

Cambridge High School

10621661030584

Principal's Name: Pete Pulos

Principal's Signature:

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

The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

Table of Contents		
Section	Topic	Details
A.	School Quality Review Process	Data Analysis and identification of needs and goals from SQII Needs Assessment
B.	Action Plan	Action designed to meet the needs and accomplish the goals
B.1.	Academic Domain	Academic and Course Performance
B.2.	Social/Emotional Domain	Attendance/Suspensions/Expulsions
B.3.	Culture and Climate Domain	Goal 2 Engagement/Parent Involvement/EL Services
Budget and Governance Sections		
C.1.	Budget	Allocations and planned expenditures
D.1.	Centralized Services	N/A
E.1.	Assurances	Consolidated Program Assurances
E.2.	School Site Council	Members list
E.3.	Required Signatures	Principal and SSC Chairperson
E.4.	Addendum	Site Parent Involvement Policy/Compact/SSC Bylaws

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

B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 1	<i>Detail the action: Cambridge High School will implement meaningful rigorous 21st century on-line, direct instruction, and credit recovery options that provide accelerated opportunities to recover credits to support all students in their graduation goals. In order to fill credit gaps and needs in student transcripts and in addition to their 5 period schedule, students will have opportunities for after-school/and or weekend on-line elective labs, winter and spring session site funded credit recovery courses such as PE, Fresno Adult School, ELSP courses, CART, and Duncan.</i>		
<i>SQII Element: 2987 Academic Completion and Retention</i>	<i>SQII Sub-element(s): SQII Element:2987</i>	<i>Site Growth Target: 15%</i>	<i>Vendor (contracted services) EDGENUITY Pacifica Pizza Graduate Services Denco Sales Bodek and Rhodes</i>
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>		<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>	
<i>Write a SMART Goal to address each data point: By the end of the 2016-2017 school year, Cambridge High School students will have experienced a 15% increase in students meeting graduation requirements by the end of the academic year including summer school.</i>			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> <ul style="list-style-type: none"> • <i>Quarter Grades and credits earned</i> • <i>Quarterly data chats with students and staff</i> • <i>Fall and Spring Semester transitions of Rough-Cats returning to home high school.</i> • <i>Early Graduates</i> • <i>Progress Report Monitoring</i> • <i>Cambridge Student Success Plan</i> • <i>DRP results from 3 administrations</i> 		<i>Owner(s) Principal Vice Principal Counselor Lead Teachers Teachers</i>	<i>Timeline Admin: August 2016-June 2017 Lead Teachers: August 2016-June 2017 Teachers: August 2016-2017</i>

<ul style="list-style-type: none"> • <i>Walkthrough data-Foundational skills, complex text, complex talk and task, EL access to language, implementation of ELD/ELA frameworks and Scope and Sequence</i> 		
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • <i>Parent AM and PM Coffee Hours</i> • <i>Bi-Weekly/Monthly Parent home visits supported with student transcript, schedule, bell schedule, and invitation to school events.</i> 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • <i>Site-based and off-site professional learning will be planned and monitored throughout the school year with focus on targeted instruction on supporting academic literacy in all content areas.</i> • <i>Professional learning to support teachers instructional planning needed to support redesignation of English Language learners.</i> • <i>Professional learning will involving CSTP’s 1, 2, and 4 to support engagement, classroom management, and instructional planning in order to support an emotionally, physical, and intellectual learning environment.</i> • <i>Professional Development planned around professional publications, periodicals, and literature to support improving student success and literacy in all content areas.</i> • <i>Site-based and/or off-site professional learning to support implementation of on-line/virtual instructional services (EDGENUITY, etc) to all students including strategies for supporting EL learners and SPED/504 students.</i> 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • <i>On-Line Credit Recovery labs (EDGENUITY, APEX, ETC.) will be offered afterschool and/or Saturday School.</i> • <i>AB1802 Conferences</i> • <i>Cambridge Student Success Plan meetings</i> • <i>Site based incentives for earning honor roll, merit list, and principals honor roll.</i> • <i>Site based incentives for students earning on-track for graduation status.</i> • <i>21st century credit recovery opportunities during the instructional day such as EDGENUITY, APEX, etc.</i> • <i>Mobile computer labs to support on-line learning opportunities in the classroom.</i> • <i>Winter Session Physical Education class offered for credit recovery.</i> • <i>Spring Break and Saturday Physical Education course</i> • <i>Stand-up for Excellence incentives to recognize positive academic, citizenship, attendance, and campus culture contributions made by students, staff, and parents.</i> • <i>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.</i> • <i>CTE supplies from BODEK and RHODES for student created t-shirt production.</i> • <i>CTE supplies from DENCO for student created t-shirt production.</i> 		

- Graduation incentives such as Pacifica Pizza and celebrations for students meeting graduation requirements early.
- Support materials, preliminary practice competition entry fee, and entry fees for Academic Decathlon competition and/or Mock Trial, Forensics, etc.
- All students will receive daily instruction that includes opportunities to engage with in complex talk and tasks through reading, writing, listening and speaking in complex text.
- Instructional support materials for content area classes, PE equipment, etc.

Specify additional targeted actions 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.
- On-line credit recovery providing front loaded academic vocabulary and frequent exposure to make content accessible to EL learners.
- On-line credit recovery menu providing clear learning goals and modeling of instruction to support students in working independently and completing DOK 3 and 4 tasks.
- Technology and other materials such as tablets, laptops, etc. to support on-line credit recovery, SBAC testing, DRP, and redesignation.

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 2	Detail the action: Cambridge High School will implement rigorous and purposeful learning opportunities for all students to improve student’s academic literacy by utilizing professional learning, data evidence, and multiple learning opportunities for student success. Students will have learning opportunities that include rigorous traditional and non-traditional learning such as direct instruction with purposeful CCSS instructional planning and engagement strategies and online learning such as APEX and EDGENUITY. The combination of strategic SQII based professional learning and credit recovery programs will impact student success by demonstrating growth in academic literacy.		
SQII Element: Academic Domain SQII 4013	SQII Sub-element(s): SQII 4013	Site Growth Target:15%	Vendor (contracted services) EDGENUITY Pacifica Pizza Graduate Services Denco Sales Bodek and Rhodes
<input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going		Reasoning: <input type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	

<p><i>Write a SMART Goal to address each data point: By the end of the 2016-2017 school year, the number and percentage of students who did not demonstrate on-track growth on the DRP will decrease by 15%.</i></p>		
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • <i>SQII Indicator 4013 as a measure of continuous improvement</i> • <i>ATLAS Attendance reports</i> • <i>Analysis and meaningful feedback using the Instructional Practice Guide as tool to gather data to support growth in academic literacy.</i> • <i>Quarter Grades and credits earned</i> • <i>Quarterly data chats with students and staff</i> • <i>Fall and Spring Semester transitions of Rough-Cats returning to home high school.</i> • <i>Early Graduates</i> • <i>Progress Report Monitoring</i> • <i>Cambridge Student Success Plan as given to every student once a quarter to set academic goals.</i> • <i>DRP results from 3 administrations</i> • <i>Walkthrough data-Foundational skills, complex text, complex talk and task, EL access to language, implementation of ELD/ELA frameworks and Scope and Sequence</i> 	<p><i>Owner(s)</i> Principal Vice Principal Counselor Lead Teachers Teachers</p>	<p><i>Timeline</i> Admin: August 2016-June 2017 Lead Teachers: August 2016-June 2017 Teachers: August 2016-2017</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • <i>Parent AM and PM Coffee Hours</i> • <i>Bi-Weekly/Monthly Parent home visits supported with student transcript, schedule, bell schedule, and invitation to school events.</i> 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • <i>Site-based and off-site professional learning will be planned and monitored throughout the school year with focus on targeted instruction that impact student success and academic growth. Professional learning opportunities will provide the tools necessary to use previous DRP data to support and impact student growth.</i> • <i>Professional Development planned around professional publications, periodicals, and literature to support improving student success and literacy in all content areas.</i> 		

- *Site-based and/or off-site professional learning to support digital literacy for DRP and SBAC. Students will have opportunities for a variety of on-line credit recovery courses /virtual instructional services (EDGENUITY, APEX, etc) All opportunities will impact all learners.*
- *Conferences to impact instructional practices, site practices, and to continue to impact student learning such as CADA, Alternative Education, English Learning, etc.*

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- *DRP incentives for attendance, participation, and growth. Incentives will include but not limited to food incentives such as Pacifica Pizza, BBQ hamburgers-hot dogs, etc.*
- *CTE student created student success shirts honoring positive attendance, participation, and growth in the DRP.*
- *21st century credit recovery opportunities during the instructional day and afterschool for Algebra 1 and Geometry through on-line credit recovery programs such as EDGENUITY, APEX, etc.*
- *Mobile computer labs to support on-line learning opportunities in the classroom.*
- *KHAN Academy tutorials for students needed virtual learning support*
- *Cambridge Student Success meetings with each student quarterly during class meeting periods.*
- *Support materials and entry fees for Academic Decathlon competition.*
- *Entry Fees and transportation for senior field trips.*

Specify additional targeted actions for EL students:

- *Emphasis on instructional strategies and direct instruction that will impact text complexity and academic vocabulary.*
- *Instructional strategies and direct instruction that will impact on building knowledge from informational text.*
- *On-line credit recovery providing front loaded academic vocabulary and frequent exposure to make content accessible to EL leaners.*
- *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.*

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Funds to support substitutes for teacher professional development.	\$5,713
2	1	EL	Instruction	Books & Other Reference				Technology software such as Edgenuity and APEX programs as well as other	\$18,000

								software to support student learning.		
2	1	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies to support academic and emotional growth of all students.	\$20,351	
2	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology to support student mastery of content and academic growth.	\$15,039	
2	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology to support academic improvement.	\$19,315	
									Total	\$78,418

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 3	<i>Detail the action: Cambridge High School will impact student success in mathematics by utilizing Accountable Community work with multiple measures to guide our instructional practices. These measurements along with evidence such as Common Formative Assessments, IPG data, student work samples, etc. will provide our AC's with data to make instructional decisions based on student achievement and growth.</i>		
<i>SQII Element: Academic Performance</i>	<i>SQII Sub-element(s): SQII 6258</i>	<i>Site Growth Target: 10%</i>	<i>Vendor (contracted services) EDGENUITY KHAN ACADEMY</i>
<input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i>	<i>Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</i>		
<i>Write a SMART Goal to address each data point: By the end of the 2016-2017 school year, the number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment will improve by 10%</i>			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>		<i>Owner(s) Principal Vice Principal Counselor</i>	<i>Timeline Admin: August 2016-June 2017</i>
<ul style="list-style-type: none"> • Site-based CFA's • District CFA's 			

<ul style="list-style-type: none"> • <i>SQII indicator 6258</i> • <i>ATLAS student reports such as attendance reports, student transcripts, etc.</i> • <i>Data evidence such as student work samples, AC CFA commitments, monitoring of student outcomes, and the adjustment of strategies as necessary.</i> 	<p><i>Lead Teachers Teachers</i></p>	<p><i>Lead Teachers: August 2016- June 2017 Teachers: August 2016-2017</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • <i>Parent AM and PM Coffee Hours</i> • <i>Bi-Weekly/Monthly Parent home visits supported with student transcript, schedule, bell schedule, and invitation to school events.</i> • <i>Parent and Student recognition of growth acknowledgements with certificate, CTE student produced t-shirts, etc.</i> 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • <i>Site-based and off-site professional learning will be planned and monitored throughout the school year with focus and impact as measured by SQII 6258.</i> • <i>Professional learning to support teachers instructional planning needed to impact student growth on Math CFA’s.</i> • <i>Professional learning will involving CSTP’s 1, 2, and 4 to support engagement, classroom management, and instructional planning in order to support an emotionally, physical, and intellectual learning environment.</i> • <i>Professional learning utilizing tools such as the Teaching Channel, Instructional Practice Guide-Math, Khan Academy, EDGENUITY, etc. to impact students growth in math literacy.</i> • <i>Professional Development planned around professional publications, periodicals, and literature to support improving student success and literacy in all content areas.</i> • <i>Site-based and off-site professional learning involving peer classroom visits supported by site substitute coverage.</i> 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • <i>On-Line Credit Recovery labs (EDGENUITY, APEX, ETC.) will be offered afterschool and/or Saturday School.</i> • <i>AB1802 Conferences</i> • <i>Cambridge Student Success Plan meetings</i> • <i>Site based incentives such as Pacifica Pizza, Certificates, CTE student produced t-shirts (Bodek and Rhodes Vendor for shirts) for meeting or exceeding on the SQII indicator 6258.</i> • <i>21st century credit recovery opportunities during the instructional day and afterschool for Algebra 1 and Geometry through on-line credit recovery programs such as EDGENUITY, APEX, etc.</i> • <i>Mobile computer labs to support on-line learning opportunities in the classroom.</i> • <i>KHAN Academy tutorials for students needed virtual learning support.</i> 		

Specify additional targeted actions for EL students:

- Emphasis on instructional strategies and direct instruction that will impact academic growth in SQII 6258.
- Instructional strategies and direct instruction that will impact student success in the eight mathematical practices.
- On-line credit recovery providing front loaded academic vocabulary and frequent exposure to make content accessible to EL learners.
- On-line credit recovery menu providing clear learning goals and modeling of instruction to support students in working independently and completing DOK 3 and 4 tasks.
- Technology and other materials such as tablets, laptops, etc. to support on-line credit recovery, SBAC testing, DRP, and redesignation.

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 4	Detail the action: Cambridge High School will impact student success in ELA and academic literacy in all content areas by utilizing Accountable Community work with multiple measures to guide our instructional practices. These measurements along with evidence such as Common Formative Assessments, IPG data, student work samples, etc. will provide our AC's with data to make instructional decisions based on student achievement and growth.		
SQII Element: ACADEMIC PERFORMANCE	SQII Sub-element(s): 6257	Site Growth Target: 15%	Vendor (contracted services) KHAN ACADEMY EDGENUITY
<input checked="" type="checkbox"/> New Action	<input type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data	<input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context
Write a SMART Goal to address each data point: By the end of the 2016-2017 school year, the number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA Common Formative Assessment will improve by 15%.			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)		Owner(s) Principal Vice Principal Counselor Lead Teachers Teachers	Timeline Admin: August 2016-June 2017 Lead Teachers: August 2016-June 2017 Teachers: August 2016-2017
<ul style="list-style-type: none"> • Site-based CFA's • District CFA's • SQII indicator 6257 • ATLAS student reports such as attendance reports, student transcripts, etc. • Data evidence such as student work samples, AC CFA commitments, monitoring of student outcomes, and the adjustment of strategies as necessary. 			

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

- *Parent AM and PM Coffee Hours*
- *Bi-Weekly/Monthly Parent home visits supported with student transcript, schedule, bell schedule, and invitation to school events.*
- *Parent and Student recognition of growth acknowledgements with certificate, CTE student produced t-shirts, etc.*

Describe related professional learning:

- *Site-based and off-site professional learning will be planned and monitored throughout the school year with focus and impact as measured by SQII 6258.*
- *Professional learning to support teachers instructional planning needed to impact student growth on Math CFA's.*
- *Professional learning will involving CSTP's 1, 2, and 4 to support engagement, classroom management, and instructional planning in order to support an emotionally, physical, and intellectual learning environment.*
- *Professional learning utilizing tools such as the Teaching Channel, Instructional Practice Guide-Math, Khan Academy, EDGENUITY, etc. to impact students growth in math literacy.*
- *Professional Development planned around professional publications, periodicals, and literature to support improving student success and literacy in all content areas.*
- *Site-based and off-site professional learning involving peer classroom visits supported by site substitute coverage for professional development.*

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- *On-Line Credit Recovery labs (EDGENUITY, APEX, ETC.) will be offered afterschool and/or Saturday School.*
- *AB1802 Conferences*
- *Cambridge Student Success Plan meetings*
- *Site based incentives such as Pacifica Pizza, Certificates, CTE student produced t-shirts (Bodek and Rhodes Vendor for shirts) for meeting or exceeding on the SQII indicator 6257.*
- *21st century credit recovery opportunities during the instructional day and afterschool for English courses through on-line credit recovery programs such as EDGENUITY, APEX, etc.*
- *Mobile computer labs to support on-line learning opportunities in the classroom.*
- *Technology to support writing informative, explanatory, and research based writing projects.*
- *KHAN Academy tutorials for students needed virtual learning support.*

Specify additional targeted actions for EL students:

- *Emphasis on instructional strategies and direct instruction that will impact academic growth in SQII 6257.*
- *Instructional strategies and direct instruction that challenge students to own their learning by integrating reading, writing, speaking, and listening.*

- On-line credit recovery providing front loaded academic vocabulary and frequent exposure to make content accessible to EL learners.
- On-line credit recovery menu providing clear learning goals and modeling of instruction to support students in working independently and completing DOK 3 and 4 tasks.
- Technology and other materials such as tablets, laptops, etc. to support on-line credit recovery, SBAC testing, DRP, and redesignation.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Credit recovery opportunities for students through either Saturday School or after school classes to work with Edgenuity and/or Apex and other appropriate programs.	\$40,685
4	1	Title 1 Basic	Parent Participation	Materials & Supplies				Materials and Supplies to support student growth and parent participation in the educational process.	\$10,000
								Total	\$50,685

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 5	Detail the action: Cambridge High School will provide all 12 th grade students with individual counseling and support to complete FAFSA applications by the deadline. Students and parents will have one on one support and assistance to breakdown financial barriers and link families to the resources needed access post-secondary opportunities.		
SQII Element: Academic Retention and Completion	SQII Sub-element(s): SQII 6332	Site Growth Target: 15%	Vendor (contracted services)
<input checked="" type="checkbox"/> New Action	<input type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data	<input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context
Write a SMART Goal to address each data point: By March 2, 2017, 90% of all 12 th grade students will complete FAFSA application as verified by the California Student Aid Commission as verified by GPA.			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)		Owner(s) Principal	Timeline

<ul style="list-style-type: none"> • <i>Quarter Grades and credits earned</i> • <i>Quarterly data chats with students and staff</i> • <i>Semester transitions of Senior Rough-Cats returning to home high school.</i> • <i>Early Graduates</i> • <i>Progress Report Monitoring</i> • <i>AB1802 Conferences</i> • <i>FCC placement testing</i> 	<p><i>Vice Principal Counselor</i></p>	<p><i>Admin: August 2016-March 2017</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • <i>Drop in parent FAFSA support in Career Center.</i> • <i>School Messenger to senior parents</i> • <i>Senior Parent meetings with Bilingual support in Hmong and Spanish</i> 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • <i>Site-based and off-site professional learning will be planned and monitored throughout the school year with focus targeted learning on developing a Career and College going culture.</i> • <i>Site based and off-site professional learning for staff/Admin team targeted to support a college and career going culture.</i> 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • <i>Technology to support online tutorials and support with FAFSA and FCC registration and completion.</i> • <i>One on one and/or small group for FAFSA and FCC registration.</i> • <i>Class meeting time with lessons targeted at transcript analysis to support career related goals.</i> <p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> • <i>Instructional strategies and direct instruction focused on building knowledge from informational text.</i> • <i>On-line credit recovery providing front loaded academic vocabulary and frequent exposure to make content accessible to EL learners.</i> • <i>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.</i> • <i>Technology and other materials such as tablets, laptops, etc. to support on-line credit recovery, SBAC testing, DRP, and redesignation.</i> • <i>Cambridge Student Success Plan goal setting occurring once per quarter in class meeting discussions.</i> 		

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 6	<p><i>Detail the action: Cambridge High School will implement strategic interventions to engage and support all students to attend school daily. By creating individual connections with each student, the staff at Cambridge High School will break down the conditions that have failed students by creating an emotionally and physically safe learning environment where students are connected to their school. This will be completed by recognizing moments of success, individual conferences, and improving opportunities for parents to be involved with their student’s education.</i></p>		
<p><i>SQII Element:</i> Social Emotional</p>	<p><i>SQII Sub-element(s):</i> 5942</p>	<p><i>Site Growth Target:</i> 15%</p>	<p><i>Vendor (contracted services)</i></p>
<p><input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going</p>	<p><i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</p>		
<p><i>Write a SMART Goal to address each data point: By the end of the 2016-2017 school year, the percentage of students attending school less than 90% of the time will decrease by 25%.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • ATLAS Attendance Reports • Quarter Grades and credits earned • Quarterly data chats with students and staff • Semester transitions of Senior Rough-Cats returning to home high school. • Progress Report Monitoring • AB1802 Conferences • A2A attendance reports • Administrators Data Dashboard 		<p><i>Owner(s)</i> Principal Vice Principal Counselor Lead Teachers Teachers</p>	<p><i>Timeline</i> Admin: August 2016-June 2017 Lead Teachers: August 2016-June 2017 Teachers: August 2016-2017</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • School newsletter honoring student successes such as attendance celebrations, perfect attendance, attendance positive growth, etc. • Parent Coffee Hour/Dinner Hour Meetings with information on attendance and relation to academic success • School Messenger honoring student attendance successes • Quarterly Positive Attendance Celebration of Success with parents and students. • Quarterly Parent home visits to share attendance data 			
<p><i>Describe related professional learning:</i></p>			

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

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

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

Specify additional targeted actions 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.

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 7	Detail the action: Cambridge High School will implement strategic interventions to engage and support all students who consistently attend school and develop strategies to encourage all students to attend school daily. By creating individual connections with each student, the staff at Cambridge High School will break down the conditions that have failed students by creating an emotionally and physically safe learning environment where students are connected to their school. This will be completed by recognizing moments of success, individual conferences, and improving opportunities for parents to be involved with their student’s education.		
SQII Element: Social Emotional	SQII Sub-element(s): 5963	Site Growth Target: 25%	Vendor (contracted services)

<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data	<input type="checkbox"/> Research-based	<input type="checkbox"/> Local Knowledge/Context
<p>Write a SMART Goal to address each data point: By the end of the 2016-2017 school year, the percentage of students attending school 90% of the time will increase by 25%.</p>			
<p>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</p> <ul style="list-style-type: none"> • ATLAS attendance reports • Quarter Grades and credits earned • Quarterly data chats with students and staff • Semester transitions of Senior Rough-Cats returning to home high school. • Progress Report Monitoring • AB1802 Conferences • A2A attendance reports • Administrators Data Dashboard 	<p>Owner(s) Principal Vice Principal Counselor Lead Teachers Teachers</p>	<p>Timeline Admin: August 2016-June 2017 Lead Teachers: August 2016-June 2017 Teachers: August 2016-2017</p>	
<p>Explain the Targeted Actions for Parent Involvement (required by Title I):</p> <ul style="list-style-type: none"> • School newsletter honoring student successes such as attendance celebrations, perfect attendance, attendance positive growth, etc. • Parent Coffee Hour/Dinner Hour Meetings with information on attendance and relation to academic success • School Messenger honoring student attendance successes • Quarterly Positive Attendance Celebration of Success with parents and students. • Quarterly Parent home visits to share attendance data 			
<p>Describe related professional learning:</p> <ul style="list-style-type: none"> • Site and/or off-site professional learning to improve engagement and GOAL 2 participation for all students with the goal of improving attendance. • AC site collaboration to improve GOAL 2 opportunities with the intent to improve attendance for all students. • Site and/or social emotional professional development for staff and students to support an emotionally and physically safe learning environment. • Site and/or off-site professional learning for students and/or staff in creating activities and events to connect students with school and encourage positive attendance. 			
<p>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</p> <ul style="list-style-type: none"> • One on one student academic success conferences • AB1802 conferences • A2A meetings with parents 			

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

Specify additional targeted actions for EL students:

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

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	2	Sup & Conc	Instruction	Travel				Conference and travel for professional development: CADA Conference, Alternative Education Conference as well as other professional learning opportunities.	\$15,000
								Total	\$15,000

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 8	<i>Detail the action: Cambridge High School will implement strategic interventions and opportunities to support students with their redesignation goals. By creating individual connections with each student, Cambridge High School will improve on learning redesignation goals for students by providing professional strategic professional</i>		

<i>development that will impact student success and improving individual student conferences to highlight the importance of meeting this goal.</i>			
<i>SQII Element: Academic Growth</i>	<i>SQII Sub-element(s): 917</i>	<i>Site Growth Target: 15%</i>	<i>Vendor (contracted services)</i>
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</i>		
<i>Write a SMART Goal to address each data point: By the end of the 2016-2017 academic year, the percentage of English Learners earning redesignation will increase by 15%.</i>			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>		<i>Owner(s)</i>	<i>Timeline</i>
<ul style="list-style-type: none"> • <i>DRP data chats with students and parents</i> • <i>Quarterly ATLAS variable credit progress report.</i> • <i>SBAC Results</i> • <i>Common Formative Assessments</i> • <i>ATLAS Attendance reports</i> • <i>A2A attendance reports</i> • <i>ATLAS reports</i> • <i>Beta tool indicators showing areas achievement gaps. SQII indicators in Social Emotional domain showing Tier 1-3 intervention needs.</i> 		<i>Principal</i> <i>Vice Principal</i> <i>Counselor</i> <i>Lead Teachers</i> <i>Teachers</i>	<i>Admin: August 2016-June 2017</i> <i>Lead Teachers: August 2016-June 2017</i> <i>Teachers: August 2016-2017</i>
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i>			
<ul style="list-style-type: none"> • <i>School newsletter honoring student successes such as attendance celebrations, perfect attendance, attendance positive growth, EL Redesignation, Parent University, etc.</i> • <i>Parent Coffee Hour/Dinner Hour Meetings with information on attendance and relation to academic success</i> • <i>Back to School and Open House events with Spanish and Hmong interpreters available to share information needed for student success.</i> 			
<i>Describe related professional learning:</i>			
<ul style="list-style-type: none"> • <i>Site and/or off-site professional learning to improve engagement and GOAL 2 participation for all students with the goal of improving attendance.</i> • <i>AC commitments with planning to impact Redesignation opportunities for students.</i> • <i>Site and/or social emotional professional development for staff and students to support an emotionally and physically safe learning environment.</i> • <i>Site and/or off-site professional learning for students and/or staff in creating activities and events to connect students with school and encourage positive attendance.</i> • <i>Professional Learning targeted to support instructional planning and strategies to support English Learners.</i> 			
<i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i>			

- *One on One student conferences*
 - *Redesignation/CELDT chats*
 - *Advancement incentives for students meeting redesignation goals.*
 - *Student incentives for meeting grade level proficiency on DRP.*
 - *Student incentives for academic milestones.*
 - *Opportunities for accelerated online academic intervention courses.*
 - *Technology to support student engagement through on-line learning such as EDGENUITY, APEX, and programs to be determined.*
 - *Stand-up for excellence incentives to recognize students positive contributions to their academic pursuits and to the campus environment.*
 - *Site based incentives for earning honor roll, merit list, and principals honor roll.*
- Specify additional targeted actions for EL students:*
- *AB1802 Conferences*
 - *Redesignation/CELDT chats*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
8	3	EL	Instruction	Materials & Supplies				Materials and supplies to support EL learners.	\$9,149
8	3	EL	Instruction	Travel				Professional development opportunities to support academic growth for EL students.	\$2,000
8	3	EL	Instruction	Non Capitalized Equipment				Technology to support EL learners.	\$20,000
Total									\$31,149

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

D.1. Centralized Services - No Centralized Services are utilized at this time.

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2016/17

Cambridge - 0230

ON-SITE ALLOCATION

3010	Title I	\$30,752 *
7090	LCFF Supplemental & Concentration	\$95,351
7091	LCFF for English Learners	\$49,149
TOTAL 2016/17 ON-SITE ALLOCATION		\$175,252

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$832
Remaining Title I funds are at the discretion of the School Site Council	\$29,920
Total Title I Allocation	\$30,752

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.

2016-2017 Budget for SPSA/School Site Council

State/Federal Dept 0230 Cambridge (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
2	1	Title 1 Basic	Instruction	Teacher-Subs			Funds to support substitutes for teacher professional development.	5,713.00
2	1	Title 1 Basic	Instruction	Nc-Equipment			Technology to support student mastery of content and academic growth.	15,039.00
2	1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support academic and emotional growth of all students.	20,351.00
2	1	Sup & Conc	Instruction	Nc-Equipment			: Technology to support academic improvement.	19,315.00
2	1	EL	Instruction	Bks & Ref			: Technology software such as Edgenuity and APEX programs as well as other software to support student learning.	18,000.00
4	1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies to support student growth and parent participation in the educational process.	10,000.00
4	1	Sup & Conc	Instruction	Teacher-Supp			Credit recovery opportunities for students through either Saturday School or after school classes to work with Edgenuity and/or Apex and other appropriate programs.	40,685.00
7	2	Sup & Conc	Instruction	Travel			Conference and travel for professional development: CADA Conference, Alternative Education Conference as well as other professional learning opportunities.	15,000.00
8	3	EL	Instruction	Mat & Supp			Materials and supplies to support EL learners.	9,149.00
8	3	EL	Instruction	Nc-Equipment			Technology to support EL learners.	20,000.00
8	3	EL	Instruction	Travel			Professional development opportunities to support academic growth for EL students.	2,000.00

\$175,252.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$30,752.00
Sup & Conc	7090	\$95,351.00
EL	7091	\$49,149.00
Grand Total		\$175,252.00

Domain Totals	Budget Totals
Academic	\$129,103.00
Culture & Climate	\$31,149.00
Social/Emotional	\$15,000.00
Grand Total	\$175,252.00

E.1. Assurances



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

E.2. School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Pete Pulos	X				
2. Chairperson - Michelle Angel			X		
3. Secretary - Robert Vega		X			
4. Dr. Della Caver		X			
5. Chris Valles		X			
6. Elizabeth Hayden, Vice Principal			X		
7. Yolanda Lopez				X	
8. Genevieve Rodriguez				X	
9. Brian Rodriguez					X
10. Ray Correa					X
11. Sarina Phim					X
12.					
13.					
14.					
15.					
<input type="checkbox"/> ELAC operated as a school advisory committee.		<input checked="" type="checkbox"/> ELAC voted to fold into the SSC - Date 2/5/15 _____.			

Title I School Site:
<input type="checkbox"/> This site operates as a non-Title I school.

E.3. Required Signatures

School Name: Cambridge			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Pete Pulos		3/30/16
SSC Chairperson	Michelle Angel		3/31/16

E.4. Addendum – Attach Site Parent Involvement Policy/Compact/SSC Bylaws