Cambridge High
10621661030584

Principal's Name: Pete Pulos

Principal's Signature:

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

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District Goals

	The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.
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.
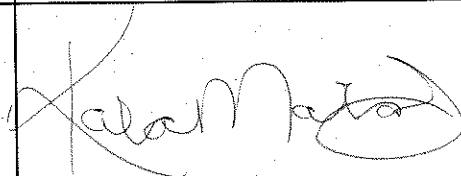
Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School 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.
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.
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.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
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.
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.
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 and Family Policy and the Parent-School Compact.
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.
The School 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.

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. Elizabeth Hayden			X		
4. Michelle Angel		X			
5. Issalia Wood			X		
6. Jeffrey Wood		X			
7. Yia Xiong		X			
8. Kara Marquez		X			
9. Lily Mukai		X			
10. Klarissa Vallejo					X
11. Enrique Vallejo				X	
12.					
13.					
14.					
15.					

Check the appropriate box below:
☐ ELAC reviewed the SPSA as a school advisory committee.
☒ ELAC voted to consolidate with the SSC. Date 2/6/2020.

Cambridge High   Title I SWP/CSI

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 School Plan for Student Achievement.			
Title	**Print Name Below**	**Signature Below**	**Date**
Principal	Pete Pulos	*[signature]*	4/27/2020
SSC Chairperson	Kara Marquez	*[signature]*	4-27-20

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2020/21

Cambridge - 0230

ON-SITE ALLOCATION

3010	Title I	$44,190	*
7090	LCFF Supplemental & Concentration	$121,554	
7091	LCFF for English Learners	$48,006	
3182	Comprehensive Support and Improvement	**$174,796**	

TOTAL 2020/21 ON-SITE ALLOCATION	**$388,546**

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	$1,473
Remaining Title I funds are at the discretion of the School Site Council	$42,717
Total Title I Allocation	$44,190

Assurances for Comprehensive Support and Improvement Schools (CSI)

❖ Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
  • Utilization of evidence based strategies aligned to state identification.

❖ Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
  • School site team works with CF Pivot Team to complete a root cause analysis and determine areas of focus.
  • School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
  • School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
  • CSI manager III assigned to school site to support CCI data monitoring.
  • Additional resources available in a "menu of options" for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.

❖ Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.

❖ Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
  • Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.

❖ Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).

❖ Professional learning for site leaders and teachers focused on CSI identified student groups.

Cambridge High 2020-2021 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	11.945 %	2.451 %	2018-2019	9.451 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	7 %	0 %	2018-2019	7 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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

The 2020-2021 SPSA is focused on the development and expansion of programs at Cambridge. This is in response DASS graduation rate. This is a consistent need as we serve the most credit deficient and underserved students in our system. Due to the complexity and severe credit deficiencies of students entering throughout the school year, there is need to continue goals of the 2019-2020 SPSA. The effectiveness of the SPSA and current site expenditures may be seen in the expansion of online curriculum (EDGENUITY) with the expectation that all students will have at least one or more EDGENUITY courses as part of thier schedule. In addition, Cambridge will continue to implement credit attainment opportunities such as a self-funded Night School, winter session, spring session, session 3 of summer school and possible Saturday School sessions.

**Based on data sets from SBAC and California School Dashboard indicators, the following factors contributed to each metric:

1. 11th grade students decined 2.45 points from the previous years testing data.

2. CHS 11th grade students are approximately 151 points below standard based on 100 students.

3. Attendance

4. Enrollment dates - Students may have only been enrolled for a short duration of time.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

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

1. Key Factors attriibutiing to the diproporitonality of low performing student groups include:

5.6% of African-American students met/exceeded standards

0% of six Asian students met/exceeded standards

11.19% of Hispanic students met/exceeded standards

No English Learners met/exceeded standards with 2.38% nearly Meeting Standards

No SPED met/exceeded standards

4.6 % of Socio-Economically Disadvantaged met/exceeded standards

This disproportionality is due to short term enrollment factors as underserved severely credit deficient students are enrolled at Cambridge. The average student is enrolled for approximately 5 months. As a result, SBAC does not give the best measurements of academic growth.

A. Students enter Cambridge from our comprehensive high schools primarily for credit reasons credit attainment affecting site SBAC data.

B. Continue previous goals of improving Academic support and interventions to meet the needs of low to high credit deficient students where they are upon enrollment.

5. . Students far belowgrade level upon enrolling from comprehensive high schools.

6. The variable credit system does not align to district pacing guides and/or scope and sequence.

7. Student transiencyand short term enrollment of students impacts SBAC scores as student predominantly enroll as 11th grade and 12th grade students.

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

The 2019-2020 SPSA focused on the development and expansion of programs at Cambridge. This is a consistent need as we serve the most credit deficient and under served students in our system. Due to the complexity and severe credit deficiencies of students entering throughout the school year, there is need to continue goals of the 2018-2019 SPSA. The effectiveness of the SPSA and current site expenditures may be seen in the expansion of online curriculum (EDGENUITY) with the expectation that all students will have atleast one EDGENUITYcourse. In addition, the continuance Cambridge Night School expanded opportunities for students based on our cycle of continued improvement will drive our further development of additional credit attainment opportunities for our student body.

C.Continue previous 2019-2020 SPSA goals of ensuring every student has a combination of online learning and direct instruction courses to better support each students academic growth and graduation goals.

D. Expansion of Academic and Career Mentoring to better support each students learning and career goals.

E. Expansion of interventions to improve student attendance across all subgroups.

F. Expansion of interventions to improve parent participation through both traditional and non-traditional means

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

SBAC Math 11 - Meets or Exceeds Standards (grades 3-11) Based on the following data points, these factors contributed to the disproportionality:

1. Key Factors attriibutiing to the diproporitonality of low performing student groups include:

No African-American students met/exceeded standards

No Asianstudents met/exceeded standards No Hispanic students met/exceeded standards

No English Learners met/exceeded standards No SPED met/exceeded standards

NoSocio-EconomicallyDisadvantagedmet/exceededstandards

This disproportionality is due to short term enrollment factors as underserved severely credit deficient comprehensive high school students are enrolled at Cambridge. The average student is enrolled for approximately 5 months. As a result, SBAC does not give the best measurements of academic growth for our students.

A. Students enter Cambridge from our comprehensive high schools primarily for credit recovery reasons effecting site SBAC data.

B. Students entering Cambridge have various credit attainment math needs based on previous success at their comprehensive high school campus. SBAC is based on Algebra with Cambridge Students in the process of completing Algebra I and Geometry prior to taking 3rd year math requirements.

C.Continue previous goals of improving Academic support and interventions to meet the needs of low to high credit deficient students where they are upon enrollement.

D.Continue previous SPSA goals of ensuring everystudent has a combination of online learning and direct instruction courses to better support each students academic growth and graduation goals.

E. Expansion of Academic and Career Mentoring to better support each students learning and career goals.

F. Expansion of interventions to improve student attendance across all subgroups.

G. Expansion of interventions to improve parent participation through both traditional and non-traditional means

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

During 2019-2020, Cambridge High School allocated 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. Our goal was met but now we must continue to support this work by continuing to purchase technology to support graduation rate and credit attainment opportunities. We will continue to leverage technology to support

digital literacy, academic literacy, DISTANCE LEARNING, and credit attainment. The California Dashboard indicators impacting Cambridge are Graduation rate, attendance, and suspension rates. In order to make improvement in Graduation rates, there will be a need to continue to expand credit recovery platforms to meet students where they are academically. This may include but not limited to: Self-Funded EDGENUITY Cambridge Night School; Winter Session/Spring Break EDGENUITY sessions; Summer School; Saturday School Sessions; and any traditional/non-traditional opportunities. Additionally, budget allocations will be used to support opportunities to provide access for all students to reach graduation goals, including:

1. College and Career Ready Field trips to both industry and institutions of higher learning.

2. Additional Online learning opportunities including CTE courses

3. Dual Enrollment Fresno City College course (s)

4. Bus tokens for transportation including night school, winter session etc.

5. Professional Development to improve instructional practices designed to improve academic literacy, attendance, and graduation opportunities for all students.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Based on data sets from From the California State Dashboard, SBAC, Interim, and internal data sets, Cambridge will continue to expand professional development staff and student learning oppotunities to support literacy and graduation goals. As we serve our under-served populations enrolling from our comprehensive high schools, we will continue to work to improve instructional practices to meet the needs of all of our students. These additions will be most evident in GOALS 1, 3, and 4.

Step 4: Stakeholder Involvement. 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:

1. Additonal school activities

2. College field trips

3. Additional elective course offerings

4. Alternative PE options other than instructional packets

2 ELAC:

1. Note ELAC folded into SSC due to being categorized as unorganized school based on transiency Additonal school activities

2. College field trips

3. Additional elective course offerings as released through EDGENUITY

3 Staff:

1. Technology for Students

2. Additional activities for students

3. Additional Goal 2 such as sports teams

4. Addition of Music for students

5. Construction class

6. Library

7. Character Counts

8. Additional Elective Courses

9. Tutorial class

10. MTSS/Coping Skill Development

Action 1

Title: SBAC

Action Details:

By the end of the 2020-2021 school year, Cambridge High School will increase the number of students meeting proficiency on the SBAC ELA by 3% and in Math by 3%. To achieve this goal, Cambridge High School will provide multiple platforms to increase learning opportuninities for credit recovery and academic growth. As we serve our districts most credit deficient students, students will improve literacy and math skills based on academic need and where each student is upon enrollment at Cambridge.

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
- GED, HSET, and CHSP Completions

Owner(s):

Principal

Vice Principal

Counselor

GLA

Lead Teachers

Teachers

Timeline:

Adiministration: August 2020-June 2021

Lead Teachers: August 2020-June 2021

Teachers: August 2020-June 2021

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

CSI Support Allociations targeted towards Graduation Rate:

- Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
- Utilization of evidence based strategies aligned to state identification.

- Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
- School site team works with CF Pivot Team to complete a root cause analysis and determine areas of need.
- School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
- School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
- CSI manager III assigned to school site to support CCI data monitoring.
- Additional resources available in a "menu of options" for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.

- Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.

- Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
  - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).
- Professional learning for site leaders and teachers focused on CSI identified student groups.

Instructional Services:

Tier 1 Instructional Services

1. Full Schedule based on student's academic needs

2. Online Learning

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

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.
- Staffing contracts to support the creation of Session 3 of Summer School
- Supplemental Teaching contracts to support Cambridge Night School and Credit Recovery platforms. These contracts are designed to expand program opportunities for our students. These are critical areas of need for our districts severely credit deficient underserved students who have enrolled from thier respective comprehensive high schools. These programs will be supported and alligned by the following:
- **1. School site team works with CF Pivot Team to complete a root cause analysis and determine areas of need.**
- **2. School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.**
- **3. School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.**
- Supplemental planning contracts to support teaching planning, and parent engagement. These contracts will support student achievement by increasing planning time to meet the needs of all students as related to MTSS Tier 1, Tier 2, and Tier 3 services. Additionally, contracts will utilized to support parent engagement work such as Saturday Parent engagement sessions.
- Budget line allocation to support substitute teachers for WASC Visiting Committee Members, Planning, conferences, Peer to Peer Vistations, and onsite/off-site professional development.
- Budget line allocation to support ADMIN substitute for site administrators for professional development, confeences, and/other off-site job related duties.
- College, CTE, and Enrichment Field trips including transportation, admission, and meals to support College and Career Readiness and Enrichment experiences.
- GED, HSET, and CHSP support materials and testing vouchers to support students with graduation preparation and reponse to DASS Graduation indicator.
- 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 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. These mobile carts are critical to providing 21st century access and expanded credit recovery curriculum and support academic growth. As the most severely credit deficient underserved students continue to enroll at Cambridge, it is imperative that each student has access to the tools needed to improve opportunities for graduation.
- 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.
- 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

- **CIS Plan Development**
- Partnering with Stakeholders (site and district level)
- Conducting needs assessments and root cause analysis
- Reviewing/Identifying resource inequities
- Identifying evidence based interventions strategies
- Actions regarding use of data, plan implementation, plan monitoring, and evaluation of plan improvement efforts
- Capacity Building
- Professional learning rooted in the work specifically correlated to the CSI identification. Professional learning will include but not limited to Solution Tree PLC at Work, INACOL, RAPSA, Educational Elements, CCEA, CCIS, English Learner Group, etc.

Specify enhanced services for EL students:

1. Google translation services for Teachers and students to utilize in instructional planning and classroom teaching.

2. Emphasis on instructional strategies and direct instruction focused on text complexity and academic vocabulary.

3. Instructional strategies and direct instruction focused on building knowledge from informational text.

4. Online credit recovery providing front loaded academic vocabulary and frequent exposure to make content accessible to EL learners.

5. 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.

6. Technology and other materials such as tablets, laptops, etc. to support on-line credit recovery, SBAC testing, DRP, and redesignation.

7, Resources to provide ELPAC Assessors the proper supports and testing conditions to support English Learner Redesignation.

8. Use of EDGENUITY curriculum may be used to support EL learners by changing the content language to Spanish if needed to better support each learner.

Specify enhanced services for low-performing student groups:

CSI Support Allociations targeted towards Graduation Rate:

- Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
- Utilization of evidence based strategies aligned to state identification.

- Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
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- Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
    - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.

- Site leader access to a District Administrative Support Team to take over their daily duties so they can

engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).

- Professional learning for site leaders and teachers focused on CSI identified student groups.

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

7. Supplemental contracts will be used to provide but not limited to additional instructional time/SEL supports/credit recovery efforts.

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

7. Supplemental contracts will be used to provide but not limited to additional instructional time/SEL supports/credit recovery efforts in individualized/small group settings.

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

- Parent Engagement Functions including coffee hours,Sidewalk Coffee Chats, 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, GLA, Counselor and Office staff will work on developing more consistent communication system with parents.
- Supplental contracts to support parent engagement such as Saturday parent drop ins to better support working parents and providing access to thier students academic progress.

Describe Professional Learning related to this action:

- Professional Learning through site based, district led, off-site Professional Development/Conferences for staff.
- Site based and off-site professional learning focused on targeted instruction to support academic literacy in all credit recovery options.
- Professional learning supporting instructiors better supporting 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 implemention of online education. For example, professional learning may include but not limited to Learning Forward, INACOL, PLC at Work, etc.

2020-2021 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	Bks & Ref			Fresno City College / Dual Enrollment	5,000.00
G1A1	ESSA-CSI	Instruction	Teacher-Supp			Supplemental Contracts - Summer School / Night School / Saturday School / Winter Session / Mid Session / Student Engagement / Tutoring /	109,782.00
G1A1	ESSA-CSI	Instruction	Bks & Ref			Edgenuity	35,000.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Crt Supr-Sub			Admin Subs / Professional Learning / Principal Meetings / Trainings / Teacher Collaboration / PBL / Conferences	10,756.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			ELPAC Assessors	5,050.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	20,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies / Bus Tokens	16,002.00

$201,590.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	61.197 %	53.092 %	2018-2019	60.092 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

Goal 2 Participation Rate Based on the SPSA for 2020-2021, there is a need to continue current goals and actions as related to GOAL 2 engagements. The reason for this continuance is based on the service to our districts most under served credit deficient students enrolling hroughout the school year. In additon, as we work towards providing additonal GOAL2 opportunities, this should enhance student engagement and thus improving GOAL2 participation rates of 47%. By increasing participation, this could have an impact on attendance and graduation rates. Based on current GOAL 2 Data, Cambridge High School will improve engagement opportunities for all students through the expansion of traditional/non-traditional clubs, activities, and athletics by 5%. This will include the expansion of field trips both to institutions of higher learning and industry partners.

1. All 11th grade students will participate in a minimum of one engagement.

2. CHS 11th grade students are approximately 151 points below standard based on 100 students.

3. Student transiency and short term enrollment of students impacts SBAC scores as student predominantly enroll as 11th grade and 12th grade students.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Goal 2 Participation Rate

Goal 2 Participation Rate Inequities and disproportionality of low-performing student groups are affected by the following factors:

58% of White students were attached to a GOAL2 engagement.

51% of Hispanic students were attached to a GOAL2 engagment

34.21% of Asian students were attached to a GOAL2 engagement 55.8% of Special Education students were attached to a GOAL2 engagement

65% of Project Access Students were attachedtoa GOAL2 engagement

55% of African American students were attached to a GOAL 2 engagement.

60% of Foster Youthstudentswere attached to a GOAL2 engagement

Goal 2 Participation Rate

1. During the 2018-2019 school year, Cambridge had an emerging number of clubs and activites building off momentum of the previous year.

2. There is need to encourage more clubs and sponsors to make an impact on all student groups. 3. Attendance affects Goal 2 participation

4. Students enrolled at Cambridge travel from all seven regions of our district.

5. Trust needs to be established with newly enrolled students.

6. For the 2018-2019 school year, Cambridge used opportunities to fund for club sponsors and personnel to assist with Campus lunch time events including intramurals and leadership sponsored activities. This will pair with traditional campus enrichment activites including Leadership, Academic Decathlon, E-Sports, Sunrise Rotary food drives, and assisting with RotaryChocolate Run.

7. Disportionality continues to affect all groups involving parent engagement. A need for non-traditional and traditional actions to impact parent enagement is needed to incorporate parents into their students

academic progress. Events such as Saturday drop-in coffee chats, Principal SidewalkCoffee Chats, etc.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Allocations for GOAL 2 actions will remain similar to 2019-2020 goals but will build upon momentum created by the addition of new clubs on campus.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

No significant changes are being made to this goal but there will an intentional focus on using resources to expand clubs and activities. This will include supplemental contracts to provide to staff members to mentor as a club advisor or support campus activities.

Step 4: Stakeholder Involvement. 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:	**2** ELAC:	**3** Staff:
1. Additonal school activities	1. Note ELAC folded into SSC due to being categorized as unorganized school based on transiency Additonal school activities	1. Technology for Students
2.College field trips	2. College field trips	2. Additional activities for students
3. Additional elective course offerings	3. Additional elective course offerings	3. Additional Goal 2 such as sports teams
4. PE options other than instructional packets		4. Addition of Music for students
		5. Construction class
		6. Library
		7. Character Counts
		8. Additional Elective Courses
		9. Tutorial class
		10. MTSS/Coping Skill Development

Action 1

Title: Student Engagement/Extra-Curricular Activities

Action Details:

By the end of the 2020-2021 school year, Cambridge High School will improve Student Engagement/Extra-Curricular Activities rate by 10%. This goal will be accomplished by implementing strategic interventions to engage and support all students to paricipate in a GOAL 2 activity. 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 Particiaption

Owner(s):

Principal

Vice Principal

Counselor

GLA

Lead Teachers

Teachers

Timeline:

Adiministration: August 2020-June 2021

Lead Teachers: August 2020-June 2021

Teachers: August 2020-June 2021

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 master schedule

2. Online Learning

3. AB1802 Conferences

4. FAS Night school

5. CHS Night School

6. Academic Mentoring

7. School to Home communication

8. Student Enrichment Field trips

9. GED, HSET, CHSP-High School Equivolency Diploma Options

10. Online CTE Course offerings

11. Dual Enrollment College Courses

12. Session 3 of Summer School

13. Saturday School Edgenuity Labs

14. Winter and Spring Sessions

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.
- Supplemental Teaching contracts to support Cambridge Night School and Credit Recovery platforms.
- Supplemental planning contracts to support WASC, Teaching planning, and parent engagement.
- Supplemental planning and teaching contracts to support GOAL 2 activities.
- Budget line allocation to support substitute teachers for WASC Visiting Committee Members, Planning, conferences, Peer to Peer Visitations, and onsite/off-site professional development.
- Budget line allocation to support ADMIN substitute for site administrators for professional development, confeences, and/other off-site job related duties.
- College, CTE, and Enrichment Field trips including transportation, admission, and meals to support College and Career Readiness and Enrichment experiences.
- GED, HSET, and CHSP support materials and testing vouchers to support students with graduation preparation and reponse to DASS Graduation indicator.
- 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 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.
- 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

- **CSI Plan Development**
- Partnering with Stakeholders (site and district level)
- Conducting needs assessments and root cause analysis
- Reviewing/Identifying resource inequities
- Identifying evidence based interventions strategies
- Actions regarding use of data, plan implementation, plan monitoring, and evaluation of plan improvement efforts
- Capacity Building
- Professional learning rooted in the work specifically correlated to the CSI identification

Specify enhanced services for EL students:

1. Google translation services for Teachers and students to utilize in instructional planning and classroom teaching.

2. Emphasis on instructional strategies and direct instruction focused on text complexity and academic vocabulary.

3. Instructional strategies and direct instruction focused on building knowledge from informational text.

4. Online credit recovery providing front loaded academic vocabulary and frequent exposure to make content accessible to EL learners.

Specify enhanced services for low-performing student groups:

CSI Support Allociations targeted towards Graduation Rate:

- Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
- Utilization of evidence based strategies aligned to state identification.
- Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).

5. 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.

6. Technology and other materials such as tablets, laptops, etc. to support on-line credit recovery, SBAC testing, DRP, and redesignation.

- School site team works with CF Pivot Team to complete a root cause analysis and determine areas of
- School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
- School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
- CSI manager III assigned to school site to support CCI data monitoring.
- Additional resources available in a "menu of options" for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.
- Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.
- Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
  - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).
- Professional learning for site leaders and teachers focused on CSI identified student groups.

Tier 2 Instructional Services

1. One on One Student Success Plan Meeting

2, Professional Learning Communities (PLC'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

7. Supplemental contracts will be used to provide but not limited to additional instructional time/SEL supports/credit recovery efforts.

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

7. Supplemental contracts will be used to provide but not limited to additional instructional time/SEL supports/credit recovery efforts.

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

Describe Professional Learning related to this action:

- Parent Engagement Functions including coffee hours,Sidewalk Coffee Chats, 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, GLA, Counselor and Office staff will work on developing more consistent communication system with parents.
- Parent Appreciation Night

- Professional Learning through site based, district led, off-site Professional Development/Conferences for staff.
- Site based and off-site professional learning focused on targeted instruction to support academic literacy in all credit recovery options.
- Professional learning supporting instructiors better supporting 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 implemention of online education

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
College/Career Readiness	3.503 %	0 %	2018-2019	3 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.	**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.
College/Career Readiness CTE Enrollment Based on 2019-2020 SPSA, there is a need to continue current goals related to CTE Enrollment and development of character and competencies. The goal for 2019-2020 was to increase the number of students taking dual enrollment courses and CTE courses both on-site and at Duncan. The continuance of this work and improvement is critical as this directly affects the dashboard College/Career Indicator. CTE course opportunities are available through Small Business, Marketing, and Graphic Design courses. These classes are supplemented by the Cambridge Small Business Cambridge Inks. These CTE courses impact rougly 20% of our campus. Based on the DASS indicators, there is a need for an expansion of CTE learning opportunities to meet the requirements in the CTE indicator. College/Career Readiness Dual Enrollment course offered through Fresno City College dual enrollment class. Based on the DASS indicator, there is a need to expand Dual Enrollment courses. For the 20120-2021 school year, Cambridge has had a small number of students attached to the current course. There is a need to recruit and retain more students in the course.	**College/Career Readiness** CTE Enrollment Inequities and disproportionality of low-performing student groups are affected by the following factors: There is a significant need toi ncrease opportunities for all student groups especially 12th grade students to be attached to a College/Career indictor: Based on CTE dash board data, the following disproportionality affects this action: 69 English Learnerss made up the cohort data with none leaving prepared 184 Hispanic students made up the cohort with 0.7% leaving prepared 247 Socioeconomically disadvantaged students made up the cohort with -0.5% prepared.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Additional changes needed include an expansion of either AP, CTE, and Dual Enrollment courses. These expenditures will support course offerings supported by project based learning, personalized learning initiative, and fieldtrips to universities and industry.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Due to limited CTE course offerings on campus, there is a need to increase student participation in Duncan PM sessions as well as night time programs. In addtion, there is a need to increase the number of students enrolling and completing Dual Enrollment courses and completing with a grade of C minus or better. This goal will be found in Goal 3 CTE Enrollment and development of character and competence.

Step 4: Stakeholder Involvement. 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:	**2** ELAC:	**3** Staff:
1. Additonal school activities	1.Note ELAC folded into SSC due to being categorized as unorganized school based on transiency Additonal school activities	1. Technology for Students
2.College field trips	2.College field trips	2. Additional activities for students
3. Additional elective course offerings	3. Additional elective course offerings	3. Additional Goal 2 such as sports teams
4. PE options other than instructional packets		4. Addition of Music for students
		5. Construction class
		6. Library
		7. Character Counts
		8. Additional Elective Courses
		9. Tutorial class
		10. MTSS/Coping Skill Development

Action 1

Title: CTE Enrollment and development of character and competence

Action Details:

By the end of the 2020-2021 school year, Cambridge High School will increase the number of students taking CTE and Dual Enrollment courses by 5%. This goal will be supported through the implemention of 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 atleast 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

GLA

Lead Teachers

Teachers

Timeline:

Adiministration: August 2020-June 2021

Lead Teachers: August 2020-June 2021

Teachers: August 2020-June 2021

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

CSI Support Allociations targeted towards Graduation Rate:

- Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
- Utilization of evidence based strategies aligned to state identification.

- Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
- School site team works with CF Pivot Team to complete a root cause analysis and determine areas of
- School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
- School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
- CSI manager III assigned to school site to support CCI data monitoring.
- Additional resources available in a "menu of options" for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.

- Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.

- Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
  - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.

- Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).

- Professional learning for site leaders and teachers focused on CSI identified student

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

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.
- Supplemental Teaching contracts to support Cambridge Night School and Credit Recovery platforms.
- Supplemental planning contracts to support WASC, Teaching planning, and parent engagement.
- Supplemental planning and teaching contracts to support GOAL 2 activities.
- Budget line allocation to support substitute teachers for Planning, conferences, Peer to Peer Vistations, and onsite/off-site professional development.
- Budget line allocation to support ADMIN substitute for site administrators for professional development, confeences, and/other off-site job related duties.
- College, CTE, and Enrichment Field trips including transportation, admission, and meals to support College and Career Readiness and Enrichment experiences.
- GED, HSET, and CHSP support materials and testing vouchers to support students with graduation preparation and reponse to DASS Graduation indicator.
- 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 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/CTE Course both online and/or direct instruction 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.
- 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
- **CSI Plan Development**
- Partnering with Stakeholders (site and district level)
- Conducting needs assessments and root cause analysis
- Reviewing/Identifying resource inequities
- Identifying evidence based interventions strategies
- Actions regarding use of data, plan implementation, plan monitoring, and evaluation of plan improvement efforts
- Capacity Building
- Professional learning rooted in the work specifically correlated to the CSI identification

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.

Specify enhanced services for low-performing student groups:

CSI Support Allociations targeted towards Graduation Rate:

- Coaching provided to site leaders to support change management and inclusive processes in the

- 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.

- development of the site SPSA.
- Utilization of evidence based strategies aligned to state identification.

- Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
- School site team works with CF Pivot Team to complete a root cause analysis and determine areas of
- School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
- School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
- CSI manager III assigned to school site to support CCI data monitoring.
- Additional resources available in a "menu of options" for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.

- Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.

- Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
  - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.

- Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).

- Professional learning for site leaders and teachers focused on CSI identified student groups.

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

7. Supplemental contracts will be used to provide but not limited to additional instructional time/SEL supports/credit recovery efforts.

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

7. Supplemental contracts will be used to provide but not limited to additional instructional time/SEL supports/credit recovery efforts.

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

- Parent Engagement Functions including coffee hours,Sidewalk Coffee Chats, 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, GLA, Counselor and Office staff will work on developing more consistent communication system with parents.

Describe Professional Learning related to this action:

- Professional Learning through site based, district led, off-site Professional Development/Conferences for staff.
- Site based and off-site professional learning focused on targeted instruction to support academic literacy in all credit recovery options.
- Professional learning supporting instructiors better supporting 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 implemention of online education

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	60.972 %	66.531 %	2018-2019	64.531 %
Suspensions Per 100	4.388 %	7.747 %	2018-2019	6.747 %
Graduation Rate	43.714 %	52.819 %	2018-2019	53.819 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

Chronic Absenteeism Based on the 2019-2020 SPSA, there is still a need to continue current goals and actions as related to increasing creditr attainment opportunities to support graduation rates. The reasonfor this continuance is based onthe service to our districts most underserved credit deficient students enrolling throughout the school year. In additon, as we work towards providing additonal credit attainment opportunities by continuing to expand credit attainment opportunities and program, there could be an additional increase to the 11.5% graduation rate increase for 2019.

Graduation Rate

Based on DASS indicators, graduation rate is a major factor for Cambridge on the dashboard. As we address the student needs for our underserved students transitioning from our Comprehensive High Schools, there is a need for multiple platforms of credit recoveryopportunities to achieve graduation status.

1. Expand flexible master schedule to meet each students where they are academically and social emotinally.

2. Expand after-school credit recovery opportunties for all students.

3. Expand alternatives within Master Schedule for severly credit deficient students to earn high school equivolency exams in lieu of diploma.

4. As part of our Alternative Education criteria,Cambridge serves our most credit deficient students in our district as CHS offers the most credit recovery options for students.

Suspensions Per 100

Based on DASS indicators, suspension rate per 100 students is 6.7% which is down from 7.2%. a As we address the student needs for our underserved students transitioning from our Comprehensive High

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Chronic Absenteeism

Chronic Absenteeism Based on various factors, the inequities that contributed to the disproportionality of low-performing students was affected by:

51,9%of 12th grade EnglishLearner students graduated

44.6%of 12th grade Hispanic students graduated

42.3%of 12th grade Socio-economically disadvantaged students graduated

1. Proximity of campus for students traveling to Cambridge from seven different regions.

2. Most students utilize city bus transportation when traveling to and from Cambridge.

3.Need to increase parent and/or guardian engagement through both traditional and non-traditional measures.

4. A need to continue to evolve the flexible master schedule so multiple scheduling options are available based on name and byneed.

Graduation Rate

Graduation Rate

1. Students enrolling atCambridge are significantlycredit deficientwith most below grade level.

2. Attendance rate affects graduation rate.

3. Some students need additonal chronological time to graduate including 5th year to complete graduation requirements.

4. Various factors including accelerated childhood experiences may affect graduation rate.

Schools, there is a need for Cambridge to seek alternatives to suspension when appropriate to keep students safely engaged in school.

1. Continue to evaluate flexible master schedule to meet each students where they are academically and social emotinally.

2. Expand after-school credit recovery opportunties for all students.

3. Expand alternatives within Master Schedule for severly credit deficient students to earn high school equivolency exams in lieu of diploma.

4. As part of our Alternative Education criteria,Cambridge serves our most credit deficient students in our district as CHS offers the most credit recovery options for students.

5. Continue to expand GOAL 2 engagements to build connections to school through the arts and activities.

6. Continue to seek and create alternatives to out of school suspension when appropriate.

5. Students needing significant credit recovery enrolling throughout the year from the comprehensive high schools.

Suspensions Per 100

Suspensions Per 100

1. There is a need to utilize alternatives to suspension for non-violent suspensions especiallysubstance abuse related offenses.

2. There is a need to continue to expand enagement opportunities to build upon positive engagement trends made by leadership students.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

During 2019-2020,Cambridge High School allocated 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. Now that we have reached this one to one classroom technology goal, maintenance of this goal is needed. We must still leverage technologyt o support **distance learning**, digital literacy, academic literacy, and credit attainment. The California Dashboard indicators impacting Cambridge our Graduation rate, attendance, and suspension rates. In order to make improvement in Graduation rates, there will be a need to continue to expand credit recovery platforms to meet students where students are academically. **This may include but not limited to**: Self-Funded EDGENUITY Cambridge Night School; Winter Session/Spring Break EDGENUITY sessions; SaturdaySchool Sessions; and any traditional/non-traditional opportunities. Additionally, budget allocations will be used to support opportunities to provide access for all students to reach graduation goals, including:

1.College and Career ReadyField trips to both industry and institutions of higher learning.

2. Additional Online learning opportunities including CTE courses

3.Dual Enrollment Fresno CityCollege course (s)

4. Bus tokens for transportation including night school,winter session etc.

5. Professional Development to improve instructional practices designed to improve academic literacy, attendance, and graduation opportunities for all students.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Based on data sets from From the California State Dashboard, SBAC, Interim, and internal data sets,Cambridge will expand professional development staff and student learning oppotunities to support literacyand graduation goals. As we serve our under-served populations enrolling from our comprehensive high schools,we will continue to work to improve instructional practices to meet the needs of all of our students.

Step 4: Stakeholder Involvement. 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:
1. Additional school activities
2.College field trips
3. Additional elective course offerings
4. Alternative PE options other than instructional packets

2 ELAC:
1.Note ELAC folded into SSC due to being categorized as unorganized school based on transiency. Additonal school activities
2.College field trips
3. Additional elective course offerings

3 Staff:
1. Technology for Students
2. Additional activities for students
3. Additional Goal 2 such as sports teams
4. Addition of Music for students
5. Construction class
6. Library
7. Character Counts
8. Additional Elective Courses
9. Tutorial class
10. MTSS/Coping Skill Development

Action 1

Title: Graduation Rate

Action Details:

By the end of the 2020-2021 school year, Cambridge High School will increase graduation rate by 5% and increase the number of credits earned by 10 percent. To achieve this goal, Cambridge High School will provide multiple platforms to increase opportuninities for students to meet credit recovery needs for graduation requirements. These opportunities will include platforms incuding on-line learning/curriculum, GED, HSET, CHSP, 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 Cambridge Night School, 3rd Session of Summer School, Saturday Sessions, Winter and Spring Sessions, 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

CSI Support Allociations targeted towards Graduation Rate:

- Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
- Utilization of evidence based strategies aligned to state identification.

- Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
- School site team works with CF Pivot Team to complete a root cause analysis and determine areas of
- School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
- School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
- CSI manager III assigned to school site to support CCI data monitoring.
- Additional resources available in a "menu of options" for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.

- Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.

- Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
    - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.

- Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).

- Professional learning for site leaders and teachers focused on CSI identified student groups.

- 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):

CSI Support Allociations targeted towards Graduation Rate:

- Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
- Utilization of evidence based strategies aligned to state identification.

- Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
- School site team works with CF Pivot Team to complete a root cause analysis and determine areas of
- School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.

Owner(s):

Principal

Vice Principal

Counselor

GLA

Lead Teachers

Teachers

Timeline:

Adiministration: August 2020-June 2021

Lead Teachers: August 2020-June 2021

Teachers: August 2020-June 2021

- School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
- CSI manager III assigned to school site to support CCI data monitoring.
- Additional resources available in a "menu of options" for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.

- Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.

- Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
    - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.

- Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).

- Professional learning for site leaders and teachers focused on CSI identified student

-
- 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 Particiaption
- 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.
    - Supplemental Teaching contracts to support Cambridge Night School and Credit Recovery platforms. These contracts are designed to expand program opportunities for our students. These are critical areas of need for our districts severely credit deficient underserved students who have enrolled from thier respective comprehensive high schools. These programs will be supported and alligned by the following:
    - **1. School site team works with CF Pivot Team to complete a root cause analysis and determine areas of need.**
    - **2. School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.**
    - **3. School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.**
    - Supplemental planning contracts to support teaching planning, and parent engagement. These contracts will support student achievement by increasing planning time to meet the needs of all students as related to MTSS Tier 1, Tier 2, and Tier 3 services. Additionally, contracts will utilized to support parent engagement work such as Saturday Parent engagement sessions.
    - Budget line allocation to support ADMIN substitute for site administrators for professional development, confeences, and/other off-site job related duties.
    - College, CTE, and Enrichment Field trips including transportation, admission, and meals to support College and Career Readiness and Enrichment experiences.
    - GED, HSET, and CHSP support materials and testing vouchers to support students with graduation preparation and reponse to DASS Graduation indicator.
    - 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 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.
    - 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
- **CSI Plan Development**
- Partnering with Stakeholders (site and district level)
- Conducting needs assessments and root cause analysis
- Reviewing/Identifying resource inequities
- Identifying evidence based interventions strategies
- Actions regarding use of data, plan implementation, plan monitoring, and evaluation of plan improvement efforts
- Capacity Building
- Professional learning rooted in the work specifically correlated to the CSI identification. Professional learning will include but not limited to Solution Tree PLC at Work, INACOL, RAPSA, Educational Elements, CCEA, CCIS, English Learner Group, etc.

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

Specify enhanced services for low-performing student groups:

CSI Support Allociations targeted towards Graduation Rate:

- Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
- Utilization of evidence based strategies aligned to state identification.
- Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
- School site team works with CF Pivot Team to complete a root cause analysis and determine areas of
- School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
- School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
- CSI manager III assigned to school site to support CCI data monitoring.
- Additional resources available in a "menu of options" for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.
- Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.
- Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
  - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).
- Professional learning for site leaders and teachers focused on CSI identified student groups.

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

7. Technology support 1x1 devices to support credit recovery and other academic needs

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

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

- Parent Engagement Functions including coffee hours,Sidewalk Coffee Chats, 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, GLA, Counselor and Office staff 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.

Action 2

Title: Chronic Absenteeism

Action Details:

By the end of the 2020-2021 school year, Cambridge High School will improve attendance rate by 5%. This goal will be accomplished by implementing 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 at thier previous comprehensive high school by creating an emotionally and physically safe learning environment where students are connected to their school.

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 Particiaption

Owner(s):

Principal

Vice Principal

Counselor

GLA

Lead Teachers

Teachers

Timeline:

Adiministration: August 2020-June 2021

Lead Teachers: August 2020-June 2021

Teachers: August 2020-June 2021

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 master schedule

2. Online Learning

3. AB1802 Conferences

4. FAS Night school

5. CHS Night School

6. Academic Mentoring

7. School to Home communication

8. Student Enrichment Field trips

9. GED, HSET, CHSP-High School Equivolency Diploma Options

10. Online CTE Course offerings

11. Dual Enrollment College Courses

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.
- Supplemental Teaching contracts to support Cambridge Night School and Credit Recovery platforms.
- Supplemental planning contracts to support WASC, Teaching planning, and parent engagement.
- Supplemental planning and teaching contracts to support GOAL 2 activities.
- Budget line allocation to support substitute teachers for WASC Visiting Committee Members, Planning, conferences, Peer to Peer Vistations, and onsite/off-site professional development.
- Budget line allocation to support ADMIN substitute for site administrators for professional development, confeences, and/other off-site job related duties.
- College, CTE, and Enrichment Field trips including transportation, admission, and meals to support College and Career Readiness and Enrichment experiences.
- GED, HSET, and CHSP support materials and testing vouchers to support students with graduation preparation and reponse to DASS Graduation indicator.
- 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 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.
- 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

- **CSI Plan Development**
- Partnering with Stakeholders (site and district level)
- Conducting needs assessments and root cause analysis
- Reviewing/Identifying resource inequities
- Identifying evidence based interventions strategies
- Actions regarding use of data, plan implementation, plan monitoring, and evaluation of plan improvement efforts
- Capacity Building
- Professional learning rooted in the work specifically correlated to the CSI identification

Specify enhanced services for EL students:

1. Google translation services for Teachers and students to utilize in instructional planning and classroom teaching.

2. Emphasis on instructional strategies and direct instruction focused on text complexity and academic vocabulary.

3. Instructional strategies and direct instruction focused on building knowledge from informational text.

4. Online credit recovery providing front loaded academic vocabulary and frequent exposure to make content accessible to EL learners.

5. 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.

6. Technology and other materials such as tablets, laptops, etc. to support on-line credit recovery, SBAC testing, DRP, and redesignation.

7, Resources to provide ELPAC Assessors the proper supports and testing conditions to support English Learner Redesignation.

8. Use of EDGENUITY curriculum may be used to support EL learners by changing the content language to Spanish if needed to better support each learner.

Specify enhanced services for low-performing student groups:

CSI Support Allociations targeted towards Graduation Rate:

- Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
- Utilization of evidence based strategies aligned to state identification.

- Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
- School site team works with CF Pivot Team to complete a root cause analysis and determine areas of
- School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
- School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
- CSI manager III assigned to school site to support CCI data monitoring.
- Additional resources available in a "menu of options" for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.

- Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.

- Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
  - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.

- Site leader access to a District Administrative Support Team to take over their daily duties so they can

engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).

- Professional learning for site leaders and teachers focused on CSI identified student groups.

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

7. Supplemental contracts will be used to provide but not limited to additional instructional time/SEL supports/credit recovery efforts.

8. echnology support 1x1 devices to support credit recovery and other academic needs

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

7. Supplemental contracts will be used to provide but not limited to additional instructional time/SEL supports/credit recovery efforts.

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

- Parent Engagement Functions including coffee hours,Sidewalk Coffee Chats, 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, GLA, Counselor and Office staff will work on developing more consistent communication system with parents.

Describe Professional Learning related to this action:

- Professional Learning through site based, district led, off-site Professional Development/Conferences for staff.
- Site based and off-site professional learning focused on targeted instruction to support academic literacy in all credit recovery options.
- Professional learning supporting instructiors better supporting 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 implemention of online education

2020-2021 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	Mat & Supp			: Materials and Supplies - **No Food / No Incentives**	1,690.00
G4A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology, Use 3182 Tech line first	35,000.00
G4A1	ESSA-CSI	Instruction	Nc-Equipment			Technology / Equipment / Furniture	5,014.00
G4A1	ESSA-CSI	Instruction	Travel			: Travel/PL/Conferences/meetings/Trainings/Teacher PL	25,000.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs for Professional Learning / Meetings / Trainings / Teacher Collaboration	29,710.00
G4A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	50,000.00
G4A1	Sup & Conc	Instruction	Travel			Travel / Conferences / Meetings / Trainings / Teacher Collaboration	10,000.00
G4A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance and Repairs	21,088.00
G4A1	LCFF: EL	Instruction	Nc-Equipment			Technology / Equipment / Furniture	6,954.00
G4A2	Title 1 Basic	Parent Participation	Mat & Supp			Parent Engagement - **No Food / No Incentives**	2,500.00

$186,956.00

2020-2021 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	Bks & Ref			Fresno City College / Dual Enrollment	5,000.00
G1A1	ESSA-CSI	Instruction	Teacher-Supp			Supplemental Contracts - Summer School / Night School / Saturday School / Winter Session / Mid Session / Student Engagement / Tutoring /	109,782.00
G1A1	ESSA-CSI	Instruction	Bks & Ref			Edgenuity	35,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin Subs / Professional Learning / Principal Meetings / Trainings / Teacher Collaboration / PBL / Conferences	10,756.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			ELPAC Assessors	5,050.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	20,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies / Bus Tokens	16,002.00
G4A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and Supplies - **No Food / No Incentives**	1,690.00
G4A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology, Use 3182 Tech line first	35,000.00
G4A1	ESSA-CSI	Instruction	Nc-Equipment			Technology / Equipment / Furniture	5,014.00
G4A1	ESSA-CSI	Instruction	Travel			: Travel/PL/Conferences/meetings/Trainings/Teacher PL	25,000.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs for Professional Learning / Meetings / Trainings / Teacher Collaboration	29,710.00
G4A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	50,000.00
G4A1	Sup & Conc	Instruction	Travel			Travel / Conferences / Meetings / Trainings / Teacher Collaboration	10,000.00
G4A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance and Repairs	21,088.00
G4A1	LCFF: EL	Instruction	Nc-Equipment			Technology / Equipment / Furniture	6,954.00
G4A2	Title 1 Basic	Parent Participation	Mat & Supp			Parent Engagement - **No Food / No Incentives**	2,500.00
							$388,546.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$44,190.00
ESSA-CSI	3182	$174,796.00
Sup & Conc	7090	$121,554.00
LCFF: EL	7091	$48,006.00
Grand Total		**$388,546.00**

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	$201,590.00
G4 - All students will stay in school on target to graduate	$186,956.00
Grand Total	**$388,546.00**

05/13/2020