

Cambridge High

10621661030584

Principal's Name: Pete Pulos

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Pete Pulos', with a long horizontal flourish extending to the right.

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including 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 District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

Consolidated Program Assurances

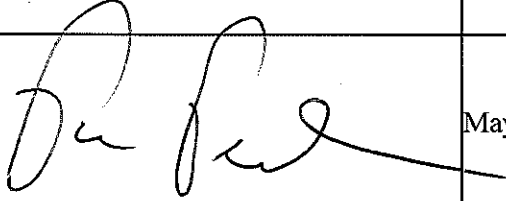
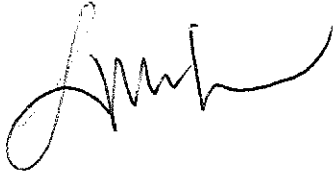
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Pete Pulos	X				
2. Chairperson -Lily Mukai		X			
3. Member-Yia Xiong		X			
4. Member-Jadrian Ejercito		X			
5. Member-Berenice Torres			X		
6. Member-Ariana Reyes					X
7. Member-Latrice Crutchfield				X	
8. Member-Robert Ramirez				X	
9. Member-Michelle Angel			X		
10.					
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name: Cambridge High			
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		May 3, 2021
SSC Chairperson	Lily Mukai		May 3, 2021

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 2021/22

Cambridge - 0230

ON-SITE ALLOCATION

3010	Title I	\$40,992 *
7090	LCFF Supplemental & Concentration	\$142,100
7091	LCFF for English Learners	\$41,100
3182	Comprehensive Support and Improvement	\$164,395
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$9,800</u>
TOTAL 2021/22 ON-SITE ALLOCATION		\$398,387

* 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	\$1,281
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$39,711</u>
	Total Title I Allocation	\$40,992

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/Guiding Coalition (CSI) Team, which includes applicable department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners in alignment with schools chosen focus, work in tandem with the site team as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team/Guiding Coalition (CSI) Team to complete a root cause analysis and determine areas of focus.
 - School site team works with CF Pivot /Guiding Coalition (CSI) Team to identify actions and metrics as part of the site leaders 6-8-week plan.
 - School site team and CF Pivot Team/Guiding Coalition (CSI) 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.
- ❖ Professional learning for site leaders and teachers focused on CSI identified student groups.
- ❖ Resources and/or Professional Learning provided to school sites:
 - Culturally Proficient Learning Communities, book
 - i-Ready Teacher Toolbox
 - Restorative Practices New/Refresher Course(s)

Cambridge High 2021-2022 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
4 Year Cohort Graduation Rate		34.82 %	2019-2020	39.82 %
I-Ready ELAD1 On Level		3.79 %	2020-2021	10.79 %
I-Ready Math D1 On Level		1.18 %	2020-2021	8.18 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

4 Year Cohort Graduation Rate

Based on DASS 1 year graduation cohort data and current district trends as related to the pandemic and distance learning, there will be a need to employ multiple credit attainment opportunities for new and existing students as our districts credit attainment needs will only increase. Budget allocations need to include Edgenuity cost, Night School, Saturday School, the funding of Session 3 and 4 of summer school, and any additional programs that support Graduation Rate.

I-Ready ELAD1 On Level

Attendance and enrollment: As we enroll our districts most underserved students, students face challenges that impact daily attendance. Lack of a site Child Welfare and Attendance person impacts the overall effectiveness of improving chronic absenteeism. Thus, poor attendance continues to be a factor of poor academic progress for some students. Students not working outside of the classroom on course work - Many students, when they are not in school, are not regularly working on their coursework to recover credits which is also a factor of poor academic progress. Enrollment dates - Cambridge enrolls students year round and each student has a schedule designed based on name and by need. This is possible due to a flexible master schedule. Most students enter Cambridge at a point where they are significantly behind in credits and far below grade level. Most students who enter Cambridge are credit deficient due to an array of

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

4 Year Cohort Graduation Rate

The 2021-2022 SPSA is focused on the development and expansion of credit attainment programs at Cambridge. This is in response to DASS graduation one year cohort graduation rate. This is a consistent need as Cambridge is one of the states largest continuation schools and by design will take the most credit deficient and underserved students in our system. In addition, Cambridge serves as the major hub for our districts 16-18 year students in need of significant credit attainment. Cambridge on average will have a DASS one year cohort of 300 students with only approximately 10-20 percent on track for graduation.

Key Factors attributing to the disproportionality of low performing student groups as related to DASS 1 year graduation rate include:

1. As one of the largest continuation schools in the state, Cambridge is designed to serve our school districts underserved comprehensive high school students in need of significant credit attainment. Thus, students enroll at Cambridge often more than a year behind in credit attainment and often several years behind academically.
2. DASS requires graduates to be enrolled for 90 days or more to be counted in the cohort graduation rate. Cohort students graduating prior to 90 days of enrollment count towards their previous school. Currently, there specific enrollment periods for incoming students to allow Alternative schools a chance to meet 90 day attendance criteria for one year graduation rate.

reasons, one being they are far below grade level in reading and writing which may have a negative impact on their I-Ready and other results. Because of the significant number of credits students need to earn to become on-track for graduation the majority of intervention focuses on credit attainment opportunities. However, students are able to attend tutorials through Men's and Women's Alliance, Khan Academy, and tutorials provided through A4. Students are encouraged to be in school on a consistent basis to work on their courses where they can get support from core content teachers.

As a result, I-Ready results for Reading are as follows:

Females: 86.5% 2 or more grades behind, 9.65 1 grade behind, 3.8% On Level

Males: 87% 2 or more grades behind, 8.7% 1 grade behind, 3.7% On Level

Foster Youth: 75% 2 or more grades behind, 25% 1 grade behind

RFEP: 81.25% 2 or more grades behind, 12.5% 1 grade behind, 6.25% On Level

English Learner: 96.44% 2 or more grades behind, 5.56% 1 grade behind

Homeless: 100% 2 or more grades behind

SDC: NA

RSP: 100% 2 or more grades behind

Students with Disability: 100% 2 or more grade levels behind

Economically Disadvantaged: 88.19% 2 or more grade levels behind, 7.87% 1 Grade behind, 3.94% On Level

I-Ready Math D1 On Level

As stated in I-Ready D1 on level, attendance and time of enrollment impacts our incoming underserved student body. Lack of a site Child Welfare and Attendance person impacts the overall effectiveness of improving chronic absenteeism. Many of these factors Thus, poor attendance continues to be a factor of poor academic progress for some students. Students not working outside of the classroom on course work - Many students, when they are not in school, are not regularly working on their coursework to recover credits which is also a factor of poor academic progress. Almost all students are significantly behind grade level as they enroll at Cambridge. This is even more so in mathematics.

As a result, I-Ready results for Math are as follows:

Females: 100% 2 or more grades behind.

Males: 2% on level, 98% 2 or more grades behind

Foster Youth: 100% 2 or more grades behind

RFEP: 4.5% on level, 95.5% 2 or more grades behind

English Learners: 100% 2 or more grades behind

Homeless: 100% 2 or more grades behind

RSP: 100% 2 or more grades behind

Students with Disability: 100% 2 or more grades behind

Economically Disadvantaged: 1.27% on level, 98.7% 2 or more grades behind

3. Due the significant credit gap and the average time enrolled for students, extended time and opportunities to recover the significant gaps in learning and credit attainment needed to meet graduation requirements.

4. The California Department of Education recommends school districts reclassify student grade level by credits upon enrollment at an alternative school. This procedure changes the cohort denominator and allows alternative education campus the opportunity to work off of Comprehensive School Improvement status. Currently, Cambridge is not utilizing this recommendation.

I-Ready ELA D1 On Level

As mentioned, Cambridge serves as the major hub for districts 16-18 year students in need of significant credit attainment. While most continuation schools have a 12th grade cohort of 100 or less, Cambridge on average will have a cohort of 330 with approximately 20 percent on track for graduation. Due to the complexity and severe credit deficiencies of students entering throughout the school year, there is need to continue goals of the 2020-2021 SPSA. The effectiveness of the SPSA and current site expenditures maybe 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 their schedule, 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. The focus on credit attainment and academic achievement is critical as students are statistically attending Cambridge for approximately 5 months. The disproportionality of low-performing student groups is clearly evident in the following data:

83% of African American students are 2 or more grade levels behind with 16.7% of students one or more grade levels behind and no students on level

100% of Asian students are 2 or more grade levels behind

87% of Hispanic students are 2 or more grade levels behind with only 4% on Level

Native Americans: 50% are 2 or more grade levels behind and 50% are 1 grade level behind

Two or more races: 100% are 2 or more grade levels behind

White: 100% are 2 or more grades behind

I-Ready Math D1 On Level

As mentioned in ELA on-level, achievement data is significantly skewed as students are enrolling from their comprehensive high schools often one or more years behind in credit attainment. There are parallels to the credit attainment and academic achievement as we are able to predict which students will most likely be in alternative education early in elementary years. The disproportionality of low-performing student groups is clearly evident in the following data:

98.6% of Hispanic students are 2 or more grades behind with 1.4% on level

100% of African-American students are 2 or more grades behind

100% of Asian students are 2 or more grades behind

100% of Native American students are 2 or more grades behind

100% of students with two or more races are 2 or more grades behind

100% of White students are 2 or more grades behind

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

During 2020-2021, Cambridge High School has made pivots in response to the pandemic. CHS allocated funds to support student achievement and academic literacy through technology with a goal of making sure every student has the tools necessary to make academic progress in a virtual learning environment. Although Cambridge has made significant progress becoming one to one with computers for every student in the classroom there is still growth needed as we progress to hybrid and simultaneous learning. While goals were met, we must now continue to support this work by continuing to purchase technology to support CSI graduation rate and credit attainment opportunities. We will continue to leverage technology to support student success. Also, we continue to expand learning opportunities for students including increased night school, winter, and summer sessions.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Based on data sets from From the California State Dashboard, I-Ready and internal data sets, Cambridge will continue to expand professional development staff and student learning opportunities to support literacy and graduation goals. **As we serve our districts most 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, 2, and 3.

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. Increased opportunities for credit recovery
2. Night School
3. Increased Social Emotional Supports for Students
4. College Field Trips
5. Expand Electives
6. Additional School Activities

2 ELAC:

1. Note ELAC folded into SSC due to school categorization as being an unorganized school based transiency of student population.
2. College Field Trips
3. Expansion of elective course offerings
4. Increase support for EL re-designation

3 Staff:

1. Night School
2. Additional investment in Academic Decathlon and related activities
3. Academic enrichment games
4. additional direct instruction classes and fewer online classes.
5. ILT collaboration on development of effective lessons
6. Library with a librarian
7. Additional SEL courses

Action 1

Title: SBAC

[Action Details:](#)

By the end of the 2021-2022 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 opportunities 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
- Edgenuity and eDynamic Learning completions
- Dual Enrollment Completions

Owner(s):

Principal
 Vice Principal
 Counselor
 GLA
 Lead Teachers
 Teachers

Timeline:

Administration: August 2021-June 2022
 Lead Teachers: August 2021-June 2022
 Teachers: August 2021-June 2022

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

CSI Support Allocations 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 Attainment including Edgenuity and eDynamic Learning for online courses for afterschool, CHS Night school, and/or weekend hybrid instruction.
- **Academic acceleration, mentoring, and professional learning for A4 and other underserved students.**
- Staffing contracts to support additional Summer School sessions if needed.
- Supplemental Teaching contracts to support Cambridge Night School and other Credit Recovery platforms including winter session, spring session, and weekends. 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 their respective comprehensive high schools. These programs will be supported and aligned 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 be 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 Visitations, and onsite/off-site professional development.
- Budget line allocation to support ADMIN substitute for site administrators for professional development, conferences, 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 response 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
- Transportation including buses for 12th grade field trips
- 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 Allocations 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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- 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. Prodigy 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.

Action 2

Title: Increase the number of students on-track for graduation

[Action Details:](#)

By the end of June 2022, Cambridge High School will increase the number of 12th grade one year cohort students who are on-track for graduation by 10 percent.

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

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

- Quarter grades and credits earned
- Quarterly data conversations with students and staff
- Progress Reports
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Owner(s):

Principal
Vice Principal
Counselor
GLA
Lead Teachers
Teachers

Timeline:

Administration: August 2021-June 2022
Lead Teachers: August 2021-June 2022
Teachers: August 2021-June 2022

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

CSI Support Allocations 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

8. Graduate data

Additional Instructional Services for ALL students:

- On-Line Credit Recovery Attainment including Edgenuity and eDynamic Learning for online courses for afterschool, CHS Night school, and/or weekend hybrid instruction.
- Academic acceleration, mentoring, and professional learning for A4 and other underserved students.
- Staffing contracts to support additional Summer School sessions
- 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 their respective comprehensive high schools. These programs will be supported and aligned 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 be 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 Visitations, and onsite/off-site professional development.
- Budget line allocation to support ADMIN substitute for site administrators for professional development, conferences, 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 response to DASS Graduation indicator.
- Professional Development including conferences/guest speakers both on-site and off-site that supports Champs, Social Emotional Learning, Academic Achievement, English Learners, A4 SPED and any training designed to support students and CSI Graduation Rate. Professional Development/Conferences could include but not limited to PLC at Work, RASPS, CCIS, CCEA, Aurora Institute (formerly Inacol), ACSA and any conference that promotes student achievement.
- Substitute teachers for peer to peer visitation, WASC participation, site professional development, and professional learning/conferences.
- Substitute administrators for peer to peer visitation, site professional development, WASC participation and professional learning/conferences.
- 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.
- Additional program and learning opportunities to support A4 and Cultural Proficiency
- Technology including laptops, ear-phones, and any materials and supply needed to support distance learning, hybrid instruction, and direct instruction in support of CSI Graduation Rate.
- 21st century Online credit recovery opportunities during the instructional day such as EDGENUITY, eDynamic Learning, 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

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 Allocations 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.

Tier 3 Instructional Services

1. Parent conferences

2. School Social worker referral
3. Prodigy 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.

Action 3

Title: Graduation Rate

[Action Details:](#)

By the end of the 2021-2022 school year, Cambridge High School will increase graduation rate by 5% and increase the number of credits earned by 10 percent based off of previous years data. Until there is a directive to implement CDE DASS recommendation to reclassify students upon enrollment, there will be a need to increase academic acceleration opportunities for all of incoming underserved students. To achieve this goal, Cambridge High School will provide multiple platforms to increase opportunities for students to meet credit recovery needs for graduation requirements. These opportunities will include platforms including 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 and 4th Session of Summer School, Weekend Hybrid and Virtual 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 Allocations 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
- Graduate Data
- 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

Owner(s):

Principal
 Vice Principal
 Counselor
 GLA
 Lead Teachers
 Teachers

Timeline:

Administration: August 2021-June 2022
 Lead Teachers: August 2021-June 2022
 Teachers: August 2021-June 2022

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

CSI Support Allocations 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
- ATLAS Attendance Reports
- Number of Graduates completing throughout the year
- 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
- Academic interventions including mentoring for A4 and other under represented groups.
- Additional Instructional Services for ALL students:
 - On-Line Credit Recovery labs and licenses for EDGENUITY, eDynamic Learning, ETC.
 - On-line Credit Recovery will be offered afterschool, CHS Night school, winter vacation, spring vacation, and weekends.
 - Funding allocations to support EDGENUITY, eDynamic Learning, and any online learning program that supports academic success and CSI Graduation rates.
 - 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 their respective comprehensive high schools. These programs will be supported and aligned 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.**
 - **Academic supports for A4 academic acceleration in support of CSI Graduation rates.**
 - 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 be 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, conferences, and/or 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 response to DASS Graduation indicator.
 - AB1802 Conferences
 - Professional Development including conferences/guest speakers both on-site and off-site that supports Champs, Social Emotional Learning, Academic Achievement, English Learners, A4 SPED and any training designed to support students and CSI Graduation Rate. Professional Development/Conferences could include but not limited to PLC at Work, RASPS, CCIS, CCEA, Aurora Institute (formerly Inacol), ACSA and any conference that promotes student achievement.
 - Substitute teachers for peer to peer visitation, WASC participation, site professional development, and professional learning/conferences.
 - Substitute administrators for peer to peer visitation, site professional development, WASC participation and professional learning/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, eDynamic Learning, etc.
 - Guaranteed and Vable curriculum to support academic literacy and student success

- Mobile computer labs to support on-line learning opportunities in the classroom.
- Technology including laptops, ear-phones, and any materials and supply needed to support distance learning, hybrid instruction, and direct instruction in support of CSI Graduation Rate.
- 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
- Supplemental contracts for staffing of Summer School, if needed.
- 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.
- TEST AMENDMENT TOOL - Change Language

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 Allocations 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. Prodigy Referral (if applicable)
4. Flexible Scheduling (If Needed)
5. SARB (If Needed)
6. Academic Mentoring

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0230 Cambridge (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	ESSA-CSI	Instruction	Mat & Supp			Materials and Supplies including Bus Tickets for Student transportation and Instructional needs supporting CSI graduation rate. - No incentives or food *Supports all Goals/Actions*	29,782.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Student Technology & Accessories in support of CSI Grad Rate & to Meet our 1x1 Student to Computer Ratio	33,492.00
G1A2	One-Time School	Instruction	Mat & Supp			: Re-Opening of School needs. Sanitizing Accessories for classrooms and major traffic areas, plexi-glass, PPE, safety and health of staff, students and community.	9,800.00
G1A3	ESSA-CSI	Instruction	Teacher-Supp			Teacher Supplemental Contracts for Night School, Tutoring, Summer School, Weekend School to support Credit Attainment & Planning, Extra Course Offerings, Planning Direct Instruction/Simultaneous Learning and other needs to support increase of Graduation rates. - *Supports all Goals/Actions* NO IEP's	79,613.00
G1A3	ESSA-CSI	Instruction	Bks & Ref			: Edgenuity & eDynamic Licenses (part of Edgenuity) in Support of CSI	35,000.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Support Site Night School, Extra Course Offerings, Planning Direct Instruction/Simultaneous Learning and other needs to support increase of Graduation rates.	2,394.00
G1A3	Sup & Conc	Instruction	Mat & Supp			: Academic and SEL materials and supplies for students/classroom/school, supporting Instructional/SEL needs and supporting CSI graduation rate. *Supports all Goals/Actions*	29,050.00

\$219,131.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.**Needs Assessment****School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
College/Career Readiness		2.02 %	2019-2020	5.02 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

College/Career Readiness

As a result of a shift to a distance learning model following the March 13, 2020 shelter in place order, Cambridge made a pivot to predominantly digital curriculum model. However, there must be a shift forward towards expansion of CTE programs that are relevant with 21st century employable skills. Based on data sets from From the California State Dashboard, I-Ready, and internal data sets, Cambridge will continue to expand professional development staff and student learning opportunities to support literacy and graduation goals. As we serve our most 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.

Student-centered real world learning experience - Site Defined

As part of our school's vision, Cambridge High School will provide a safe environment for academic success, based on individual student needs, that prepares them for college and career options.

In order to create optimum learning opportunities for our student's who arrive to Cambridge as our district's most underserved, we believe in the following student learner outcomes:

1. Problem Solvers:

- Students will be able to identify the problem and set a course of action to resolve the problem.

2. Responsible Citizens:

- Students will understand and demonstrate the importance of attendance educational readiness.
- Students will set academic goals to meet district and state requirements.

3. Informed Citizens

- Students will familiarize themselves with a subject, accessing information from a variety of resources.
- Students will construct a variety of products using technology.

4. Demonstrators

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

College/Career Readiness

Key factors that have impacted CCI indicator for Cambridge High School includes:

1. The timing of enrollment of underserved students entering from the comprehensive high schools and the significant amount of credits students need to become on-track for graduation.
2. Only 2.0% of students are prepared for graduation.
3. 4.0% of students approaching prepared.
4. 93.9% are not prepared.
5. 78.9% of Asian students are not prepared
6. 94.4% of Hispanic students are not prepared.
7. 93.1% of English Learners are not prepared..
8. 100% of African-Americans are not prepared.
9. 94% of Socio-economically disadvantage are not prepared.
10. 87% of Students with Disabilities are not prepared.

Student-centered real world learning experience - Site Defined

Cambridge High School is committed to changing the narrative for our districts most under-served students by creating learning opportunities that do not mirror the traditional learning experiences offered at our comprehensive high schools. By changing the narrative for students in alternative education, we are committed to providing project based learning experiences for all students to provide rigorous real world academic experiences.

- Students will demonstrate competence in all academic areas.

5. Effective Communicators

- Students will communicate their own ideas and effectively interpret the communication of others.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

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 addition, 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. Also, the use of eDynamic Learning courses will be needed to support additional CTE course offerings for students as well

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

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 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. Increased opportunities for credit recovery
2. Night School
3. Increased Social Emotional Supports for Students
4. College Field Trips
5. Expand Electives
6. Additional School Activities

2 ELAC:

1. Note ELAC folded into SSC due to school categorization as being an unorganized school based transiency of student population.
2. College Field Trips
3. Expansion of elective course offerings
4. Increase support for EL re-designation

3 Staff:

1. Technology for students
2. College Field Trips
3. Opportunities for field trips to museums, art galleries, etc.
4. Increased exposure to guest speakers from industry and or fields of interest.
5. Project Based Learning.
6. Increased exposure to guest speakers who shared the importance of reading, writing, speaking, listening, math, and science in careers.
7. Additional CTE classes

Action 1

Title: CTE Enrollment and development of character and competence

Action Details:

By the end of the 2021-2022 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 implementation of strategic interventions and opportunities to support the development of character, competencies, Project Based Learning (PBL) and CTE participation. By expanding CTE experiences for every student based on College and Career competencies Cambridge High School students will have baseline skills for entry level positions. This will be measured by the number of students who complete at least one semester/two quarters of Dual Enrollment with a C minus or better (Academic/CTE subjects)

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Quarter grades and credits earned
- Number of students enrolled in FCC class
- Number of students completing FCC class with a C minus or better
- Number of students taking Advance to College (FCC) courses
- Number of students completing Advance to College (FCC) courses
- Number of students taking part in CTE field trips
- Number of students taking part in internships.
- Quarterly data conversations with students and staff
- Fall and Spring semester student transitions returning to comprehensive
- Early Graduates
- ATLAS Progress Reports
- Cambridge Student Success Plans
- Classroom walkthrough data
- ATLAS attendance reports
- ATLAS Variable Credit Tool

Owner(s):

Principal
Vice Principal
Counselor
GLA
Lead Teachers
Teachers

Timeline:

Administration: August 2021-June 2022
Lead Teachers: August 2021-June 2022
Teachers: August 2021-June 2022

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

CSI Support Allocations 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 partners
8. eDynamic Learning Course Completions

Additional Instructional Services for ALL students:

- Program enhancement including academic preparation, enrichment, industry preparation, mentors, etc. and acceleration for A4 and other under represented groups.
- On-Line Credit Recovery labs using Edgenuity and eDynamics Learning curriculum will be offered afterschool, CHS Night school, and/or weekend virtual/hybrid.
- FCC Dual enrollment courses including all fees, books, licenses, etc.
- Program and mentoring to support A4 and Cultural Proficiency work.
- Supplemental Teaching contracts to support Cambridge Night School and Credit Recovery platforms.
- Project Based Learning activities, projects, and supports including materials and supplies to support academic achievement.
- Professional Learning to support instruction leading to the implementation of PBL.
- 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 visitations, and onsite/off-site professional development.
- Budget line allocation to support ADMIN substitute for site administrators for professional development, conferences, 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 response 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, eDynamic Learning, etc.
- Guaranteed and Viable curriculum to support academic literacy and student success
- Mobile computer labs to support on-line learning opportunities in the classroom.
- Technology including laptops, ear-phones, and any materials and supply needed to support distance learning, hybrid instruction, and direct instruction in support of CSI Graduation Rate.
- 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.
- 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.

Specify enhanced services for low-performing student groups:

CSI Support Allocations 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.

Tier 3 Instructional Services

1. Parent conferences
2. School Social worker referral
3. Prodigy 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.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0230 Cambridge (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Instruction	Bks & Ref			Dual Enrollment Fresno City College Courses & Student Books in Support of CSI & CCR.	5,000.00

\$5,000.00

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		58.33 %	2020-2021	56.33 %
Suspensions students with 1 or more		0 %	2020-2021	0 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

In response to the unprecedented pandemic, there will need to be intensity and focus on serving our district's underserved students with actions that support student success aligned to attendance and SEL support. There is a need to continue previous SPSA goals related to chronic absenteeism. Students will need support in terms of credit attainment, academic skills, engagement, and possible personnel to make home visits.

Suspensions students with 1 or more

Based on previous DASS indicators prior to pandemic, suspension rates per 100 students is 6.7% which was down from 7.2%. As we address the needs of our students coming out of pandemic and distance learning, there will be an increased needs to build relationships for our underserved student populations enrolling from our comprehensive high schools.

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

Chronic Absenteeism

Post-Pandemic Chronic Absenteeism will require intense efforts to break year long habits that interfered with academic and credit attainment growth. Based on 2020-2021 Power BI metrics, pandemic distance learning data indicates a sharp increase in chronic absenteeism in the following sub-groups:

1. 80.4% of African-American students
2. 68.8% of Asian Students
3. 56.8% of Hispanic
4. 87.5% of other
5. 44.4% of White students
6. 66.7% of SPED
7. 59.2% of Non-SPED
8. 58.6% of ELL
9. 60.4% of Non-ELL
10. 71.4% of Foster Youth
11. 59.7% of Non Foster Youth
12. 100% of Homeless
13. 59.6% of Not Homeless

Suspensions students with 1 or more

Although there is no suspension data to report from 2020-2021, Post-Pandemic suspension support will require a refocusing of cultural proficiency and multi-tiered systems support work to support the whole

student. Social Emotional interventions will need to be consistently implemented and reviewed throughout the school year as we continue to serve our districts most underserved population. . Based on 2019-2020 Power BI metrics, suspension data indicated the following suspension data:

1. 5.26% of students were suspended.
2. 4.88% of 10th graders were suspended.
3. 7.9% of 11th graders were suspended.
4. 2.99% of 12th graders were suspended.
5. 10.8% of African-American students were suspended.
6. 2.3% of Asian students were suspended.
7. 4.96% of Hispanic students were suspended.
8. 10.2% of SPED students were suspended
9. 4.95 of Non-SPED were suspended
10. 3% of ELL were suspended
11. 6.04% of Non-ELL were suspended.
12. 7.9% of Foster Youth were suspended.
13. 4.6% of Non-Foster Youth were suspended.
14. 14.29% of Homeless were suspended.
15. 5.10% of Non-Homeless were suspended.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

During the unprecedented pandemic school year of 2020-2021, 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. Although this goal was met, there is a need to re-stock as Cambridge had 281 of its laptops allocated to district laptop distribution. We must still leverage technology to support distance learning, digital literacy, academic literacy, and credit attainment. As one of the largest continuation schools in California, Cambridge High School has not as of yet received the directive to reclassify students enrolling by their total credits as recommended by the California Department of Education. Graduation rate will continue to be impacted by the California Dashboard indicators impacting Cambridge our Graduation rate, attendance, and suspension rates. As we tale our districts the overflow of our districts most credit deficient students and without the reclassification by credits, Cambridge will need to continue to expand credit recovery platforms to meet students where students are academically and make improvement on graduation rates. This may include but not limited to: Self-Funded EDGENUITY Cambridge Night School; Winter Session/Spring Break EDGENUITY sessions; Weekend virtual/hybrid/in-person 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. A4 academic acceleration, mentoring, professional learning, and credit attainment.
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, Summer School 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 (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Based on data sets from from the California State Dashboard, SBAC, Interim, and internal data sets from 2019-2020 and pandemic distance learning data, Cambridge will continue to expand professional development staff and student learning opportunities to support social emotional learning, literacy and graduation goals. As our mission is to provide multiple year long academic achievement/credit attainment opportunities for our districts 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. Increased opportunities for credit recovery
2. Night School
3. Increased Social Emotional Supports for Students
4. College Field Trips
5. Expand Electives
6. Additional School Activities

2 ELAC:

1. Note ELAC folded into SSC due to school categorization as being an unorganized school based transiency of student population.
2. College Field Trips
3. Expansion of elective course offerings
4. Increase support for EL re-designation

3 Staff:

1. Home School Liaison
2. Sports Teams
3. Community garden for students
4. Opportunities to volunteer for service organizations.

Action 1

Title: Student Engagement/Extra-Curricular Activities

Action Details:

By the end of the 2021-2022 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 participate 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 Participation

Owner(s):

Principal
Vice Principal
Counselor
GLA
Lead Teachers
Teachers

Timeline:

Administration: August 2021-June 2022
Lead Teachers: August 2021-June 2022
Teachers: August 2021-June 2022

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 Equivalency Diploma Options
10. Online CTE Course offerings
11. Dual Enrollment College Courses
12. Session 3 and 4 of Summer School
13. Saturday School Edgenuity Labs
14. Winter and Spring Sessions

Additional Instructional Services for ALL students:

- Supplemental planning and teaching contracts to support GOAL 2 activities.
- Certificated substitutes to support both site based and out of town professional learning including WASC visits and conferences.
- Administrative substitutes to support both site based and out of town professional learning including WASC visits and conferences.
- Activities, fieldtrips, conferences, guest speakers, professional learning to support Cultural Proficiency, A4 Acceleration, and other activities that support student engagement.
- Field trips to universities, industry, museums, and any department that may promote student engagement and success.
- Budget line allocation to support substitute teachers for but not limited to 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, conferences, 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 response 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 days such as EDGENUITY, eDynamic Learning, 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.

Specify enhanced services for low-performing student groups:

CSI Support Allocations 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. 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. Prodigy 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.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0230 Cambridge (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Mat & Supp			Material and Supplies for Student, Staff and Community Educational Enrichment. *Supports all Goals/Actions*	65,846.00
G3A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies as needed to support student engagement and rigorous learning. Staff needs for conducive working and learning environments.	36,002.00
G3A1	LCFF: EL	Instruction	Nc-Equipment			: Technology for Student Achievement - Headsets and other technology accessories for classroom and testing needs.	5,098.00

\$106,946.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Goal - Site Defined		0 %	2020-2021	80 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

As we enter the 2021-2022 school year, we must be focused on the hiring, retention, and capacity building of a staff that reflects the diversity of our students. As our mission is to serve the most underserved students enrolling from our comprehensive high schools, we must have a staff that has understanding, patience, experience, empathy, and reflects the diversity of student body.

Baseline Staff Data-There are a total of 42 certificated, classified, and itinerant staff member including:

- 18 Hispanic Staff Members
- 6 African-American Staff Members
- 11 White Staff Members
- 7 Asian Staff Members

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

Staff Goal - Site Defined

As one of the largest continuation schools in the state, there are several inequities and other factors that contribute to the disproportionality of low-performing students. Some of the factors include the following:

1. Time of first enrollment of underserved students being referred by their comprehensive high school to alternative education.
2. Utilization of access classes at comprehensive high schools by underserved students prior to alternative education referral not utilized to capacity.
3. 2.2% of students are foster youth
4. 5.9% are students with disabilities
5. 24.9% are English Learners
6. 97.3% of students are socioeconomically disadvantaged.
7. 1.2% of students are homeless
8. 100% enter credit deficient
9. Need for additional staff that reflects the diversity of the campus.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

During the unprecedented pandemic school year of 2020-2021, 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. In addition, we must continue to pursue a staff that mirrors the diversity of our student body. This is complicated by a 2015 study by the Education Advisory Board that predicted millennials will change jobs 20 times in their career. In order to retain and recruit a diverse and well-qualified staff, we must do the following:

1. Take part in all FUSD recruitment activities

2. Network and build relationships with universities and industry partners.
3. Sell, advertise, and believe in our mission and vision.
4. Create a work environment that is coveted.
5. Provide positive feedback with a 5 to 1 positive to negative ratio.
6. Build a culture where all people are valued and included in the process and decision making.
7. Build a campus culture where inclusion is the norm and organically grown.
8. Build capacity in our staff to promote when opportunities arise.
9. Build capacity in our underserved student population through organic interventions such as A4 acceleration, cultural proficiency, and any professional learning that builds a cohesive work environment.
10. Build a culture where all staff has the opportunity to take part in site, district, and out of area professional learning.
11. Ensure that there is a culture where all employees have the necessary tools to be successful.
12. 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 (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Based on data sets from from the California State Dashboard, SBAC, Interim, and internal data sets from 2019-2020 and pandemic distance learning data, Cambridge will continue to expand professional development staff and student learning opportunities to support literacy and graduation goals. As our mission is to provide multiple year long academic achievement/credit attainment opportunities for our districts 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. Increased opportunities for credit recovery
2. Night School
3. Increased Social Emotional Supports for Students
4. College Field Trips
5. Expand Electives
6. Additional School Activities

2 ELAC:

1. Note ELAC folded into SSC due to school categorization as being an unorganized school based transiency of student population.
2. College Field Trips
3. Expansion of elective course offerings
4. Increase support for EL re-designation

3 Staff:

1. Professional learning for staff
2. Hiring of qualified staff of all races, gender, etc.
3. Continue to celebrate diversity
4. Recruit from Fresno State and Fresno Pacific for diverse candidates.
5. Provide incentives to multi-lingual staff who can work directly with the community.
6. Provide funding for mentoring and professional development.

Action 1

Title: Increasing retention and hiring of diverse staff

Action Details:

By the end of June 2022, Cambridge High School will seek to mirror staffing to reflect the demographic make-up of our student body. Cambridge will build upon a culture of professional development, sense of community, and a mission to make all decisions based on what is best for students.

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

- Professional learning for site leaders and teachers focused on CSI identified student groups.
- ATLAS Attendance Reports
- Quarter Grades and credits earned by teacher
- Quarter Grades by department
- Number of staff seeking promotion
- Number of staff in Leadership Cohort
- Quarterly data chats with students and staff
- Semester transitions of Senior Rough-Cats returning to home high school. Progress Report Monitoring AB1802 Conference
- Administrators Data Dashboard
- GOAL 2 Participation

Owner(s):

Principal
Vice Principal
Counselor
GLA
Lead Teachers
Teachers

Timeline:

Administration: August 2021-June 2022
Lead Teachers: August 2021-June 2022
Teachers: August 2021-June 2022

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- **Student Academics:**
- **Project Based Learning**
- **Programs, activities, field-trips, and credit attainment to advance A4 and cultural proficiency**
- **Student Centered and Real-World Learning:**
- **Curriculum that aligned to district adopted materials but offers different menu and approach to support academic literacy and graduation.**
- **Student Engagement**
- **Activities and program that encourages and promotes trust in their school and community.**
- **Community Service activities that build self-awareness and trust in community and school.**

Specify Professional Development or Staff Services to support 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.

Specify Professional Development or Staff Services to support low-performing student groups:

Professional Development and Staff Services to Support low-performing student will include but not limited to the following:

- CCIS
- PLC at Work
- Buck Institute and any other Project Based Learning
- Staff serving on WASC Visiting Committee

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 redesignatio

- National Alternative Education Conferences
- CHAMPS Training
- Special Education
- English Learner Conferences
- Any of the previously mentioned conferences both on site, hybrid, virtual, and in-person.
- Any conference that supports student success.
- Professional Development including conferences/guest speakers both on-site and off-site that supports Champs, Social Emotional Learning, Academic Achievement, English Learners, A4 SPED and any training designed to support students and CSI Graduation Rate. Professional Development/Conferences could include but not limited to PLC at Work, RASPS, CCIS, CCEA, Aurora Institute (formerly Inacol), ACSA and any conference that promotes student achievement.
- Substitute teachers for peer to peer visitation, WASC participation, site professional development, and professional learning/conferences.
- Substitute administrators for peer to peer visitation, site professional development, WASC participation and professional learning/conferences.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0230 Cambridge (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	ESSA-CSI	Instruction	Travel			For Travel or Online Professional Learning for Staff in Support of CSI. Staff and Admin Professional Learning and Materials. Classroom Walks and Visitation. Enhance teacher and leader instructional capacity.	20,000.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Subs for teacher professional development and classroom visitations. Additional support for testing, instructional initiatives, and other supports.	11,710.00
G4A1	Sup & Conc	Instruction	Travel			Staff and Admin Professional Learning and Materials. Classroom Walks and Visitation. Enhance teacher and leader instructional capacity.	2,500.00
G4A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin Sub for professional development, classroom walks, WASC prep and other site/off site PL needs.	10,600.00

\$44,810.00

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Safe and secure		94.87 %	2019-2020	96 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

Based on parent, staff, and student survey data, Cambridge High School expand and improve parent engagement by building and embedding our school mission organically into our daily work:

Cambridge High School will provide a safe environment for academic success, based on individual student needs, that prepares them for college.

To successfully accomplish this goal, a strong and improved partnership will need to be built that repairs relationships from past school experiences and fosters trust and confidence in their students' education.

Parent Survey - Safe and secure

Safety 94% of parents responded favorably

Knowledge and Fairness of Discipline, Rules, and Norms 92% responded favorably

District vision 92% responded favorably

Sense of belonging 88% responded favorably

Climate of support for academic learning 79% responded favorably

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

Family Goal - Site Defined

As one of the largest continuation schools in the state, there are several inequities and other factors that contribute to the disproportionality of low-performing students. Some of the factors include the following:

1. Time of first enrollment of underserved students being referred by their comprehensive high school to alternative education.
2. Utilization of access classes at comprehensive high schools by underserved students prior to alternative education referral not utilized to capacity.
3. 2.2% of students are foster youth
4. 5.9% are students with disabilities
5. 24.9% are English Learners
6. 97.3% of students are socioeconomically disadvantaged.
7. 1.2% of students are homeless
8. 100% enter credit deficient
9. Need for additional staff that reflects the diversity of the campus.

Parent Survey - Safe and secure

Safety 94% of parents responded favorably

Knowledge and Fairness of Discipline, Rules, and Norms 92% responded favorably

District vision 92% responded favorably

Sense of belonging 88% responded favorably

Climate of support for academic learning 79% responded favorably

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

During 2020-2021, Cambridge High School has made pivots in response to the pandemic. Our work with families experienced challenges as many families did not have technology resources and experiences with zoom, teams, and other formats to connect with school on a consistent basis. However, staff made connections via any form necessary including phone calls, mailers, teams, etc. In response, CHS will continue to use allocated funds to support student achievement, academic literacy, and family engagement through technology with a goal of making sure every student has the tools necessary to make academic progress in a virtual learning environment.

Although Cambridge has made significant progress becoming one to one with computers for every student in the classroom there is still growth needed as we progress to hybrid and simultaneous learning. While goals were met, we must now continue to support this work by continuing to purchase technology to support CSI graduation rate and credit attainment opportunities. We will continue to leverage technology to support student success. Also, we continue to expand learning opportunities for students including increased night school, winter, and summer sessions. In addition, Cambridge will need to continue to allocate time, space, and resources so families may have on site access to computers and assistance as needed.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Based on data sets from From the California State Dashboard, I-Ready internal data sets, and Panorama survey data, Cambridge will continue to expand family engagement, professional development staff and student learning opportunities to support literacy and graduation goals. **As we serve our districts most 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, 2, and 3.

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. Increased opportunities for credit recovery
2. Night School
3. Increased Social Emotional Supports for Students
4. College Field Trips
5. Expand Electives
6. Additional School Activities

2 ELAC:

1. Note ELAC folded into SSC due to school categorization as being an unorganized school based transiency of student population.
2. College Field Trips
3. Expansion of elective course offerings
4. Increase support for EL re-designation

3 Staff:

1. Family centered events and activities
2. Events such as bring your parent to school day
3. Interactive lessons for parents involving campus culture and core curriculum.
4. Field Trips, Virtual Field trips, meetings, and data conversations.
5. Parent University workshops
6. Weekly parent checks on student performance on Edgenuity.
7. Food events with families.

Action 1

Title: Improving Family and School partnership

Action Details:

By the end of June 2022, Cambridge High School will see a five percent improvement in parent responses to our family survey. This will be impacted by expanded parent to school engagement activities and events as continue to build relationships with families and community.

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

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

- ATLAS Attendance Reports
- Quarter Grades and credits earned
- Number of Graduates
- Number of students on-track for graduation
- Quarterly data chats with students and staff
- Semester transitions of Senior Rough-Cats returning to home high school
- Progress Report Monitoring AB1802 Conference
- Administrators Data Dashboard
- GOAL 2 Participation

Owner(s):

Principal
Vice Principal
Counselor
GLA
Lead Teachers
Teachers
Parents
Students

Timeline:

Administration: August 2021-June 2022
Lead Teachers: August 2021-June 2022
Teachers: August 2021-June 2022

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- **Student Academics:**
- **PBL both at the site level and community level**
- **Student Centered and Real-World Learning:**
- **PBL and learning events that connect family and community to school**
- **Multi-cultural events and partnerships that bring school and community together**
- **Community partnerships to foster a sense of community and self-awareness**
- **Student Engagement:**
- **Student events and activities that promote community, self-awareness, and school spirit.**

Specify Direct Service and Opportunities for parents and families to support 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.

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

CSI Support Allocations 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

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.

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. 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. Prodigy 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.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0230 Cambridge (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Supplies for Parent Involvement: Stamps for mailings, paper for communications, envelopes, etc. - No incentives or food	1,500.00
G5A1	Title 1 Basic	Parent Participation	Direct-Graph			: For Graphics Orders: Mailers, Post Card & Family Outreach	1,000.00
G5A1	Sup & Conc	Instruction	Direct-Maint			Curve Appeal. Student and Staff technology repairs. Communication with community resources.	10,000.00
G5A1	Sup & Conc	Instruction	Cons Svc/Oth			To Be Determined : Guest presenters for Instructional and Social Emotional Growth for students, staff and families.	10,000.00

\$22,500.00

2021-2022 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	ESSA-CSI	Instruction	Mat & Supp			Materials and Supplies including Bus Tickets for Student transportation and Instructional needs supporting CSI graduation rate. - No incentives or food *Supports all Goals/Actions*	29,782.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Student Technology & Accessories in support of CSI Grad Rate & to Meet our 1x1 Student to Computer Ratio	33,492.00
G1A2	One-Time School	Instruction	Mat & Supp			: Re-Opening of School needs. Sanitizing Accessories for classrooms and major traffic areas, plexi-glass, PPE, safety and health of staff, students and community.	9,800.00
G1A3	ESSA-CSI	Instruction	Teacher-Supp			Teacher Supplemental Contracts for Night School, Tutoring, Summer School, Weekend School to support Credit Attainment & Planning, Extra Course Offerings, Planning Direct Instruction/Simultaneous Learning and other needs to support increase of Graduation rates. - *Supports all Goals/Actions* NO IEP's	79,613.00
G1A3	ESSA-CSI	Instruction	Bks & Ref			: Edgenuity & eDynamic Licenses (part of Edgenuity) in Support of CSI	35,000.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Support Site Night School, Extra Course Offerings, Planning Direct Instruction/Simultaneous Learning and other needs to support increase of Graduation rates.	2,394.00
G1A3	Sup & Conc	Instruction	Mat & Supp			: Academic and SEL materials and supplies for students/classroom/school, supporting Instructional/SEL needs and supporting CSI graduation rate. *Supports all Goals/Actions*	29,050.00
G2A1	Title 1 Basic	Instruction	Bks & Ref			Dual Enrollment Fresno City College Courses & Student Books in Support of CSI & CCR.	5,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			Material and Supplies for Student, Staff and Community Educational Enrichment. *Supports all Goals/Actions*	65,846.00
G3A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies as needed to support student engagement and rigorous learning. Staff needs for conducive working and learning environments.	36,002.00
G3A1	LCFF: EL	Instruction	Nc-Equipment			: Technology for Student Achievement - Headsets and other technology accessories for classroom and testing needs.	5,098.00
G4A1	ESSA-CSI	Instruction	Travel			For Travel or Online Professional Learning for Staff in Support of CSI. Staff and Admin Professional Learning and Materials. Classroom Walks and Visitation. Enhance teacher and leader instructional capacity.	20,000.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Subs for teacher professional development and classroom visitations. Additional support for testing, instructional initiatives, and other supports.	11,710.00
G4A1	Sup & Conc	Instruction	Travel			Staff and Admin Professional Learning and Materials.	2,500.00

G4A1		Instruction	Travel	Classroom Walks and Visitation. Enhance teacher and leader instructional capacity.	2,500.00
G4A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub	Admin Sub for professional development, classroom walks, WASC prep and other site/off site PL needs.	10,600.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp	Supplies for Parent Involvement: Stamps for mailings, paper for communications, envelopes, etc. - No incentives or food	1,500.00
G5A1	Title 1 Basic	Parent Participation	Direct-Graph	: For Graphics Orders: Mailers, Post Card & Family Outreach	1,000.00
G5A1	Sup & Conc	Instruction	Direct-Maint	Curve Appeal. Student and Staff technology repairs. Communication with community resources.	10,000.00
G5A1	Sup & Conc	Instruction	Cons Svc/Oth	To Be Determined : Guest presenters for Instructional and Social Emotional Growth for students, staff and families.	10,000.00

\$398,387.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$40,992.00
ESSA-CSI	3182	\$164,395.00
Sup & Conc	7090	\$142,100.00
LCFF: EL	7091	\$41,100.00
One-Time School	7099	\$9,800.00
Grand Total		\$398,387.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$219,131.00
G2 - Expand student-centered and real-world learning experiences	\$5,000.00
G3 - Increase student engagement in their school and community	\$106,946.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$44,810.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$22,500.00
Grand Total	\$398,387.00