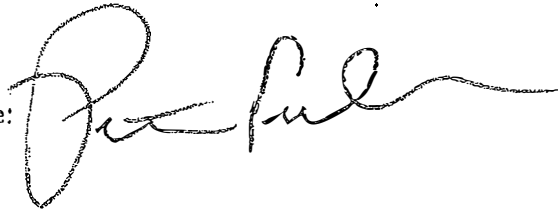


Cambridge High

106216610305841

Principal's Name: Pete Pulos

Principal's Signature:

A handwritten signature in black ink, appearing to read "Pete Pulos", written over a faint, illegible background.

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

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>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</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 – Kara Marquez		X			
3. Vice Chair – Jeffery Creager		X			
4. Joel Smith		X			
5. John Harris				X	
6. Fale Maga				X	
7. Nathaniel Torres					X
8. Melissa Romero					X
9. Dania Torres				X	
10. Elizabeth Hayden			X		
11.					
12.					
13.					
14.					
15.					

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

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		3/19/18
SSC Chairperson	Kara Marquez		3.19.18

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Cambridge - 0230

ON-SITE ALLOCATION

3010	Title I	\$32,085 *
7090	LCFF Supplemental & Concentration	\$127,149
7091	LCFF for English Learners	\$49,530
TOTAL 2018/19 ON-SITE ALLOCATION		\$208,764

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$930
Remaining Title I funds are at the discretion of the School Site Council	\$31,155
Total Title I Allocation	\$32,085

Cambridge High 2018-2019 - Single Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	1.873	8.873
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	0	7

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Based on data sets from SBAC, the following factors contributed to each metric:

1. 76% of students scored Standards Not Met
2. 21% of students scored Standards Nearly Met
3. 1.5% of students scored Standards Met
4. 0.4% of students scored Standards Exceeded.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Based on data sets from SBAC, the following factors contributed to each metric:

1. 98% of students scored Standards Not Met
2. 1.1% of students scored Standards Nearly Met
3. 0% of students scored Standards Met
4. 0% of students scored Standards Exceeded.

Key Factors contributing to performance outcomes:

1. AC's will continue to improve analysis and response to improving student success through RTI process.
2. Lack of process in identifying students needing extra support in academic and SEL.
3. Schoolwide ELA growth is a growth area as 76% of all students are scoring Standards Not Met

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Based on the following data points, these factors contributed to the disproportionality:

1. African American Students: 80%NMS, 17.5%SNM, 2.5%MS, 0%SE

Key Factors contributing to performance outcomes:

- A. Need for extra academic support in the area of academic literacy in English
- B. Need for extra SEL support
- C. Need for additional Goal 2 enrichment to support engagement such as field trips to institutions of higher learning.
- D. AC's need to improve analysis of ACADEMIC and SEL data to better support MTSS.
- E. Need for Academic Mentoring

2. Asian: 71.4%NMS, 28.6%SNM, 0%MS, 0%SE

Key Factors contributing to performance outcomes:

- A. Although this is Cambridge High Schools highest performing subgroup, there is a need for extra academic supports to improve academic literacy in math and english.
- B. Need for SEL supports
- C. Need for attendance support structures

4. Schoolwide Math growth is a growth area as 98% of all students are scoring Standards Not Met.

D. AC's need to improve analysis of data to better support MTSS.

3. Hispanic: 77%NMS, 21.5%SNM, 1%, 0.5%SE

Key Factors contributing to performance outcomes:

A. Need for extra academic support

B. Need for extra SEL support

C. AC's to improve Tier 1 RTI for students

D. Need for additional Goal 2 engagement to support academic, SEL, and attendance.

E. AC's need to improve analysis of data to better support MTSS.

4. EL: 93%NMS, 6.2%SNM, 0%, 0%SE

Key Factors contributing to performance outcomes:

A. Need for extra academic support in the area of Math and English Academic Literacy

B. Need for increased parent meetings to support student success.

C. AC's to improve analysis of ACADEMIC and SEL of EL students to better support MTSS.

D. AC's to improve implementation of student use of Academic Vocabulary and student to student academic conversations.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Based on the following data points, these factors contributed to the disproportionality.

1. African American Students: 100%NMS, 0%SNM, 0%MS, 0%SE

Key Factors contributing to performance outcomes:

A. Need for extra academic support in the area of academic literacy in Math

B. Need for extra SEL support through site-based mentoring

C. Need for additional Goal 2 enrichment to support engagement such as field trips to institutions of higher learning.

D. AC's to improve analysis of ACADEMIC and SEL data EL to better support MTSS.

2. Asian: 100%NMS, 0%SNM, 0%MS, 0%SE

Key Factors contributing to performance outcomes:

A. Although this is Cambridge High Schools highest performing subgroup, there is a need for extra academic supports to improve academic literacy in math and english.

B. Need for SEL supports

C. Need for attendance support structures

D. AC's to improve analysis of ACADEMIC and SEL data to better support MTSS.

3. Hispanic: 98.5%NMS, 0%SNM, 0%, 0%SE

Key Factors contributing to performance outcomes:

A. Need for extra academic support

- B. Need for extra SEL support
 - C. AC's need to improve analysis of ACADEMIC and SEL data to better support MTSS.
 - D. Need for additional Goal 2 engagement to support academic, SEL, and attendance.
- 4. EL: 98.7%NMS, 1.3%SNM, 0% 0%SE**
- Key Factors contributing to performance outcomes:**
- A. Need for extra academic support in the area of Math and English Academic Literacy
 - B. Need for increased parent meetings to support student success.
 - C. AC's need to improve analysis of ACADEMIC and SEL data to better support MTSS.
 - D. Need for additional parent nights to support student success

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC feedback for the 2018-2019 SPSA includes the following feedback:

1. Additional Science materials
2. CHS Night School on-campus
3. Nutrition at Night being made available to CHS on-campus night school.

2 ELAC:

Due categorization as an unorganized school (K-8), SSC and small size, the SSC voted to fold ELAC into SSC.

3 Staff:

Based on stakeholder feedback, the following are sample of suggestions from the attachment for GOAL 1:

1. Expanded Summer School to two sessions.
2. Library
3. Field trips to institutes of higher learning
4. Learning with a balance direct and online learning
5. Additional science equipment for labs
6. Use of a pre-test and post-test for credit by proficiency
7. Math Lab
8. Expansion of Electives
9. Expansion of academic clubs
10. Use of technology to publish books.

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Review actions funded by Title 1 last year and explain their effectiveness and any changes planned.

During the past school year, Cambridge High School continued to allocate funds to support student achievement and academic literacy through technology with a goal of making Cambridge High School a one to one site for computers in the classroom. This was seen as a way to leverage technology to support digital literacy, academic literacy, and credit recovery.

- Cambridge has seen growth in the number of courses completed in APEX and EDGENUITY over the past two academic years.
- Cambridge has funded afterschool online credit recovery programs to create additional credit recovery opportunities for students.
- For 2018-2019, Cambridge High School will begin to host its own night school to for students based on student feedback and need. This will allow for a safe learning opportunity where students may recovery credits needed through online learning and have a nutritional needs met with the super snack program.

Based on data sets from SBAC and input from stakeholders, Cambridge will continue most actions but will intensify professional development and implementation of instructional strategies to support student literacy and growth in both Math and ELA. As we served our under-served populations in Fresno USD, we will continue to work to improve instructional practices to meet the needs of all of our students.

Action 1

Title: Graduation Rate

Action Details:

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 on-line elective labs, winter and spring session site funded credit recovery courses such as PE, Fresno Adult School, ELSP courses, CART, and Duncan.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Quarter grades and credits earned
- Quarterly data conversations with students and staff
- Progress Reports
- 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

Owner(s):

Principal
Vice Principal
Counselor
Lead Teachers
Teachers

Timeline:

Administration: Aug 2018-June 2019
Lead Teachers: Aug 2018-June 2019
Teachers: Aug 2018-June 2019

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1 Instructional Services

1. Full Schedule based on student's academic needs
2. Online Learning

Specify enhanced services for EL 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. ? Online 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

3. AC's analysis of student work to determine literacy support needed to support student success.
4. AB1802 Conferences
5. FAS Night school
6. CHS Night School
7. School to home communication

Tier 2 Instructional Services

1. One on One Student Success Plan Meeting
2. AC's determine additional support needed to support student success
3. Academic Goal Setting Conference
4. Khan Academy Tutorials
5. Academic Mentoring
6. School to home communication

Tier 3 Instructional Services

1. Parent conferences
2. School Social worker referral
3. Emminence Program Referral (if applicable)
4. Flexible Scheduling (If Needed)
5. SARB (If Needed)
6. Academic Mentoring

Additional Instructional Services for all students:

- On-Line Credit Recovery labs (EDGENUITY, APEX, ETC.) will be offered afterschool, CHS Night school, 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 Online credit recovery opportunities during the instructional days 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,

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.

completion of graduation goals, positive attendance growth, etc.

- Funds for Nutrition/Super Snack program for Cambridge Night School
- Cambridge Night School
- Nutrition and/or Super Snack program for Night School
- Field trips and other enrichment activities for 12th grade students
- Entrance Fees and transportation for field trips and other enrichment activities
- Bus tokens for school transportation

Explain the 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.

Parent Participation funds for Math and Literacy nights in order to build fluency skills

Parent Data Chats and Information events to improve overall parent attendance and support partnerships between home and school

Principal, VP, and Office Manager will work on developing more consistent communication system with parents.

Describe Professional Learning related to this action:

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 socialemotional 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

Action 2

Title: 11th grade students exceeding the grade level stds

Action Details:

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 /RTI at Work, Project Based Learning, etc.

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input checked="" type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

- Site-based CFAs
- District CFA
- 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 2018-June 2019
- Lead Teachers: August 2018-June 2019
- Teachers: August 2018-June 2019

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1 Instructional Services

Specify enhanced services for EL students:

- Emphasis on instructional strategies and direct instruction that will impact academic.
- Instructional strategies and direct instruction that challenge students to own their learning by integrating

1. Full Schedule of courses based on student needs and flexible schedule
2. Online Learning course
3. AB1802 Conferences
4. FAS Night school
5. CHS Night School
6. AC's determine student needs after analysis of data

Tier 2 Instructional Services

1. One on One Student Success Plan Meeting
2. Academic Goal Setting Conference
3. Khan Academy Tutorials
4. Possible Parent Academic Conference
5. Additional SEL conference
6. AC's determine next steps for interventions based on student work samples in order to support student success.

Tier 3 Instructional Services

1. Parent conferences
2. School Social worker referral
3. Emminence Program Referral (if applicable)
4. Flexible Scheduling (If Needed)
5. SARB (If Needed)
6. Academic and SEL conference to determine level of support
7. AC's review student progress and determine level of supports needed to support student success.
8. SST if necessary
 - On-Line Credit Recoveryl abs (EDGENUITY, APEX, ETC.) will be offered after-school 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 (Alpha-Broder/Bodek and Rhodes Vendor for shirts) for meeting or exceeding on the SQII indicator 6256.
 - Online credit recovery opportunities during the instructional day and Cambridge Night School for 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
 - Cambridge Night School Classes
 - Nutrition and/or super snack program for Cambridge Night School Students

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 DOK3 and 4 tasks.
- Technology and other materials such as tablets, laptops, etc. to support on-line credit recovery, interim, SBAC Testing, etc.

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

- English Language Advisory Council
- School Site Council
- Parent Training—Parent University
- Back to School Night Open House
- Parent/Staff Coffee Hour
- GradNite Parent Meetings
- School Carnival Information
- 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.
- Parent Participation funds for Math and Literacy nights in order to build fluency skills
- Parent Data Chats and Information events to improve overall parent attendance and support partnerships between home and school
- Principal, VP, and Office Manager will work on developing more consistent communication system with parents.

Describe Professional Learning related to this action:

- 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 involve 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.
- 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.
- Professional Development both on-site to support Personalized Learning Initiative and Project Based Learning.
- Literature, periodicals, and other digital resources for mobile library lab.

Action 3

Title: Students earning D or F grade

Action Details:

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.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- 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.
- 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

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

- ATLAS Progress 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, online instruction, and project based learning.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1 Instructional Services

1. Full Schedule of courses based on student needs and flexible schedule
2. Online Learning for credit recovery and acceleration
3. AB1802 Conferences
4. FAS Night school
5. CHS Night School
6. Academic Mentoring
7. School to home communication

Tier 2 Instructional Services

1. One on One Student Success Plan Meeting
2. Academic Goal Setting Conference

Owner(s):

- Principal
- Vice Principal Counselor
- Lead Teachers
- Teachers

Timeline:

- Admin: August 2018-June 2019
- Lead Teachers: August 2018- June 2019
- Teachers: August 2018-2019

Owner(s):

- Principal
- Vice Principal
- Counselors
- Lead Teachers
- Teachers

Timeline:

- Admin: Aug 2018-June 2019
- Lead Teachers: August 2018- June 2019
- Teachers: August 2018-June 2019

Specify enhanced services for EL students:

- 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 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 CFA's, interims and SBAC. Students will have opportunities for a variety of on-line credit recovery courses /virtual instructional services (EDGEUNITY, 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.

3. Khan Academy Tutorials
4. Possible Parent Academic Conference
5. Additional SEL conference
6. AC's determine next steps for interventions based on student work samples in order to support student success.
7. Site based Mentoring

Tier 3 Instructional Services

1. Parent conferences
2. School Social worker referral
3. Emminence Program Referral (if applicable)
4. Flexible Scheduling (If Needed)
5. SARB (If Needed)
6. Academic and SEL conference to determine level of support
7. AC's review student progress and determine level of supports needed to support student success.
8. SST if necessary
9. Site Based Mentoring
 - 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 ELPAC.
 - Guaranteed and Viable curriculum to support academic literacy and student success. 21st century credit recovery opportunities during the instructional day and afters-school 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
 - Cambridge Night School
 - Nutrition and/or Super Snack program for Night School
 - Field trips and other enrichment activities for 12th grade students
 - Entrance Fees and transportation for field trips and other enrichment activities

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

- English Language Advisory Council
- School Site Council Parent Training- Parent University
- Back to School Night Open House
- Parent/Staff Coffee Hour
- Classroom Participation
- Parent Engagement Functions including coffee hours, information night, etc.

Describe Professional Learning related to this action:

- 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 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, interim, and SBAC growth.

- Bi-Weekly/Monthly parent engagement home visitations for selected students to share student transcript, schedule, bell schedule, and invitation to school events.
- Parent Participation funds for Math and Literacy nights in order to build fluency skills
- Parent Data Chats and Information events to improve overall parent attendance and support partnerships between home and school
- Principal, VP, and Office Manager will work on developing more consistent communication system with parents.

- Students will have opportunities for a variety of on-line credit recovery courses /virtual instructional services (EDGEUNITY, 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.

Action 4

Title: Students meeting or exceeding grade level on interim

Action Details:

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.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Site-based CFA's
- District CFA's
- SQLI 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 2018-June 2019
- Lead Teachers: August 2018-June 2019
- Teachers: August 2018-June 2019

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1 Instructional Services

1. Full Schedule
2. Online Learning
3. AB1802 Conferences
4. FAS Night school
5. CHS Night School
6. AC's will assess additional support needed based on CFAs, Interims, and student work artifacts to support student success.

Tier 2 Instructional Services

Specify enhanced services for EL students:

- Emphasis on instructional strategies and direct instruction that will impact academic growth
- 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 DOK3 and 4 tasks.
- Technology and other materials such as tablets, laptops, etc. to support on-line credit recovery, interim, SBAC testing, ELPAC redesignation.
- Classroom LED monitors and other technology to provide visuals and clarity in instruction.

1. One on One Student Success Plan Meeting
2. Goal Setting
3. Khan Academy Tutorials
4. AC's will assess additional support needed based on CFA's, Interims, and student work artifacts to support student success.
5. Site based Mentoring

Tier 3 Instructional Services

1. Parent conferences
2. School Social worker referral
3. Emminence Program Referral (if applicable)
4. Flexible Scheduling (If Needed)
5. SARB (If Needed)
6. AC's will assess additional support needed based on CFA's, Interims, and student work artifacts to support student success.
7. Site Based Mentoring
8. SST if applicable
 - On-Line Credit Recovery labs (EDGENUITY, APEX, ETC.) will be offered after-school and/or Cambridge On-Site Night 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.
 - Online credit recovery opportunities during the instructional day and afters-school for English courses through on-line credit recovery programs such as EDGENUITY, APEX, etc.
 - Mobile computer labs and television monitors 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
 - Substitute teacher support for professional development
 - Nutrition/Snacks for Cambridge Night school program
 - Cambridge Night School
 - Nutrition and/or Super Snack program for Night School
 - Field trips and other enrichment activities for 12th grade students
 - Entrance Fees and transportation for field trips and other enrichment activities
 - Technology and Equipment for student learning

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

- English Language Advisory Council
- School Site Council
- Parent Training—Parent University
- Back to School Night

Describe Professional Learning related to this action:

- Site-based and off-site professional learning will be planned and monitored throughout the school year with focus and impact on Math and ELA Literacy
- Professional learning to support teachers instructional planning needed to impact student growth on ELA CFA's.

- Open House
 - Parent/Staff Coffee Hour
 - GradNite parent meetings
 - School Carnivals
 - 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.
 - Parent Participation funds for Math and Literacy nights in order to build fluency skills
 - Parent Data Chats and Information events to improve overall parent attendance and support partnerships between home and school
 - Principal, VP, and Office Manager will work on developing more consistent communication system with parents.
- 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.
 - 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.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0230 Cambridge (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies to support student learning. **NO FOOD, NO INCENTIVES**	10,500.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Engagement Opportunities. **NO FOOD, NO INCENTIVES**	1,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support student learning	25,000.00
G1A1	LCFF: EL	Instruction	Bks & Ref			Materials and supplies to support student learning	15,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support student learning.	12,000.00
G1A2	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements : PLI with Ryan Coe	7,000.00
G1A3	Sup & Conc	Instruction	Travel			Professional Development opportunities - travel expenses	30,000.00
G1A3	LCFF: EL	Instructional Supervision & Admir	Travel			Travel for professional development opportunities.	2,530.00
G1A4	Title 1 Basic	Instruction	Nc-Equipment			Equipment and supplies to support student learning.	15,105.00

\$118,635.00

Goal 2 - All Students will engage in arts, activities, and athletic

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	60.805	67.805

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Goal 2 Participation Rate</p> <p>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 measuring the following:</p> <ul style="list-style-type: none"> • Attendance Rates • Suspension Rates • Chronic Absenteeism • Honor, Merit, and Principals List • Credits earned by Quarter • ATLAS reports • GOAL 2 Activity Participation 	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Goal 2 Participation Rate</p> <p>The following were key factors that contributed to the disproportionality of subgroups:</p> <ul style="list-style-type: none"> • Attendance rates • Chronic Absenteeism • Credit Deficiency • Transiency
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Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p>1 SSC:</p> <p>SSC feedback for 2018-2019 SPSA:</p> <ol style="list-style-type: none"> 1. Additional Science Lab materials for lab engagements such as rockets, etc. 2. CHS on campus Night School 3. Additional Athletic opportunities for students. 4. Additional Clubs on campus 	<p>2 ELAC:</p> <p>Due categorization as an unorganized school (K-8), SSC and small size, the SSC voted to fold ELAC into SSC.</p>	<p>3 Staff:</p> <p>Staff Goal 2 Recommendations including attached documents include some of the following:</p> <ul style="list-style-type: none"> • Funds for hands-on science activities • Robotics • Competitive Sports • Guest Speakers relevant to students • Credit earned for lunch activity participation • Club Expansion
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- Field Trips
- 6th period electives
- Student Work artifacts highlighted on campus
- Visits to institutions of higher learning
- Visits to museums and art galleries
- ART HOP on campus

Action 1

Title: Chronic absenteeism rate

Action Details:

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, creating GOAL 2 engagements and improving opportunities for parents to be involved with their student's education.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- ATLAS Attendance Reports
- QuarterGrades 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 Conference
- Administrators Data Dashboard
- GOAL 2 Participation

Owner(s):

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

Timeline:

- Admin: August 2018-June 2019
- Lead Teachers: August 2018-June 2019
- Teachers: August 2018-June 2019

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1 Instructional Services

1. Full Schedule of courses based on student needs and flexible schedule
2. Online Learning
3. AB1802 Conferences
4. FAS Night school
5. CHS Night School
6. Academic Mentoring
7. School to Home communication

Specify enhanced services for EL 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.
- Student incentives for GOAL 2 participation

Tier 2 Instructional Services

1. One on One Student Success Plan Meeting
2. Goal Setting Conference
3. Khan Academy Tutorials
4. Site based Mentoring
5. AC's determine attendance supports based on CFAs, Interims, student work samples, etc.
6. Parent Conference

Tier 3 Instructional Services

1. Parent conferences
2. School Social worker referral
3. Emminence Program Referral (if applicable)
4. Flexible Scheduling (If Needed)
5. SARB (If Needed)
6. AC's determine attendance supports based on CFAs, Interims, student work samples, etc.
7. SST if applicable
8. Mentoring
 - 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
 - Funds for field trips, transportation, and other GOAL 2 activities.
 - Cambridge Night School
 - Nutrition and/or Super Snack program for Night School
 - Field trips and other enrichment activities for 12th grade students
 - Entrance Fees and transportation for field trips and other enrichment activities
 - Intramural Sports Teams
 - Competitive Sports Teams

Explain the 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 Professional Learning related to this action:

- 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.
- 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.
- Parent Participation funds for Math and Literacy nights in order to build fluency skills
- Parent Data Chats and Information events to improve overall parent attendance and support partnerships between home and school
- Principal, VP, and Office Manager will work on developing more consistent communication system with parents.
- 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.

Goal 3 - All Students will demonstrate the character and competencies for workplace success

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
CTE Enrollment	6.25	13.25

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>CTE Enrollment</p> <ul style="list-style-type: none"> • Four year graduation cohort rates • Career Technical Education (CTE) Pathway Completion with a C minus or better in the Capstone Course plus one of the following measures: <ul style="list-style-type: none"> ◦ Smarter Balanced Summative Assessments: At least a Level 3 “Standard Met” on ELA or Mathematics and at least a Level 2 “Standard Nearly Met” in the other subject area ◦ One semester/two quarters of Dual Enrollment with grade of C- or better (Academic/CTE subjects) 	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>CTE Enrollment</p> <ul style="list-style-type: none"> • Attendance rates • Credits earned per quarter • Chronic absenteeism • Goal 2 Engagements
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Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p>1 SSC:</p> <p>SSC feedback for the 2018-2019 SPSA include:</p> <ol style="list-style-type: none"> 1. Field trip opportunities for students to work sites, industry, and institutions of higher learning. 2. Additional CTE classes 3. Library 4. Job Shadow and internships 	<p>2 ELAC:</p> <p>Due categorization as an unorganized school (K-8), SSC and small size, the SSC voted to fold ELAC into SSC.</p>	<p>3 Staff:</p> <p>Staff Goal 3 Recommendations including attached documents include some of the following:</p> <ul style="list-style-type: none"> • Guest speakers for all students • Apprenticeship opportunities • Job Shadowing • Expansion of Career related electives • Resume and Employability through Google Drive
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Action 1

Title: CTE Enrollment and development of character and competencies

Action Details:

Cambridge High School will implement strategic interventions and opportunities to support the development of character, competencies, and CTE participation. By expanding CTE experiences for every student based on College and Career competencies Cambridge High School students will have baseline skills for entry level positions. This will be measured by the number of students who complete at least one semester/two quarters of Dual Enrollment with a C minus or better (Academic/CTE subjects)

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Quarter grades and credits earned
- Number of students enrolled in FCC class
- Number of students completing FCC class with a C minus or better
- Number of students taking Advance to College (FCC) courses
- Number of students completing Advance to College (FCC) courses
- Number of students taking part in CTE field trips
- Number of students taking part in internships.
- 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

Owner(s):

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

Timeline:

- Administration: Aug 2018-June 2019
- Lead Teachers: Aug 2018-June 2019
- Teachers: Aug 2018-June 2019

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1 Instructional Services

1. Full Schedule of courses based on student needs and flexible schedule
2. Online Learning
3. AB1802 Conferences
4. FAS Night school
5. CHS Night School
7. Internship with industry partner

Tier 2 Instructional Services

Specify enhanced services for EL 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.
- Online 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.

1. One on One Student Success Plan Meeting
2. Goal Setting
3. Khan Academy Tutorials
4. Mentoring
5. Community Mentoring
6. Industry Mentoring.

Tier 3 Instructional Services

1. Parent conferences
2. School Social worker referral
3. Emminence Program Referral (if applicable)
4. Flexible Scheduling (If Needed)
5. SARB (If Needed)
6. Mentoring
7. Industry Mentoring
8. Industry Field trip Experience
 - On-Line Credit Recovery labs (EDGENUITY, APEX, ETC.)
 - 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, Spring Break and/or Saturday Course Offerings
 - CTE summer time credit recovery opportunities using and taking part in career web-based graphic design,
 - CTE 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,

Explain the 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.
- 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.
- Parent Participation funds for Math and Literacy nights in order to build fluency skills
- Parent Data Chats and Information events to improve overall parent attendance and support partnerships between home and school
- Principal, VP, and Office Manager will work on developing more consistent communication system with

Describe Professional Learning related to this action:

- 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 re-designation 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.

parents.

Goal 4 - All Students will stay in school on target to graduate

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	58.263	56.263
Suspensions Per 100	13.15	12.15

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Chronic Absenteeism

Based on 2017-2018 data, the following factors contributed to the performance outcomes for this metric:

1. Family Situations
2. Transiency
3. Social Emotional
4. Proximity to Campus
5. Change in school

Suspensions Per 100

Based on 2017-2018 data, the following factors contributed to the performance outcomes for this metric:

1. SEL Indicators
2. GOAL 2 Data
3. Student Survey Data
4. Parent Survey Data
5. Staff Survey Data

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Chronic Absenteeism

Based on 2017-2018 data, the following factors contributed to the performance outcomes for this metric:

1. Family Situations
2. Transiency
3. Social Emotional
4. Proximity to Campus
5. Change in school

Suspensions Per 100

Based on 2017-2018 data, the following factors contributed to the performance outcomes for this metric:

1. SEL Indicators
2. Student Survey Data
3. Parent Survey Data
4. Staff Survey Data

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC feedback for the 2018-2019 SPSA include:

1. Participation in competitive continuation sports leagues
2. Celebrations of Growth
3. CHS before and afterschool snack bar

2 ELAC:

Due categorization as an unorganized school (K-8), SSC and small size, the SSC voted to fold ELAC into SSC.

3 Staff:

Based on stakeholder feedback, the following are sample of suggestions from the attachment for GOAL 4:

1. In-House Suspension Room
2. Attendance and Tardy Incentives
3. Increased Parent opportunities
4. Field Trips to institutions of higher learning
5. Alternative Consequences
6. Additional PLC training for all staff
7. Agenda Planners for Students
8. Goal Setting Interventions
9. Opportunities for Job Shadowing
10. Apprenticeship experiences for students

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Based on data sets from 2017-2018, Cambridge High School will continue with previous goals but intensify efforts to develop academic and SEL growth at the same time in order to support student academic growth. With the additional supports on campus including a full-time social worker, CHS is able to provide expanded services to all students. With support of SPSA actions, we estimate that the data will support our decisions.

Action 1

Title: Chronic Absenteeism and Suspension Rate

Action Details:

In order to support all learners to stay on target to graduate, 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 alignment with this academic goal, Cambridge High School will align resources to increase positive engagements and interactions with all student stakeholders by utilizing resources to meet each student by name and by need. This will include a prescribed flexible master schedule that includes a robust menu of direct instruction, on-line learning, and GOAL 2 engagements supported by supportive adult for each student.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically 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 Conference
- Administrators Data Dashboard
- GOAL 2 Participation

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1 Instructional Services

1. Full Schedule of courses based on student needs and flexible schedule
2. Online Learning
3. AB1802 Conferences
4. FAS Night school
5. CHS Night School

Tier 2 Instructional Services

1. One on One Student Success Plan Meeting
2. Student scheduling based on Flexible Master scheduling
3. Goal Setting
4. Khan Academy Tutorials
5. Mentoring
6. AC's analysis of student needs based on CFA, interim, and student work samples.

Tier 3 Instructional Services

1. Parent conferences
2. School Social worker referral
3. Emminence Program Referral (if applicable)
4. Flexible Scheduling (If Needed)
5. SARB (If Needed)
6. Site Based Mentoring
7. AC's analysis of student needs based on CFA, Interim, and student work samples.
8. Goal 2 engagements to increase
 - One on one student conferences
 - Monthly recognition incentives for students with perfect attendance and improving attendance.
 - Regular participation opportunities in class meeting discussion.

Owner(s):

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

Timeline:

- Admin: August 2018-June 2019
- Lead Teachers: August 2018-June 2019
- Teachers: August 2018-June 2019

Specify enhanced services for EL 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.
- Student incentives for GOAL 2 participation
- Technology for ELs

- 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
- Funds for field trips, transportation, and other GOAL 2 activities.
- Cambridge Night School
- Nutrition and/or Super Snack program for Night School
- Field trips and other enrichment activities for 12th grade students
- Entrance Fees and transportation for field trips and other enrichment activities
- Technology

Explain the 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
- Quarterly Positive Attendance Celebration of Success with parents and students.
- Quarterly Parent home visits to share attendance data
- 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.
- Parent Participation funds for Math and Literacy nights in order to build fluency skills
- Parent Data Chats and Information events to improve overall parent attendance and support partnerships between home and school
- Principal, VP, and Office Manager will work on developing more consistent communication system with parents.
- 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.
- Parent Participation funds for Math and Literacy nights in order to build fluency skills
- Parent Data Chats and Information events to improve overall parent attendance and support partnerships between home and school
- Principal, VP, and Office Manager will work on developing more consistent communication system with parents.

Describe Professional Learning related to this action:

- 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.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0230 Cambridge (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher substitutes for professional learning.	4,980.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies to support credit recovery options for students	50,000.00
G4A1	Sup & Conc	Instruction	Nc-Equipment			Equipment and supplies to support student learning.	15,149.00
G4A1	LCFF: EL	Instruction	Nc-Equipment			Equipment and supplies to support student learning	20,000.00

\$90,129.00

2018-2019 Budget for SPSA/School Site Council

State/Federal Dept 0230 Cambridge (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies to support student learning. **NO FOOD, NO INCENTIVES**	10,500.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Engagement Opportunities. **NO FOOD, NO INCENTIVES**	1,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support student learning	25,000.00
G1A1	LCFF: EL	Instruction	Bks & Ref			Materials and supplies to support student learning	15,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support student learning.	12,000.00
G1A2	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements : PLI with Ryan Coe	7,000.00
G1A3	Sup & Conc	Instruction	Travel			Professional Development opportunities - travel expenses	30,000.00
G1A3	LCFF: EL	Instructional Supervision & Admir	Travel			Travel for professional development opportunities.	2,530.00
G1A4	Title 1 Basic	Instruction	Nc-Equipment			Equipment and supplies to support student learning.	15,105.00
G4A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher substitutes for professional learning.	4,980.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies to support credit recovery options for students	50,000.00
G4A1	Sup & Conc	Instruction	Nc-Equipment			Equipment and supplies to support student learning.	15,149.00
G4A1	LCFF: EL	Instruction	Nc-Equipment			Equipment and supplies to support student learning	20,000.00
Total							\$208,764.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$32,085.00
Sup & Conc	7090	\$127,149.00
LCFF: EL	7091	\$49,530.00
Grand Total		\$208,764.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$118,635.00
G4 - All students will stay in school on target to graduate	\$90,129.00
Grand Total	\$208,764.00