. Time is used to review student data from current assessments to modify instruction as well as plan for foreseeable student needs.

Teachers review classroom performance and grade level common assessments for the formation of Universal Access groups. Members of the SSC are made aware of all school wide achievement data. Data from iReady assessments is shared and discussed. Input from SSC is solicited on how to increase supports for students in order for students to improve achievement in reading and math. Data based updates on student progress are on the SSC agenda and reflected in SSC minutes.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All Cambridge, teachers meet the requirement for highly qualified designation.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers have participated in a variety of professional development trainings this year with their grade levels to increase capacity in using instructional materials to teach to the State Standards. Teachers will receive ongoing professional development throughout the year in order to improve their knowledge and implementation of strategies that address the needs of English Learners, socioeconomically disadvantaged, and homeless youth through Learning Acceleration.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

During the current school year, teachers are receiving ongoing training in how to effectively align the priority standards with the math and language arts curriculums. In addition, Dual Language teachers and principals are receiving training on effective strategies for teaching in a dual language classroom. Dual Language staff are working with Dr. Jose Medina, from Dr. Jose Medina Educational solutions.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Cambridge teachers receive instructional coaching and planning support from district level coaches in English Language Development as well as dual language instruction. On site supports include having professional development on a monthly basis to address student need.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Professional Learning Communities are an established practice at Cambridge. Teachers meet in grade level teams during early release days once a month.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers have used planning time to examine and plan for the full implementation of the Common Core Standards. All grade levels plan together to use standards aligned curriculum in both math and ELA. We will continue to ensure curriculum, instruction, and all materials are aligned to Common Core State Standards, through grade level as well as school wide collaboration.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are submitted to the Director of Elementary each year for compliance monitoring. All teachers submit classroom schedules to the principal and schedules for music and library prep, P.E. and computer time, which are closely monitored to reduce interruptions to instructional time. We will continue to focus on making the most of our instructional time by eliminating interruptions. Currently, Cambridge has "protected" time in which English Language Development is taught.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lesson pacing schedules are planned within each grade level and monitored and adjusted during collaboration time. Teachers check in regularly with each other on their pacing, plan common assessments, and review assessment data.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to standards based materials that have been adopted by our district. We are fully compliant with the Williams Textbook sufficiency. Intervention software is available to all students that are in need of the support.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All grade level teams have coordinated the use of SBE- adopted materials. Web based programs, Lexia and Imagine Learning, are used to support struggling students.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students not meeting grade level standards in English Language Arts and English Language Development are provided interventions during the school day and after school. Teams such as CARE Team and EL Review Team meet on a regular basis to review students' achievement data (iReady, ELPAC, CAASPP) to identify areas of need.

Evidence-based educational practices to raise student achievement

Teachers have been provided professional development on building student relationships, learning goals, effective instructional and engagement strategies, instructional rounds, and vocabulary instruction. We will continue to build our capacity on research-based practices to raise student achievement with a focus on culturally and linguistically responsive instruction. To address the learning needs caused by the COVID-19 pandemic school closures, teachers will be trained in Learning Acceleration strategies intended to increase student achievement. At Cambridge Elementary School, teachers will participate in monthly professional development sessions that will improve learning outcomes for students.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

At Cambridge, parents are involved at different levels and have many opportunities to get involved. All student events have high levels of parent attendance including parent report card conferences, Open House, Back to School Night, student performances and recognitions, family academic nights, Coffee with the Principal, etc. Parents volunteer in many ways including participating in computer lab log-in assistance, school-wide functions, and helping with the many family events we have each year. Our parent liaison works on bringing different parent involvement opportunities to campus including Pláticas, volunteer opportunities, and parent education classes focusing on healthy living and home school connections.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, teachers, and other school personnel are involved in planning, implementation and evaluation of state and federal categorical funding. Our school site council, which is made up of all of these groups, help to plan and evaluate the use of categorical funds. On October 18, 2022 we will hold our annual Title I meeting where parents will review and analyze student data, and review the Parent Engagement Policy and School-Parent Compact.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

LCFF funds included in the SPSA are used to support English Learners, socio-economically disadvantaged, and other at risk populations. An English Learner support teacher provides small group leveled instruction to identified students. We have a counselor that provides individual and small group support to students in developing communication skills, social skills, problem solving and self regulation.

Fiscal support (EPC)

Mt. Diablo Unified distributes targeted supplemental funds to support the initiatives in the Local Control Accountability Plan and in each school's School Plan for Student Achievement. Targeted supplemental funds for Cambridge will be used to support the goals of improving pupil outcomes through providing technology support and updates, vice principal for monitoring and supporting student behavior (PBIS) and extended day learning opportunities.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Stakeholders 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 - August 24, 2022

SSC - September 27, 2022

Coffee with the Principals - September 30, 2022

ELAC Meeting - October 7, 2022

Staff Meeting/Data Analysis - October 10, 2022

Title 1 Meeting - October 18, 2022

Resource Inequities

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

Although we strive to provide an equitable learning experience for our students, there are some issues that arise beyond our control. During the 2021-22 there were many student absences due to the COVID-19 virus.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.18%	0.2%	%	1	1	
African American	1.41%	1.3%	1.20%	8	7	6
Asian	3.7%	4.5%	3.41%	21	24	17
Filipino	0.35%	0.2%	0.20%	2	1	1
Hispanic/Latino	87.13%	82.9%	82.77%	494	446	413
Pacific Islander	0%	%	%	0		
White	4.41%	5.6%	3.21%	25	30	16
Multiple/No Response	1.41%	1.5%	1.80%	8	8	9
Total Enrollment				567	538	499

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	100	95	80
Grade 1	93	85	83
Grade 2	94	84	82
Grade 3	101	90	74
Grade 4	95	100	87
Grade 5	84	84	93
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	567	538	499

Conclusions based on this data:

1. The 2021-2022 data indicates that the majority of the students that attend Cambridge Elementary are Hispanic/Latino.

2. The 2019-2020 to 2021-2022 data indicate that student enrollment has decreased by 12% over a 3-year period.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	395	301	366	69.7%	55.90%	73.3%
Fluent English Proficient (FEP)	123	106	84	21.7%	19.70%	16.8%
Reclassified Fluent English Proficient (RFEP)	31	19		7.6%	3.50%	2.8%

Conclusions based on this data:

1. Based on the 2021-2022 data, the overall population of English Learners has increased by nearly 20% from the previous year.
2. Based on the 2021-2022 data, the percentage of students reclassified (RFEP) has decreased by nearly 1% as compared to the 2020-2021 data.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	102	87	76	99	86	72	99	86	72	97.1	98.9	94.7
Grade 4	81	99	86	79	95	83	79	94	83	97.5	96.0	96.5
Grade 5	103	85	92	101	83	88	101	83	88	98.1	97.6	95.7
All Grades	286	271	254	279	264	243	279	263	243	97.6	97.4	95.7

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2356.	2346.	2358.	5.05	4.65	5.56	15.15	10.47	15.28	26.26	24.42	29.17	53.54	60.47	50.00
Grade 4	2396.	2377.	2400.	3.80	5.32	3.61	12.66	10.64	18.07	17.72	10.64	21.69	65.82	73.40	56.63
Grade 5	2425.	2403.	2428.	1.98	3.61	5.68	11.88	10.84	18.18	30.69	14.46	19.32	55.45	71.08	56.82
All Grades	N/A	N/A	N/A	3.58	4.56	4.94	13.26	10.65	17.28	25.45	16.35	23.05	57.71	68.44	54.73

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	11.11	1.16	8.33	35.35	50.00	58.33	53.54	48.84	33.33
Grade 4	3.80	7.45	6.02	49.37	54.26	60.24	46.84	38.30	33.73
Grade 5	6.93	7.23	7.95	44.55	44.58	62.50	48.51	48.19	29.55
All Grades	7.53	5.32	7.41	42.65	49.81	60.49	49.82	44.87	32.10

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	4.04	1.18	5.56	39.39	40.00	44.44	56.57	58.82	50.00
Grade 4	6.33	2.20	2.41	35.44	35.16	45.78	58.23	62.64	51.81
Grade 5	5.94	6.67	6.82	41.58	22.67	42.05	52.48	70.67	51.14
All Grades	5.38	3.19	4.94	39.07	33.07	44.03	55.56	63.75	51.03

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	8.08	2.33	8.33	54.55	68.60	58.33	37.37	29.07	33.33
Grade 4	3.80	3.19	3.61	58.23	74.47	73.49	37.97	22.34	22.89
Grade 5	2.97	4.82	7.95	54.46	62.65	68.18	42.57	32.53	23.86
All Grades	5.02	3.42	6.58	55.56	68.82	67.08	39.43	27.76	26.34

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	5.05	3.49	4.17	39.39	58.14	54.17	55.56	38.37	41.67
Grade 4	3.80	3.19	4.82	36.71	57.45	69.88	59.49	39.36	25.30
Grade 5	3.96	6.02	4.55	39.60	50.60	54.55	56.44	43.37	40.91
All Grades	4.30	4.18	4.53	38.71	55.51	59.67	56.99	40.30	35.80

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	102	87	76	99	85	75	99	85	75	97.1	97.7	98.7
Grade 4	81	99	86	80	95	86	80	95	86	98.8	96.0	100.0
Grade 5	103	85	92	103	82	92	103	80	92	100	96.5	100.0
All Grades	286	271	254	282	262	253	282	260	253	98.6	96.7	99.6

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2368.	2344.	2349.	3.03	1.18	0.00	17.17	7.06	17.33	21.21	20.00	17.33	58.59	71.76	65.33
Grade 4	2398.	2379.	2403.	0.00	2.11	0.00	11.25	7.37	6.98	32.50	21.05	41.86	56.25	69.47	51.16
Grade 5	2413.	2406.	2409.	1.94	2.50	2.17	6.80	5.00	5.43	18.45	23.75	21.74	72.82	68.75	70.65
All Grades	N/A	N/A	N/A	1.77	1.92	0.79	11.70	6.54	9.49	23.40	21.54	27.27	63.12	70.00	62.45

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	8.08	2.35	4.00	26.26	28.24	33.33	65.66	69.41	62.67
Grade 4	3.75	2.11	1.16	21.25	28.42	44.19	75.00	69.47	54.65
Grade 5	4.85	1.25	3.26	12.62	27.50	29.35	82.52	71.25	67.39
All Grades	5.67	1.92	2.77	19.86	28.08	35.57	74.47	70.00	61.66

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	12.12	3.53	5.33	36.36	28.24	37.33	51.52	68.24	57.33
Grade 4	0.00	3.16	2.33	30.00	28.42	43.02	70.00	68.42	54.65
Grade 5	1.94	2.50	2.17	30.10	37.50	38.04	67.96	60.00	59.78
All Grades	4.96	3.08	3.16	32.27	31.15	39.53	62.77	65.77	57.31

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	5.05	1.18	2.67	48.48	61.18	57.33	46.46	37.65	40.00
Grade 4	2.50	1.05	3.49	36.25	38.95	53.49	61.25	60.00	43.02
Grade 5	1.94	0.00	4.35	25.24	58.75	42.39	72.82	41.25	53.26
All Grades	3.19	0.77	3.56	36.52	52.31	50.59	60.28	46.92	45.85

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- 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

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	20-21	21-22	20-21	21-22	20-21	21-22
Grade K	1390.9	1395.4	1404.7	1407.9	1358.4	1366.0	78	71
Grade 1	1415.8	1417.7	1437.4	1436.9	1393.7	1397.9	66	81
Grade 2	1452.6	1457.2	1453.1	1476.8	1451.7	1437.1	59	60
Grade 3	1473.6	1477.4	1470.8	1473.9	1475.8	1480.4	73	49
Grade 4	1477.3	1514.3	1471.5	1510.5	1482.6	1517.5	56	71
Grade 5	1496.4	1511.5	1493.0	1503.4	1499.3	1519.1	41	51
Grade 6								
Grade 7								
Grade 8								
Grade 9								
Grade 10								
Grade 11								
Grade 12								
All Grades							373	383

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	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	1.28	4.23	17.95	23.94	50.00	38.03	30.77	33.80	78	71
1	0.00	0.00	26.15	23.46	33.85	35.80	40.00	40.74	65	81
2	10.17	15.00	32.20	26.67	28.81	28.33	28.81	30.00	59	60
3	2.82	10.20	36.62	28.57	40.85	36.73	19.72	24.49	71	49
4	0.00	29.58	26.42	35.21	41.51	23.94	32.08	11.27	53	71
5	2.44	19.61	31.71	25.49	48.78	41.18	17.07	13.73	41	51
All Grades	2.72	12.53	28.07	27.15	40.60	33.68	28.61	26.63	367	383

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	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	2.56	8.45	30.77	26.76	41.03	36.62	25.64	28.17	78	71
1	4.62	12.35	32.31	29.63	43.08	38.27	20.00	19.75	65	81
2	6.78	33.33	42.37	33.33	37.29	25.00	13.56	8.33	59	60
3	11.27	26.53	45.07	30.61	25.35	24.49	18.31	18.37	71	49
4	13.21	43.66	32.08	32.39	35.85	15.49	18.87	8.45	53	71
5	17.07	29.41	56.10	47.06	14.63	7.84	12.20	15.69	41	51
All Grades	8.45	24.80	38.69	32.64	34.06	25.85	18.80	16.71	367	383

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	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	1.28	0.00	12.82	15.49	52.56	53.52	33.33	30.99	78	71
1	0.00	1.23	20.00	11.11	23.08	24.69	56.92	62.96	65	81
2	6.78	5.00	35.59	31.67	23.73	13.33	33.90	50.00	59	60
3	1.41	4.08	14.08	28.57	59.15	22.45	25.35	44.90	71	49
4	0.00	9.86	13.21	36.62	47.17	30.99	39.62	22.54	53	71
5	0.00	9.80	7.32	15.69	56.10	47.06	36.59	27.45	41	51
All Grades	1.63	4.70	17.44	22.72	43.60	32.11	37.33	40.47	367	383

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	20-21	21-22	20-21	21-22	20-21	21-22	
K	6.41	8.45	74.36	69.01	19.23	22.54	78	71	
1	20.00	13.58	69.23	70.37	10.77	16.05	65	81	
2	15.25	28.33	72.88	63.33	11.86	8.33	59	60	
3	26.76	42.86	56.34	40.82	16.90	16.33	71	49	
4	24.53	61.97	66.04	30.99	9.43	7.04	53	71	
5	19.51	11.76	60.98	76.47	19.51	11.76	41	51	
All Grades	18.26	27.42	67.03	58.75	14.71	13.84	367	383	

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	20-21	21-22	20-21	21-22	20-21	21-22
K	1.28	9.86	61.54	57.75	37.18	32.39	78	71
1	3.08	7.41	66.15	69.14	30.77	23.46	65	81
2	10.17	35.00	69.49	50.00	20.34	15.00	59	60
3	22.54	22.45	49.30	53.06	28.17	24.49	71	49
4	22.64	40.00	49.06	42.86	28.30	17.14	53	70
5	39.02	54.90	43.90	27.45	17.07	17.65	41	51
All Grades	14.44	26.44	57.49	51.57	28.07	21.99	367	382

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	20-21	21-22	20-21	21-22	20-21	21-22
K	0.00	0.00	65.38	70.42	34.62	29.58	78	71
1	3.08	6.17	38.46	28.40	58.46	65.43	65	81
2	18.64	6.67	50.85	46.67	30.51	46.67	59	60
3	4.23	4.08	47.89	46.94	47.89	48.98	71	49
4	0.00	5.63	43.40	67.61	56.60	26.76	53	71
5	2.44	15.69	48.78	45.10	48.78	39.22	41	51
All Grades	4.63	6.01	49.86	50.91	45.50	43.08	367	383

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	20-21	21-22	20-21	21-22	20-21	21-22
K	12.82	11.27	41.03	59.15	46.15	29.58	78	71
1	1.59	1.23	47.62	48.15	50.79	50.62	63	81
2	6.78	20.00	49.15	41.67	44.07	38.33	59	60
3	2.82	16.33	74.65	61.22	22.54	22.45	71	49
4	0.00	30.99	73.58	57.75	26.42	11.27	53	71
5	2.44	15.69	82.93	68.63	14.63	15.69	41	51
All Grades	4.93	15.40	59.45	55.35	35.62	29.24	365	383

Conclusions based on this data:

1. Based on the 2021-2022 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

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
538	85.1	55.9	0.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	301	55.9
Foster Youth	2	0.4
Homeless	10	1.9
Socioeconomically Disadvantaged	458	85.1
Students with Disabilities	29	5.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.3
American Indian or Alaska Native	1	0.2
Asian	24	4.5
Filipino	1	0.2
Hispanic	446	82.9
Two or More Races	8	1.5
Native Hawaiian or Pacific Islander		
White	30	5.6

Conclusions based on this data:

1. Based on the 2021-2022, about 70% of our student population are considered English Learners.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 480 699">English Language Arts</p>  <p data-bbox="289 747 378 779">Orange</p>	<p data-bbox="673 667 948 699">Chronic Absenteeism</p>  <p data-bbox="784 747 841 779">Red</p>	<p data-bbox="1179 667 1398 699">Suspension Rate</p>  <p data-bbox="1263 747 1320 779">Blue</p>
<p data-bbox="251 867 415 898">Mathematics</p>  <p data-bbox="289 947 378 978">Yellow</p>		

Conclusions based on this data:

1. Based on the School and Student Performance 2021-2022 data, student suspensions remain in the blue category.

School and Student Performance Data

Academic Performance English Language Arts

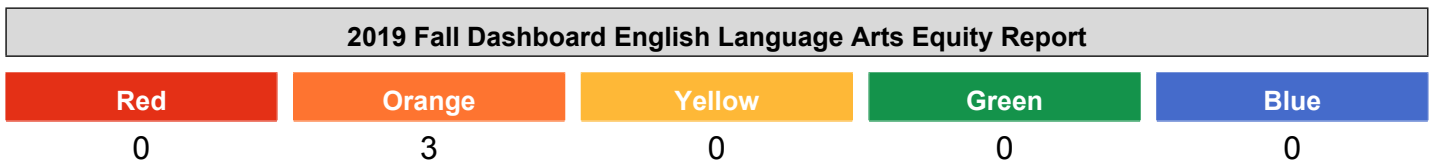
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Orange 74.8 points below standard Increased Significantly ++25.2 points 268	<p>English Learners</p> Orange 81.8 points below standard Increased Significantly ++21.7 points 237	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p>Socioeconomically Disadvantaged</p> Orange 76.9 points below standard Increased Significantly ++21.5 points 263	<p>Students with Disabilities</p> No Performance Color 136.6 points below standard Increased Significantly ++22.8 points 26

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 76.9 points below standard Increased Significantly ++21.6 points 243	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
114.4 points below standard Increased Significantly ++21 points 150	25.4 points below standard Increased Significantly ++22.2 points 87	29.8 points below standard Increased Significantly ++61.1 points 25

Conclusions based on this data:

1. Based on the 2021-2022 data of all students, average scores increased in English Language Arts.

School and Student Performance Data

Academic Performance Mathematics

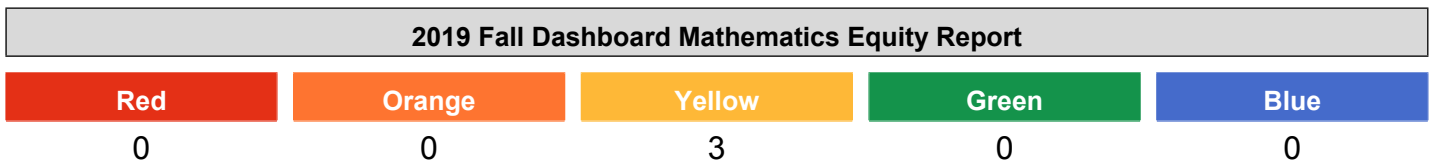
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Yellow 88.8 points below standard Increased ++14.7 points 268	<p>English Learners</p> Yellow 90.6 points below standard Increased ++14.8 points 237	<p>Foster Youth</p>
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p>Socioeconomically Disadvantaged</p> Yellow 89.4 points below standard Increased Significantly ++15.4 points 263	<p>Students with Disabilities</p> No Performance Color 174.3 points below standard Maintained -2.2 points 26

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 88.1 points below standard Increased ++12.7 points 243	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
120.4 points below standard Increased ++10 points 150	39.2 points below standard Increased Significantly ++26.6 points 87	83.3 points below standard Increased Significantly ++19.1 points 25

Conclusions based on this data:

1. Based on the 2021-22 data of all students, average scores increased in Math.

School and Student Performance Data

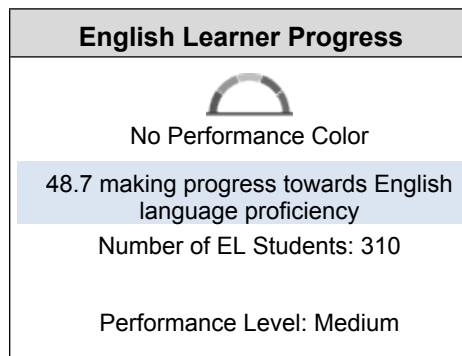
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 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.

2019 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
25.4	25.8	2.2	46.4

Conclusions based on this data:

- Based on the 2021-22 data, the majority of English Learners performed at Level 3, Moderately Developed, on the English Language Proficiency Assessments for California.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

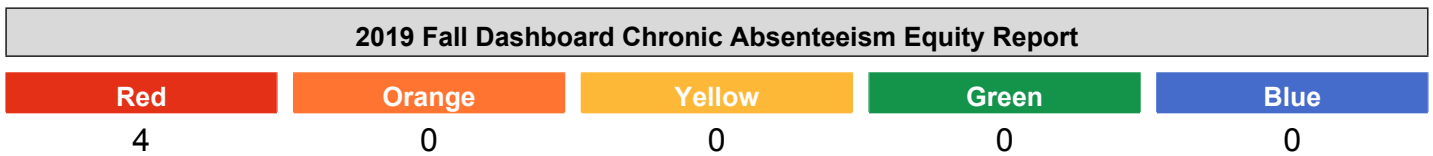
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Red 13.3 Increased Significantly +5.6 623	<p>English Learners</p>  Red 12.5 Increased Significantly +5.1 463	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  No Performance Color 39.1 Increased +1.6 23	<p>Socioeconomically Disadvantaged</p>  Red 12.9 Increased Significantly +5.2 589	<p>Students with Disabilities</p>  Red 25.5 Increased +4 47

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 33.3 Increased +15.2 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 4.3 Maintained -0.2 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Red 11.9 Increased Significantly +4.4 539	 No Performance Color 31.3 Increased +9.8 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 19.2 Increased +19.2 26

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

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

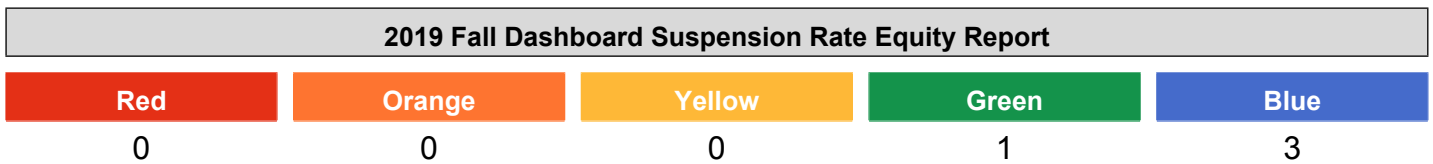
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> Blue 0.8 Declined Significantly -2.4 644	<p>English Learners</p> Blue 0.8 Declined Significantly -2.1 475	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not 2
<p>Homeless</p> No Performance Color 3.8 Declined -2.4 26	<p>Socioeconomically Disadvantaged</p> Blue 0.7 Declined Significantly -2.4 606	<p>Students with Disabilities</p> Green 2.1 Declined -7.5 47

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Declined -9.1 16	 No Performance Color Less than 11 Students - Data 1	 No Performance Color 0 Maintained 0 25	 No Performance Color Less than 11 Students - Data 5
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.7 Declined Significantly -2.2 551	 No Performance Color 5.9 Declined -7.5 17	 No Performance Color Less than 11 Students - Data 3	 No Performance Color 0 Declined -5.6 26

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.2	0.8

Conclusions based on this data:

- Based on the 2021-2022 data, one student was suspended during the school year, maintaining the percentage.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal 1

LEA/LCAP Goal

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.

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 21st century academic and interpersonal skills necessary for post-secondary success.

Identified Need

The 2021-22 CAASPP data indicates that 22% of 4th-5th graders are performing at grade level or higher in English Language Arts. In Mathematics, 10% of 4th-5th graders are performing at grade level or higher.

On the Fall iReady Diagnostic, 10% of students are performing at grade level (Tier 1) in reading. In Mathematics, 1% of students are performing at grade level.

The Aeries Analytics data for the 2021-2022 school year indicates a high level of chronic absenteeism as measured by the California Dashboard for students with disabilities (20%), Homeless (40%), SED (15.8%), and English learners (15.3%).

Based on the 2021-2022 state testing, the overall testing population met 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 2019-2020 school year, there was a significant decrease in the suspension rate from the previous year and we have been able to maintain it with only 1 suspension during the 2021-2022 school year. The support provided to students from admin, counselor, and PBIS integrated strategies are essential for the success of our students. During the 2020-2021 school year, there were no suspensions. This year, students thought 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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021-2022 ELA CAASPP - Overall Grades 3-5	-74 points from average	+10 points

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021-2022 Math CAASPP - Overall Grades 3-5	-97 points from average	+10 points
2021-2022 Emerging Bilinguals CAASPP - ELA Grades 3-5	-101 points from average	+12 points
2021-2022 Emerging Bilinguals CAASPP - Math Grades 3-5	-113 points from average	+12 points
2021-2022 SED CAASPP - ELA Grades 3-5	-76 points from average	+10 points
2021-2022 SED CAASPP - Math Grades 3-5	-98 points from average	+10 points
2021-2022 SPED CAASPP - ELA Grades 3-5	-105 points from average	+10 points
2021-2022 SPED CAASPP - MATH Grades 3-5	-146 points from average	+10 points
Redesignation of English Learners to RFEP	14 students	increase by 13 students
I-Ready Diagnostic #1 Math - Students performing at Tier 3	64%	decrease to 40%
I-Ready Diagnostic #1 ELA - Students performing at Tier 3	61%	decrease to 40%
I-Ready Diagnostic #1 Math - Students performing at Tier 1	1%	increase to 10%
I-Ready Diagnostic #1 ELA - Students performing at Tier 1	10%	increase to 15%
Suspensions	1	maintain

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Promote a college going culture through activities and the implementation of research-based strategies, a professional learning community, timely analysis of formative assessment data that prepare students for their educational future with a focus on 21st century skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
22977.64	Title I Carryover 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Extra pay for teachers.
2000	Title I (3070) 5800 Professional/Consulting Services and Operating Expenditures Professional Development opportunities including conference attendance.
40	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Materials and supplies, teacher extra pay for events such as Family Nights
10	LCFF Supplemental 4000 - 4999 Books and Supplies Duplication services - district print shop
6000	Title I (3070) 4000 - 4999 Books and Supplies Purchase books for classroom libraries
1000	Title I (3070) 4000 - 4999 Books and Supplies Purchase/update technology for classroom use

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income Pupils
Foster Youth, SPED

Strategy/Activity

Improve Attendance for Chronically Absent by 5%

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
3,055	Title I (3070) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)

	Parent Outreach (Liaison, secretary, etc.)
50	LCFF Supplemental 4000 - 4999 Books and Supplies Materials and supplies including postage
200	Title I (3070) 4000 - 4999 Books and Supplies Awards and recognition materials related to attendance

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Computer-based and 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
37,112	Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Teacher extra pay for extended day opportunities
11,831	LCFF Supplemental 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Site Tech to support/upkeep technology needs
10,357	Title I (3070) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Site Tech to support/upkeep technology needs
29000	Title I Carryover 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Teacher extra pay for extended day opportunities

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide social emotional support for students, including collaboration with district personnel, consultants, and/or outside agencies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

2000

Title I (3070)
4000 - 4999 Books and Supplies
Purchase materials and supplies to support social emotional activities

1000

Title I (3070)
4000 - 4999 Books and Supplies
duplication services - district print shop

100

Title I (3070)
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)
Parent workshops - Social Emotional support - Teacher extra pay

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase supervision hours and equipment to ensure student safety during student ingress, egress, and during unstructured times.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

19850

LCFF Supplemental
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)
Classified extra pay

328

Title I (3070)
4000 - 4999 Books and Supplies

materials and supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement a PBIS system to support students in making positive behavioral choices, including the creation and maintenance of Coyote Center and fund 0.5 Vice Principal to support school wide implementation of PBIS strategies and professional development. Create system to honor "Coyotes of the Month" for students demonstrating academic and behavioral achievements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
1000	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
500	Title I (3070) 4000 - 4999 Books and Supplies duplication services - district print shop

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

During the 2021-2022 school year, we were able to implement the various aspects of this goal. The site tech was key in ensuring our students were able to access instruction, our vice principal communicated with parents on improving daily attendance, our PBIS reward system was maintained with students being provided with the opportunity to receive rewards in exchange for the Coyote Howls, and laptops were purchased.

Briefly 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. One strategy that was unable to be implemented was that of Family nights with parents coming to school in person due to COVID -19.

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 saw student improvement on the 2021-2022 CAASPP scores. There will be no major changes to this goal

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal 2

LEA/LCAP Goal

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

Goal 2

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

Identified Need

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

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 2021-2022 Family Math Night	115	Increase by 5 participants
Attendance at 2021-2022 Family Reading Night	105	Increase by 5 participants
Attendance at 2021-2022 Family Science Night	123	Increase by 5 participants
Attendance at 2021-2022 Title 1 Night	8 via zoom	Increase by 5 participants

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at 2021-2022 Social Media Night	30	Increase by 5 participants
2021-2022 California School Parent Survey Participants	126	Increase by 5 participants

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase outreach to parents via parent liaison . Fund 1.0 FTE Community service liaison

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
68,383	Title I Parent Engagement (3068) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Parent liaison availability to cover flexible parent schedules
1000	Title I (3070) 4000 - 4999 Books and Supplies materials and supplies
60	Title I (3070) 4000 - 4999 Books and Supplies duplication services - district print shop

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Improve communication with parents and community using newsletters, flyers, social media, coffee chats, and hold meetings at multiple times to support parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
2000	Title I (3070) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) childcare during parent meetings
100	Title I (3070) 4000 - 4999 Books and Supplies materials and supplies
500	Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Training for parents on access to tech, state testing, and familiarize with CCSS to support students and monitor student achievement, such as Family Nights - Teacher extra pay
100	Title I (3070) 4000 - 4999 Books and Supplies duplication services - district print shop
100	Title I (3070) 4000 - 4999 Books and Supplies Parent Resource room resources

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
300	Title I (3070) 4000 - 4999 Books and Supplies Parent Ed - Parent Information Nights, Teacher extra pay

2000	Title I (3070) 4000 - 4999 Books and Supplies Materials and supplies to increase parent participation such as literature in multiple languages for the Parent Resource Room lending library
200	Title I (3070) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) childcare
200	Title I (3070) 4000 - 4999 Books and Supplies duplication services - district print shop

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Parent liaison provided support to numerous families and teachers throughout the school year in both English and Spanish through robo-calls, personal phone calls, and home visits with the administrators. Reclassification and ELPAC information meeting was held to inform parents of the reclassification process and the ELPAC exam, and books in the Parent Resource Room lending library are available in English, Spanish, and Farsi to encourage reading in multiple languages.

Briefly 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.

We will continue to work toward helping our stakeholders feel that they are informed and their voices are heard for the benefit of our students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal 3

LEA/LCAP Goal

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.

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.

Identified Need

The racial make-up of our school is mainly comprised of Latino students, representing 86.8% 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

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase the current inventory of books in our school and classroom libraries that represent the student population of our school and focus on culture and equity.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

500

Title I (3070)
4000 - 4999 Books and Supplies
Books for school library

1000

Title I (3070)
4000 - 4999 Books and Supplies
Books for classroom libraries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Low Income Pupils, Foster Youth, SPED

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

1500

Title I (3070)

	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Teacher extra pay
200	Title I (3070) 4000 - 4999 Books and Supplies Professional development opportunities
200	Title I (3070) 4000 - 4999 Books and Supplies Duplication services - print shop

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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 read about culturally and linguistically responsive teaching, and examine and discuss their racial identity with additional reading of the book *White Fragility and Why Are All the Black Students Sitting Together in the Cafeteria -and Other Conversations About Race*. Ongoing Professional Development with support from the MDUSD Equity Department will focus on analyzing the intersection of race, power, and privilege.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
799	LCFF Supplemental 4000 - 4999 Books and Supplies Professional Development opportunities
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: 2021-22

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

ANALYSIS

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

Throughout the school year, staff participated in reading and discussing the beginning chapters of the three books that were purchased for professional development, *White Fragility*, *Culturally Responsive Teaching & THE BRAIN* and *Culturally and Linguistically Responsive Teaching and Learning*; books for the school library were purchased with an emphasis on reflecting our student population, and *Culturally and Linguistically Appropriate Texts Sets* were purchased for use in the classrooms.

Briefly 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.

No changes are to be made to this goal because culturally relevant instruction is an ongoing learning process.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal 4

LEA/LCAP Goal

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.

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.

Identified Need

Although African American students met their expected outcome by increasing their scaled score by 11 points in ELA and in Math by 32 points, there is still much room for improvement. In the I-Ready reading initial assessment, 86% of African American students scored 2 or more years below grade level in reading and 73% of them scored 2 or more years below grade level in math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
I-Ready baseline data - Fall 2022 Reading African American Students	86% of students performing 2+ years below grade level	decrease by 10%
I-Ready baseline data - Fall 2022 Math African American Students	73% of students performing 2+ years below grade level	decrease by 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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC 2021-2022 - Math Students classified as Foster Youth (2)	-102 points from level 3	decrease by 10 points

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Foster Youth
Homeless, African American

Strategy/Activity

Provide the opportunity for before/after school tutoring. Academic check-in with the administrator.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

8,000

Source(s)

Title I (3070)
1000 - 1999 Certificated Personnel Salaries
(Includes 3000-3999 Benefits)
Extra pay for teachers.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

This is the first year implementing this goal.

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$305,652.64

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Carryover	\$51,977.64

Subtotal of additional federal funds included for this school: **\$51,977.64**

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

State or Local Programs	Allocation (\$)
LCFF Supplemental	\$102,580.00
Title I (3070)	\$82,712.00
Title I Parent Engagement (3068)	\$68,383.00

Subtotal of state or local funds included for this school: **\$253,675.00**

Total of federal, state, and/or local funds for this school: **\$305,652.64**

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	44,910	44,910.00
LCFF Supplemental	102,580	0.00
Title I Parent Engagement (3068)	68,383	0.00
Title I (3070)	82,712	0.00
Title I Carryover	51,977.64	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental	102,580.00
Title I (3070)	82,712.00
Title I Carryover	51,977.64
Title I Parent Engagement (3068)	68,383.00

Expenditures by Budget Reference

Budget Reference	Amount
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	169,229.64
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	115,676.00
4000 - 4999 Books and Supplies	18,747.00
5800 Professional/Consulting Services and Operating Expenditures	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	70,040.00

2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	31,681.00
4000 - 4999 Books and Supplies	LCFF Supplemental	859.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Title I (3070)	47,212.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	Title I (3070)	15,612.00
4000 - 4999 Books and Supplies	Title I (3070)	17,888.00
5800 Professional/Consulting Services and Operating Expenditures	Title I (3070)	2,000.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Title I Carryover	51,977.64
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	Title I Parent Engagement (3068)	68,383.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	218,410.64
Goal 2	74,943.00
Goal 3	4,299.00
Goal 4	8,000.00

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
Veronica Ochoa	Parent or Community Member
Lizette Soto	Parent or Community Member
Tela Bunton	Parent or Community Member
Noelia Romero	Parent or Community Member
Angelica Arias	Other School Staff
Stacey Flurschein	Classroom Teacher
Teresa Stratton	Classroom Teacher
Humiera Bargzie	Classroom Teacher
Lourdes Beleche	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



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10.25.22.

Attested:



Principal, Lourdes Beleche on 10.25.22



SSC Chairperson, Lourdes Beleche on 10.25.22

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

SCHOOL NAME: Cambridge

Mission: Mt. Diablo Staff has a moral imperative to prepare all students for post-secondary success upon graduation by providing high expectations and a rigorous instructional program in a safe, supportive, and inclusive environment.

All Means All

MDUSD Multi-Tiered System of Support			
	Inclusive Academic Instruction	Inclusive Behavior Instruction	Inclusive Social-Emotional Instruction
Tier I	-Student access to an engaging and inclusive learning environment and academic, behavior and social emotional practices, standards, and instruction -School Based Team to develop, monitor, and assess through a Cycle of Inquiry (COI) process, -Universal screening and benchmark assessment 3x a year, -Pre-referral interventions, -Professional development and collaboration time for staff, -Student voice, -Engagement with parents/community		
Tier I	Engage New York - lessons and exit tickets Wonders / Maravillas Lexia I-Ready Math Read, write, math facts daily ELD Family Nights Small Group Work Library Music Parent-Teacher Conferences	School Rules at different areas of the school Coyote Howls Class Howls Coyote Howl Store 6-Step discipline chart Positive signage Coyote of the Month Coffee with the Principals Pledge Helpers College Gear Wednesday Cultural Celebration Day Positive Referral to the Office	SEL Activities - Community circles SEL Handbook Counselor accessible during recess and lunch time Lunch bunch in counseling center Family Nights Rising Voices
Tier II	-Coordinated Care Team and identified interventions and support monitored every 4-6 weeks		
Tier II	Reading Intervention - by teachers Math Intervention - by teachers Small Group ELD for Newcomers Imagine Learning English Visitors to Resource/Speech CARE TEAM Homework Help in ASP SART	Behavior Chart Analyzing Behavior Data (PBIS) Alternate Recess CARE TEAM SART	SAEBRS Small group counseling School psych intern - small groups CARE TEAM SART
Tier III	-Student Success Team and possible assessment for Section 504 Plan or Special Education, multi-agency collaboration (wrap-around services)		
Tier III	Speech Resource SST 504 SARB	BIP SST 504 SARB	One to one counseling One to one with psych intern Outside service/district level counseling SST SARB

**yellow shaded areas are district-wide structures and systems that cross academic-behavior-social emotional instruction.*

	Administrative Leadership Strong & engaged site leader & educator support system	Integrated Framework Fully integrated organizational structure & strong and positive school culture	Family & Community Engagement Trusting family and community partnerships	Inclusive Policy Structure & Practice Strong LEA/School relationship & LEA policy framework
Tier I	Data driven decision making and Cycle of inquiry TNTP Training English Language Learner support Grade Level Meetings	Student Access to engaging and inclusive learning environment Academic, Behavior, and Social Emotional practices, standards, and instruction Opportunity to join the ASP Field trips to the garden Use of Exit Tickets to assess teaching and learning (staff meetings) Learning Acceleration Universal screening and benchmarks 3 times per year Pre-Referral Interventions Professional Development Collaboration for staff Support staff to assist and enhance learning Student voice and engagement in their learning Engagement with parents and community	Clear and ongoing communication to parents/community (parent square, class dojo, paper newsletters Parent School groups in meetings (SSC, Coffee with the Principal) Parent-Teacher Conferences Parent Liaison Family Nights (math, reading, science, ELPAC) Dental Education/ Cleaning Program Community Partners (backpacks, uniforms, folders) Charlotte Wood Middle School (gifts)	Aeries Student Data Management System Data Systems to assess and monitor student learning and needs Clear expectations from administration (handbooks) Clear and consistent communication SPSA SSC School Based Leadership Team - PBIS ELCAP Goals Alignment of Plans (Triangle) Community Partners
Tier II	Instructional Leadership Meetings Equity Professional Development for staff	Coordinated CARE Team Identified interventions Content-specific interventions CARES Extended Learning Program Alternatives to suspensions and restorative practices School Counselor - Small group work Expanded district support by equity team. Dual Language	ELAC CARES Extended Learning Program Adult Education at the Family Literacy Center Health Partnerships with John Muir Child Abuse Prevention Council Health Talks Vision and Hearing Tests Shoes that fit	Community Partners
Tier III	EL Support Teacher Outside services provide targeted support for students 1-1 support for teachers Regular time for data analysis and support (quadrant grid)	SST and possible assessment for SPED English Learning Instructional Program for newcomers	School Attendance Review Board Positive Behavior Team	