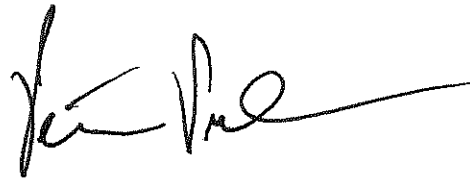


Cambridge High

10621661030584

Principal's Name: Pete Pulos

Principal's Signature:

A handwritten signature in black ink, appearing to read "Pete Pulos", written over a horizontal line.

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
Assurances	<i>Consolidated Program Assurances</i>
School Site Council	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Additional Documents	<i>Site Parent Involvement Policy/Compact/SSC Bylaws</i>
School Quality Review Process	<i>Data Analysis and identification of needs and goals</i>
School Report Card	<i>Needs Assessment</i>
Action Plan	<i>Action designed to meet the needs and accomplish the goals</i>
Budget	<i>Allocations and planned expenditures</i>

District Goals	
<p>The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances

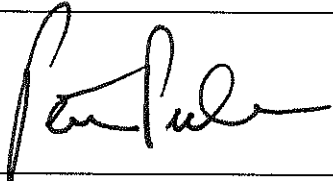

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Pete Pulos	X				
2. Chairperson - Michelle Angel		X			
3. Joel L. Smith Jr.		X			
4. Christopher Valles		X			
5. Elizabeth Hayden			X		
6. Maria Conchas				X	
7. Yolanda Lopez				X	
8. Leslie Gallegos					X
9. Francisco Aguiniga					X
10. Daijah Martinez					X
11. Dania Torres				X	
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date <u>2/15/17</u> .

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Pete Pulos		3/22/17
SSC Chairperson	Michelle Angel		3/22/17

Additional Documents include the site Parent Involvement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2017/18

Cambridge - 0230

ON-SITE ALLOCATION

3010	Title I	\$33,408 *
7090	LCFF Supplemental & Concentration	\$117,104
7091	LCFF for English Learners	\$57,531
TOTAL 2017/18 ON-SITE ALLOCATION		\$208,043

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$778
Remaining Title I funds are at the discretion of the School Site Council	\$32,630
Total Title I Allocation	\$33,408

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
<input type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	2/4	N/A ³	2.27%	9.04%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	2/4	N/A ³	0.55%	0.00%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	3/7	0.00% ⁴	43.20%	35.41%	31.16%	•LCAP Dashboard - 8OtherPupilOutcomes

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
<input type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	1/7	1.79%	5.51%	9.52%	0.63%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	1/6*	0.00%	0.00%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement

Number and percentage of current English

<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	4/7	42.73%	36.67%	44.21%	32.26%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	N/A*	0.00%	0.00%	0.00%	0.00%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	7/7	N/A ¹⁰	N/A ¹⁰	94.74%	92.75%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	1/7	34.67%	0.87%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	4/7	34.67%	11.52%	9.57%	6.16%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	6/7	0.31%	0.00%	0.24%	0.00%	•LCAP Dashboard - 6SchoolClimate

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year
7. Formative Assessment started in '15-16 School Year
8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
9. Updated once we have Annual Report from CDE
10. Ties to official ATLAS reporting starting in '15-16 School Year
11. District level indicator - requiring CDE data submission
12. Project launched in '15-16 School Year
13. Tracking started in '15-16 School Year (Baseline Year)
14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date : 03/16/2017

Last Edit: -

Save

Cambridge High 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain

1. Academic Performance

2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
2523 - Total graduation rate	50	65	Edgenuity

New-Action

On-going

Reasoning:

Strong Evidence

Moderate Evidence

Promising Evidence

Detail the Action

Detail the action: Cambridge High School will implement meaningful rigorous 21st century on-line, direct instruction, and credit recovery options that provide accelerated opportunities to recover credits to support all students in their graduation goals. In order to fill credit gaps and needs in student transcripts and in addition to their 5 period schedule, students will have opportunities for multiple platforms to accelerate learning through after-school/and or weekend on-line elective labs, winter and spring session site funded credit recovery courses such as PE, Fresno Adult School, ELSP courses, CART, and Duncan.

SMART Goals

By the end of the 2017-2018 school year, Cambridge High School students will have experienced a 15% increase in students meeting graduation requirements by the end of the academic year including summer school

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

- Quarter grades and credits earned
- Quarterly data conversations with students and staff
- Fall and Spring semester student transitions returning to comprehensive
- Early Graduates
- ATLAS Progress Reports
- Cambridge Student Success Plans
- Classroom walkthrough data
- ATLAS attendance reports
- ATLAS Variable Credit Tool

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Parent Engagement Functions including coffee hours, information night, etc.
- Bi-Weekly/Monthly parent engagement home visitations for selected students to share student transcript, schedule, bell schedule, and invitation to school events.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- On-Line Credit Recovery labs (EDGENUITY, APEX, ETC.) will be offered afterschool and/or Saturday School.
- AB1802 Conferences
- Cambridge Student Success Plan meetings
- Site based incentives for earning honor roll, merit list, and principals honor roll.
- Site based incentives for students earning on-track for graduation status.
- 21st century credit recovery opportunities during the instructional day such as EDGENUITY, APEX, etc.
- Guaranteed and Viable curriculum to support academic literacy and student success
- Mobile computer labs to support on-line learning opportunities in the classroom.
- Winter Session Physical Education class offered for credit recovery.
- Spring Break and Saturday Physical Education course
- Stand-up for Excellence incentives to recognize positive academic, citizenship, attendance, and campus culture contributions made by students, staff, and parents.
- CTE summer time credit recovery opportunities using and taking part in career web-based graphic design, production, and marketing of T-shirts for school and district requests.
- Supplies for CTE graphic design and production projects for CHS inks
- CTE materials and supplies to support authentic learning and elective credit opportunities
- Student success incentives for academic literacy, credit acceleration and recovery, SBAC growth, completion of graduation goals, positive attendance growth, etc.

Owner(s):

- Principal
- Vice Principal
- Counselor
- Lead Teachers
- Teachers

Timeline:

Administration: Aug 2017-June 2018
Lead Teachers: Aug 2017-June 2018
Teachers: Aug 2017-June 2018

Describe Related Professional Learning:

- Site based and off-site professional learning focused on targeted instruction to support academic literacy in all credit recovery options.
- Professional learning to support CSTP 4 needed to support student success in the redesignation of English Language learners.
- Professional Development focused on CSTP's 1, 2, and 4 to support student engagement, classroom management, and instructional planning in order support student success in both academic and social-emotional domains.
- Professional Development using relevant professional publications, periodicals, and literature to continually support CSTP's to better support academic literacy and student success.
- Professional learning to support the continued implementation of online education for all students with strategies to better support English Learners, SPED, and 504 students.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Emphasis on instructional strategies and direct instruction focused on text complexity and academic vocabulary.
- Instructional strategies and direct instruction focused on building knowledge from informational text. ? On-line credit recovery providing front loaded academic vocabulary and frequent exposure to make content accessible to EL learners.
- On-line credit recovery menu providing clear learning goals and modeling of instruction to support students in working independently and completing DOK 3 and 4 tasks.
- Technology and other materials such as tablets, laptops, etc. to support on-line credit recovery, SBAC testing, DRP, and redesignation.

- Instructional support materials to better sustain and support academic literacy in core content classes, PE equipment, etc.
- Substitute teacher support for academic assessment and services

Cambridge Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Credit recovery opportunities for students through either Saturday School or after school classes to work with Edgenuity and or Apex and other appropriate programs.	\$ 54,098.00
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and supplies to support student growth	\$ 10,000.00
Total									\$ 64,098.00

Action # 2

Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3158 - Students with a D or F on their report card	40	25	Other - Please specify within action



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

Cambridge High School will implement rigorous and purposeful learning opportunities for all students to improve student's academic literacy by utilizing professional learning, data evidence, and multiple learning opportunities for student success. Students will have learning opportunities that include rigorous traditional and non-traditional learning such as direct instruction with purposeful CCSS instructional planning and engagement strategies and online learning such as APEX, EDGENUITY, and other programs designed to support students who are significantly behind in credits and in need of high school equivalency programs and support. The combination of strategic based professional learning and credit recovery programs will impact student success by demonstrating growth in academic literacy.

SMART Goals

By the end of the 2017-2018 school year, the number and percentage of students earning No Mark (D-F) will decrease by 15%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

- SQII Indicator 3158 as a measure of continuous improvement
- ATLAS Attendance reports
- Analysis and meaningful feedback using the Instructional Practice Guide as tool to gather data to support growth in academic literacy.
- Quarter Grades and credits earned
- Quarterly data chats with students and staff
- Fall and Spring Semester transitions of Rough-Cats returning to home high school.
- Early Graduates
- Progress Report Monitoring
- Cambridge Student Success Plan as given to every student once a quarter to set academic goals.
- DRP
- Walkthrough data-Foundational skills, complex text, complex talk and task, EL access to language, implementation of Guaranteed and Viable Curriculum, ELD/ELA frameworks, Scope and Sequence.

Owner(s):

- Principal
- Vice Principal
- Counselor
- Lead Teachers
- Teachers

Timeline:

- Admin: August 2017-June 2018
- Lead Teachers: August 2017-June 2018
- Teachers: August 2017-2018

Explain the Targeted Actions for Parent Involvement (required by Title I):

- English Language Advisory Council
- School Site Council
- Parent Training—PIQE, Parent University
- Back to School Night
- Open House
- Parent/Staff Coffee Hour
- Classroom Participation

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Academic/Graduation incentives for attendance, participation, and growth. Incentives will include field trip and academic awards.
- CTE student created student success shirts honoring positive attendance, participation, and growth in the DRP.
- Guaranteed and Viable curriculum to support academic literacy and student success.
- 21st century credit recovery opportunities during the instructional day and afterschool for Algebra 1 and Geometry through on-line credit recovery programs such as EDGENUITY, APEX, etc.
- Mobile computer labs to support on-line learning opportunities in the classroom.
- KHAN Academy, GED support, and any tutorials for students needing virtual learning support
- Cambridge Student Success meetings with each student quarterly during class meeting periods.
- Support materials and entry fees for Academic Decathlon competition.
- Entry Fees and transportation for senior field trips.
- Substitute teacher support for academic assessment and services

Describe Related Professional Learning:

- Site-based and off-site professional learning will be planned and monitored throughout the school year with focus on targeted instruction that impact student success and academic growth. Professional learning opportunities will provide the tools necessary to use previous DRP data to support and impact student growth.
- Professional Development planned around professional publications, periodicals, and literature to support improving student success and literacy in all content areas.
- Site-based and/or off-site professional learning to support digital literacy for DRP and SBAC. Students will have opportunities for a variety of on-line credit recovery courses /virtual instructional services (EDGENUITY, APEX, High School Equivalency support, etc) All opportunities will impact all learners.
- Conferences to impact instructional practices, site practices, and to continue to impact student learning such as CADA, Alternative Education, and professional learning impacting student success, etc.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Emphasis on instructional strategies and direct instruction that will impact text complexity and academic vocabulary.
- Instructional strategies and direct instruction that will impact on building knowledge from informational text.
- On-line credit recovery providing front loaded academic vocabulary and frequent exposure to make content accessible to EL learners.
- On-line credit recovery menu providing clear learning goals and modeling of instruction to support students in working independently and completing DOK 3 and 4 tasks.
- Technology and other materials such as tablets, laptops, etc. to support on-line credit recovery, SBAC testing, DRP, and redesignation.

Cambridge Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
2	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Funds to support substitutes for teacher professional development.	\$	6,038.00
2	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology to support student mastery of content and academic growth.	\$	16,370.00
2	1	Sup & Conc	Instruction	Travel				Conference and travel for professional development and support academic growth on campus: CADA Conference, Alternative Education Conference as well as other professional learning opportunities.	\$	16,753.00
2	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology to support academic improvement in all areas.	\$	20,902.00
2	1	LCCFF: EL	Instruction	Books & Other Reference				Technology software such as Edgenuity and APEX programs as well as other software to support student learning.	\$	20,000.00
Total									\$	80,063.00

Action # 3

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	0	10	Edgenuity

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Cambridge High School will impact student success in ELA by utilizing Accountable Community work with multiple measures to guide our instructional practices. These measurements along with evidence such as Common Formative Assessments, IPG data, student work samples, etc. will provide our AC's with data to make instructional decisions based on student achievement and growth.

SMART Goals

By the end of the 2017-2018 school year, the number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA Common Formative Assessment will improve by 10%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

- Site-based CFA's
- District CFA's
- SQII indicator
- ATLAS student reports such as attendance reports, student transcripts, etc.
- Data evidence such as student work samples, AC CFA commitments, monitoring of student outcomes, and the adjustment of strategies as necessary.

Owner(s):

- Principal
- Vice Principal
- Counselor
- Lead Teachers
- Teachers

Timeline:

- Admin: August 2017-June 2018
- Lead Teachers: August 2017-June 2018
- Teachers: August 2017-June 2018

Explain the Targeted Actions for Parent Involvement (required by Title I):

- English Language Advisory Council
- School Site Council
- Parent Training—PIQE, Parent University
- Back to School Night
- Open House
- Parent/Staff Coffee Hour

Describe Related Professional Learning:

- Site-based and off-site professional learning will be planned and monitored throughout the school year with focus and impact as measured by SQII 6256.
- Professional learning to support teachers instructional planning needed to impact student growth on ELA CFA's.
- Professional learning will involving CSTP's 1, 2, and 4 to support engagement, classroom management, and instructional planning in order to support an emotionally, physical, and intellectual learning environment.

- *Classroom Participation*

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

- On-Line Credit Recovery labs (EDGENUITY, APEX, ETC.) will be offered afterschool and/or Saturday School.
- AB1802 Conferences
- Cambridge Student Success Plan meetings
- Guaranteed and Viable Curriculum to support academic literacy and student success.
- Site based incentives for celebrations of student achievement such as luncheons, awards, field trips, etc.
- 21st century credit recovery opportunities during the instructional day and afterschool for English courses through on-line credit recovery programs such as EDGENUITY, APEX, etc.
- Mobile computer labs to support on-line learning opportunities in the classroom.
- Technology to support writing informative, explanatory, and research based writing projects.
- KHAN Academy tutorials for students needed virtual learning support.
- Substitute teacher support for academic assessment and services

- Professional learning utilizing tools such as the Teaching Channel, Instructional Practice Guide-Math, Khan Academy, EDGENUITY, etc. to impact students growth in math literacy.
- Professional Development planned around professional publications, periodicals, and literature to support improving student success and literacy in all content areas.
- Site-based and off-site professional learning involving peer classroom visits supported by site substitute coverage for professional development.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Emphasis on instructional strategies and direct instruction that will impact academic growth in SQII 6256.
- Instructional strategies and direct instruction that challenge students to own their learning by integrating reading, writing, speaking, and listening.
- On-line credit recovery providing front loaded academic vocabulary and frequent exposure to make content accessible to EL learners.
- On-line credit recovery menu providing clear learning goals and modeling of instruction to support students in working independently and completing DOK 3 and 4 tasks.
- Technology and other materials such as tablets, laptops, etc. to support on-line credit recovery, interim, SBAC testing, DRP, and redesignation.

Action # 4

Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
5982 - 11th grade students exceeding the grade level standards on the CAASPP for Math (CCI Indicator)	0	10	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Cambridge High School will impact student success in mathematics by utilizing Accountable Community work with multiple measures to guide our instructional practices. These measurements along with evidence such as Common Formative Assessments, IPG data, student work samples, etc. will provide our AC's with data to make instructional decisions based on student achievement and growth. Action will supported by professional learning such as PLC and RTI at Work.

SMART Goals

By the end of the 2017-2018 school year, the number and percentage of students scoring Standard Not Met or Standard Nearly Met on the Math Common Formative Assessment will improve by 10%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

- Site-based CFA's
- District CFA's
- SQII indicator
- ATLAS student reports such as attendance reports, student transcripts, etc.
- Data evidence such as student work samples, AC CFA commitments, monitoring of student outcomes, and the adjustment of strategies as necessary.

Owner(s):

- Principal
- Vice Principal
- Counselor
- Lead Teachers
- Teachers

Timeline:

- Admin: August 2017-June 2018
- Lead Teachers: August 2017-June 2018
- Teachers: August 2017-June 2018

Explain the Targeted Actions for Parent Involvement (required by Title I):

- *English Language Advisory Council*
- *School Site Council*
- *Parent Training—PIQE, Parent University*
- *Back to School Night*
- *Open House*
- *Parent/Staff Coffee Hour*

Describe Related Professional Learning:

- Site-based and off-site professional learning will be planned and monitored throughout the school year with focus and impact as measured by SQII 5982.
- Professional learning to support teachers instructional planning needed to impact student growth on Math CFA's.
- Professional learning will involving CSTP's 1, 2, and 4 to support engagement, classroom management, and instructional planning in order to support an emotionally, physical, and intellectual learning

- *Classroom Participation*

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- On-Line Credit Recovery labs (EDGENUITY, APEX, ETC.) will be offered afterschool and/or Saturday School.
- AB1802 Conferences
- Guaranteed and Viable Curriculum to support academic literacy and student success.
- Cambridge Student Success Plan meetings
- Site based incentives such as Pacifica Pizza, Certificates, CTE student produced t-shirts (Bodek and Rhodes Vendor for shirts) for meeting or exceeding on the SQII indicator 6256.
- 21st century credit recovery opportunities during the instructional day and afterschool for English courses through on-line credit recovery programs such as EDGENUITY, APEX, etc.
- Mobile computer labs to support on-line learning opportunities in the classroom.
- Technology to support writing informative, explanatory, and research based writing projects.
- KHAN Academy tutorials for students needed virtual learning support.
- Substitute teacher support for academic assessment and services

environment.

- Professional learning utilizing tools such as the Teaching Channel, Instructional Practice Guide-Math, Khan Academy, EDGENUITY, etc. to impact students growth in math literacy.
- Professional Development planned around professional publications, periodicals, and literature to support improving student success and literacy in all content areas.
- Site-based and off-site professional learning involving peer classroom visits supported by site substitute coverage for professional development.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Emphasis on instructional strategies and direct instruction that will impact academic growth in SQII 5982.
- Instructional strategies and direct instruction that challenge students to own their learning by integrating reading, writing, speaking, and listening involving the eight mathematical practices.
- On-line credit recovery providing front loaded academic vocabulary and frequent exposure to make content accessible to EL learners.
- On-line credit recovery menu providing clear learning goals and modeling of instruction to support students in working independently and completing DOK 3 and 4 tasks.
- Technology and other materials such as tablets, laptops, etc. to support on-line credit recovery, interim, SBAC Testing, etc.

Action # 5

Domain

1. Academic Performance

2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
5942 - Chronic absenteeism rate	28	18	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Cambridge High School will implement strategic interventions to engage and support all students to attend school daily. By creating individual connections with each student, the staff at Cambridge High School will break down the conditions that have failed students by creating an emotionally and physically safe learning environment where students are connected to their school. This will be completed by recognizing moments of success, individual conferences, and improving opportunities for parents to be involved with their student's education.

SMART Goals

By the end of the 2017-2018 school year, the percentage of students attending school less than 90% based on 20 recorded absences will decrease by 10%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

- ATLAS Attendance Reports
- Quarter Grades and credits earned
- Quarterly data chats with students and staff
- Semester transitions of Senior Rough-Cats returning to home high school.
- Progress Report Monitoring
- AB1802 Conferences
- A2A attendance reports
- Administrators Data Dashboard

Owner(s):

- Principal
- Vice Principal
- Counselor
- Lead Teachers
- Teachers

Timeline:

- Admin: August 2017-June 2018
- Lead Teachers: August 2017-June 2018
- Teachers: August 2017-June 2018

Explain the Targeted Actions for Parent Involvement (required by Title I):

- School newsletter honoring student successes such as attendance celebrations, perfect attendance, attendance positive growth, etc.
- Parent Coffee Hour/Dinner Hour Meetings with information on attendance and relation to academic success
- School Messenger honoring student attendance successes

Describe Related Professional Learning:

- Site and/or off-site professional learning to improve engagement and GOAL 2 participation for all students with the goal of improving attendance.
- AC site collaboration to improve GOAL 2 opportunities with the intent to improve attendance for all students.
- Site and/or social emotional professional development for staff and students to support an emotionally and physically safe learning environment.

- Quarterly Positive Attendance Celebration of Success with parents and students.
- Quarterly Parent home visits to share attendance data
- Site and/or off-site professional learning to improve engagement and GOAL 2 participation for all students with the goal of improving attendance.
- AC site collaboration to improve GOAL 2 opportunities with the intent to improve attendance for all students.
- Site and/or social emotional professional development for staff and students to support an emotionally and physically safe learning environment.
- Site and/or off-site professional learning for students and/or staff in creating activities and events to connect students with school and encourage positive attendance.

- Site and/or off-site professional learning for students and/or staff in creating activities and events to connect students with school and encourage positive attendance.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

- One on one student conferences
- Monthly recognition incentives for students with perfect attendance and improving attendance.
- Regular participation opportunities in class meeting discussion.
- On-campus outreach by Leadership students to engage students to attend school and be a part of the school campus.
- Stand-up for excellence celebrations and/or incentives to recognize students positive contributions to their academic pursuits and to the campus environment.
- Substitute teacher support for academic assessment and services

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Individual and group attendance meetings for student and/or guardians
- Individualized support for EL students and families through home visits and related outreach services when needed.
- Cambridge Student Success plan development and implementation one time per quarter to show academic progress and goal setting.
- Student incentives for positive growth in attendance.

Cambridge Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
5	2	Title 1 Basic	Parent Participation	Materials & Supplies				Materials and supplies to support parent participation in the educational process.	\$	1,000.00	
									Total	\$	1,000.00

Action # 6

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
4849 - Truancyrate	24	14	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Cambridge High School will implement strategic interventions to engage and support all students who consistently attend school and develop strategies to encourage all students to attend school daily. By creating individual connections with each student, the staff at Cambridge High School will break down the conditions that have failed students by creating an emotionally and physically safe learning environment where students are connected to their school. This will be completed by recognizing moments of success, individual conferences, and improving opportunities for parents to be involved with their student's education.

SMART Goals

By the end of the 2016-2017 school year, the percentage of students chronically truant based on 20 or more absences will decrease by 10%

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
<ul style="list-style-type: none"> • ATLAS attendance reports • Quarter Grades and credits earned • Quarterly data chats with students and staff • Semester transitions of Senior Rough-Cats returning to home high school. • Progress Report Monitoring • AB1802 Conferences • A2A attendance reports • Administrators Data Dashboard 	<ul style="list-style-type: none"> • Principal • Vice Principal • Counselor • Lead Teachers • Teachers 	<ul style="list-style-type: none"> • Admin: August 2017-June 2018 • Lead Teachers: August 2017-June 2018 • Teachers: August 2017-June 2018

Explain the Targeted Actions for Parent Involvement (required by Title I):

Describe Related Professional Learning:

- | | |
|---|--|
| <ul style="list-style-type: none"> • English Language Advisory Council • School Site Council • Parent Training—PIQE, Parent University • Back to School Night | <ul style="list-style-type: none"> • Site and/or off-site professional learning to improve engagement and GOAL 2 participation for all students with the goal of improving attendance. • AC site collaboration to improve GOAL 2 opportunities with the intent to improve attendance for all students. • Site and/or social emotional professional development for staff and students to support an emotionally and physically safe learning environment. |
|---|--|

- Open House
- Parent/Staff Coffee Hour
- Classroom Participation

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- One on one student academic success conferences
- AB1802 conferences
- A2A meetings with parents
- Stand Up For Excellence luncheons celebrating positive attendance, grades, graduation, etc. Field trips to institutions of higher education for students showing positive grades, attendance, etc.
- Additional social emotional services from agencies such as Eminence, etc. to better support students and families working on improving academic and student success.
- Cambridge Student Success plan meetings quarterly with emphasis on criteria for success for academic goals.
- Site-based incentives for students showing positive attendance patterns.

- Site and/or off-site professional learning

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Instructional strategies and direct instruction focused on building knowledge from informational text.
- Winter session and/or Spring session PE/and or other credit recovery opportunities with school messenger and newsletters sent home in Hmong and Spanish.
- After-school on-line credit recovery labs with information shared with parents in Hmong and Spanish via school messenger, newsletter, and school events.
- On-line credit recovery providing front loaded academic vocabulary and frequent exposure to make content accessible to EL learners.
- Technology and other materials such as tablets, laptops, etc. to support on-line credit recovery, SBAC testing, DRP, and redesignation.

Cambridge Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
6	2	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies to support academic and emotional support, provide campus culture opportunities and promote positive attendance.	\$	25,351.00
Total									\$	25,351.00

Action # 7

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	15	25	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Cambridge High School will implement strategic interventions and opportunities to support students with their redesignation goals. By creating individual connections with each student, Cambridge High School will improve on learning redesignation goals for students by providing professional strategic professional development that will impact student success and improving individual student conferences to highlight the importance of meeting this goal.

SMART Goals

By the end of the 2017-2018 academic year, the percentage of English Learners earning redesignation will increase by 10%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

Owner(s):

Timeline:

- DRP data chats with students and parents
- Quarterly ATLAS variable credit progress report.
- SBAC Results
- Common Formative Assessments
- ATLAS Attendance reports
- A2A attendance reports
- ATLAS reports
- Beta tool indicators showing areas achievement gaps. SQII indicators in Social
- Emotional domain showing Tier 1-3 intervention needs.

- Principal
- Vice Principal
- Counselor
- Lead Teachers
- Teachers

- Admin: August 2017-June 2018
- Lead Teachers: August 2016-June 2017
- Teachers: August 2016-2017

Explain the Targeted Actions for Parent Involvement (required by Title I):

Describe Related Professional Learning:

- School newsletter honoring student successes such as attendance celebrations, perfect attendance, attendance positive growth, EL Redesignation, Parent University, etc.
- Parent Coffee Hour/Dinner Hour Meetings with information on attendance and relation to academic success

- Site and/or off-site professional learning to improve engagement and GOAL 2 participation for all students with the goal of improving attendance.
- AC commitments with planning to impact Redesignation opportunities for students.
- Site and/or social emotional professional development for staff and students to support an emotionally and

- Back to School and Open House events with Spanish and Hmong interpreters available to share information needed for student success.

- physically safe learning environment.
- Site and/or off-site professional learning for students and/or staff in creating activities and events to connect students with school and encourage positive attendance.
- Professional Learning targeted to support instructional planning and strategies to support English Learners.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- One on One student success plan conferences
- Redesignation/CELDT chats
- Guaranteed and Viable Curriculum to support academic literacy and student success.
- Advancement incentives for students meeting redesignation goals.
- Student incentives for meeting grade level proficiency on DRP.
- Student incentives for academic milestones.
- Opportunities for accelerated online academic intervention courses.
- Technology to support student engagement through on-line learning such as EDGENUITY, APEX, and programs to be determined.
- Stand-up for excellence incentives to recognize students positive contributions to their academic pursuits and to the campus environment.
- Site based incentives for earning honor roll, merit list, and principals honor roll.
- Substitute teacher support for academic assessment and services

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- AB1802 Conferences
- Redesignation/CELDT chats

Cambridge Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
7	2	LCFF: EL	Instruction	Materials & Supplies				Materials and supplies to support EL learners.	\$	12,149.00
7	2	LCFF: EL	Instruction	Non Capitalized Equipment				Technology to support EL learners.	\$	23,000.00
7	2	LCFF: EL	Instructional Supervision & Administration	Travel				Professional development opportunities to support academic growth for EL students.	\$	2,382.00
Total									\$	37,531.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0230 Cambridge (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies to support student growth	10,000.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Credit recovery opportunities for students through either Saturday School or after school classes to work with Edgenuity and or Apex and other appropriate programs.	54,098.00
2	1	Title 1 Basic	Instruction	Teacher-Subs			Funds to support substitutes for teacher professional development.	6,038.00
2	1	Title 1 Basic	Instruction	Nc-Equipment			: Technology to support student mastery of content and academic growth.	16,370.00
2	1	Sup & Conc	Instruction	Nc-Equipment			: Technology to support academic improvement in all areas.	20,902.00
2	1	Sup & Conc	Instruction	Travel			: Conference and travel for professional development and support academic growth on campus: CADA Conference, Alternative Education Conference as well as other professional learning opportunities.	16,753.00
2	1	LCFF: EL	Instruction	Bks & Ref			: Technology software such as Edgenuity and APEX programs as well as other software to support student learning.	20,000.00
5	2	Title 1 Basic	Parent Participation	Mat & Supp			: Materials and supplies to support parent participation in the educational process.	1,000.00
6	2	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies to support academic and emotional support, provide campus culture opportunities and promote positive attendance.	25,351.00
7	2	LCFF: EL	Instruction	Mat & Supp			: Materials and supplies to support EL learners.	12,149.00
7	2	LCFF: EL	Instruction	Nc-Equipment			: Technology to support EL learners.	23,000.00
7	2	LCFF: EL	Instructional Supervision & Admir	Travel			: Professional development opportunities to support academic growth for EL students.	2,382.00

\$208,043.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$33,408.00
Sup & Conc	7090	\$117,104.00
LCFF: EL	7091	\$57,531.00
Grand Total		\$208,043.00

Domain Totals	Budget Totals
Academic	\$144,161.00
SEL / Culture & Climate	\$63,882.00
Grand Total	\$208,043.00