

Single Plan for Student Achievement

2017-2018

Cambridge Elementary



Cambridge Elementary School Site Council
Cambridge Elementary School
100 Cambridge Dr.
Vacaville, CA 95687

Approved December 19, 2017

Part II: The Single Plan for Student Achievement

School: Cambridge Elementary School

District: Travis Unified School District

County-District School (CDS) Code: 48-70565-6103154

Principal: Susan Nader

Date of this revision: TBD

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

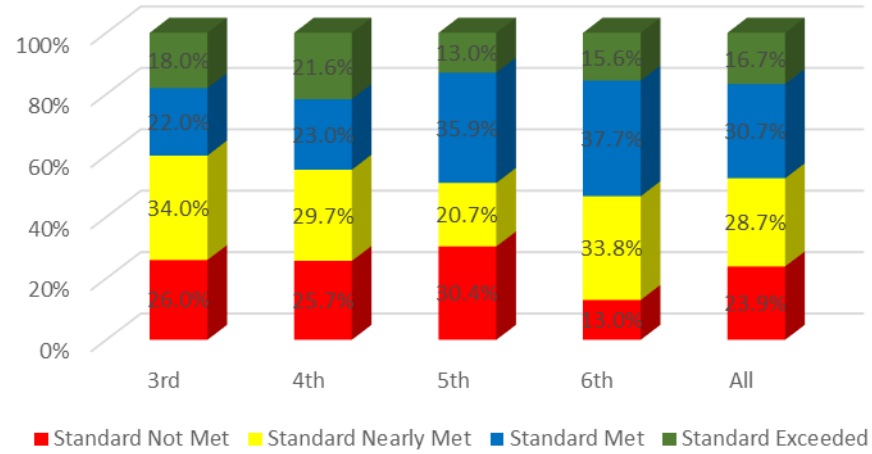
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The District Governing Board approved this revision of the SPSA on January 9, 2018

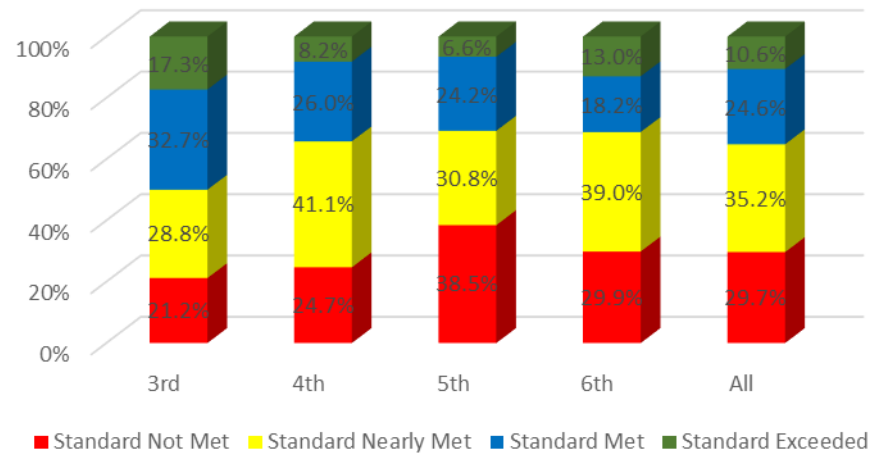
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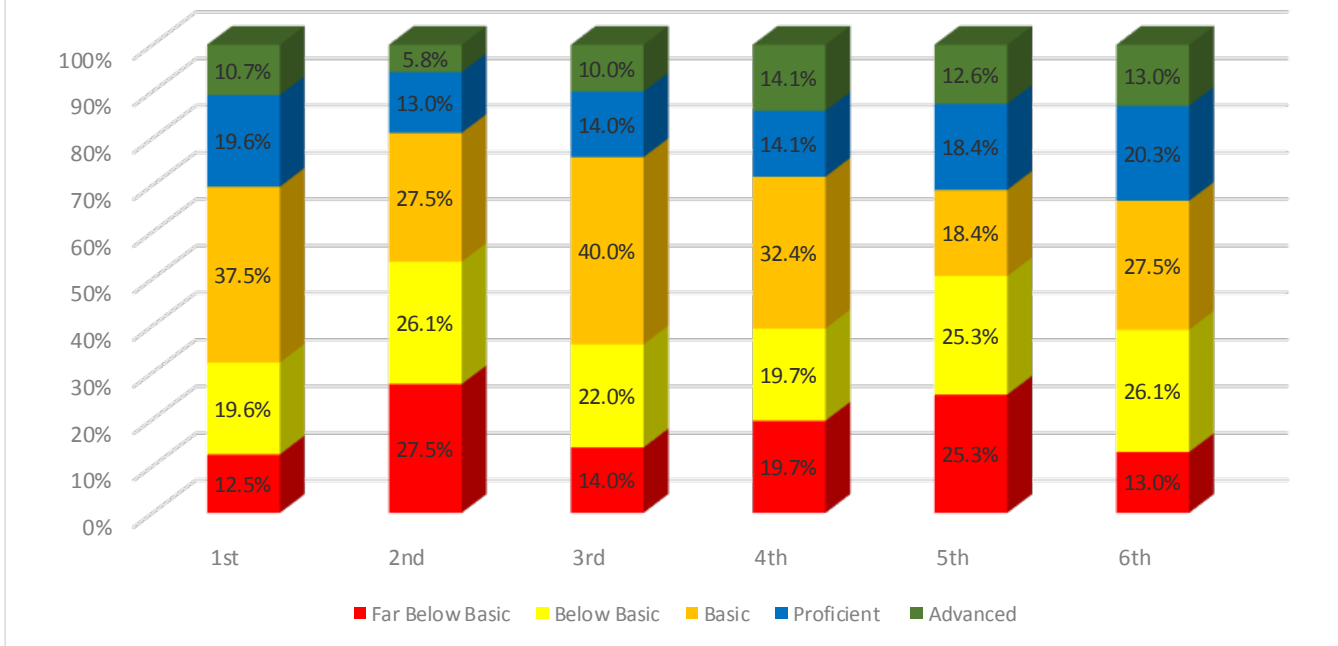
Cambridge Smarter Balanced ELA



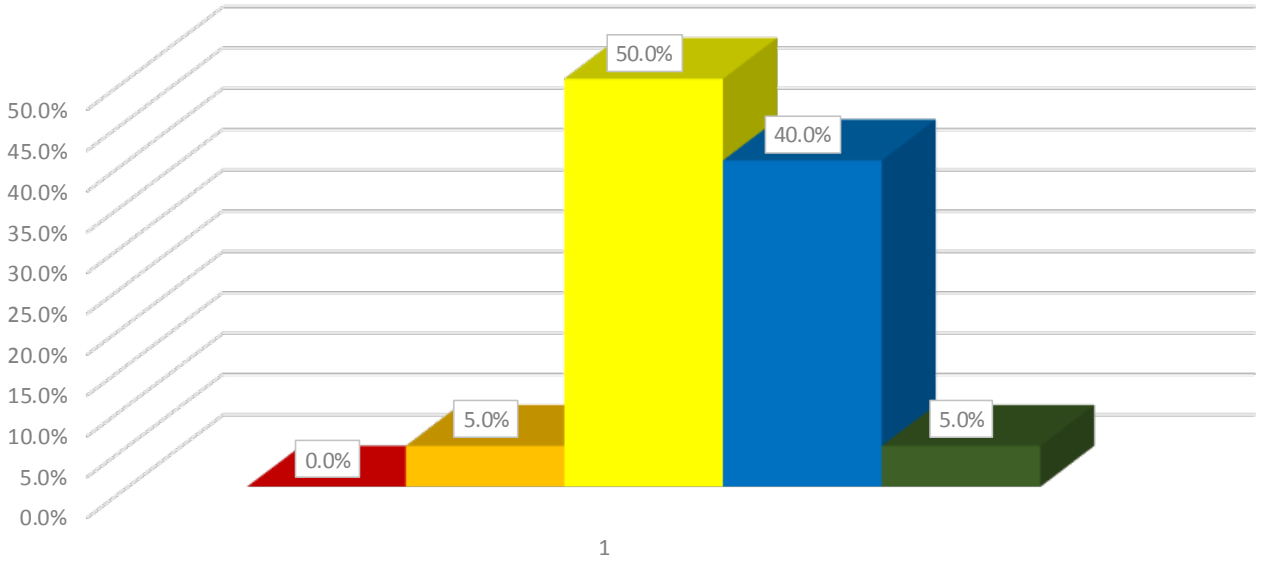
Cambridge Smarter Balanced Math



Cambridge Winter Reading Fluency

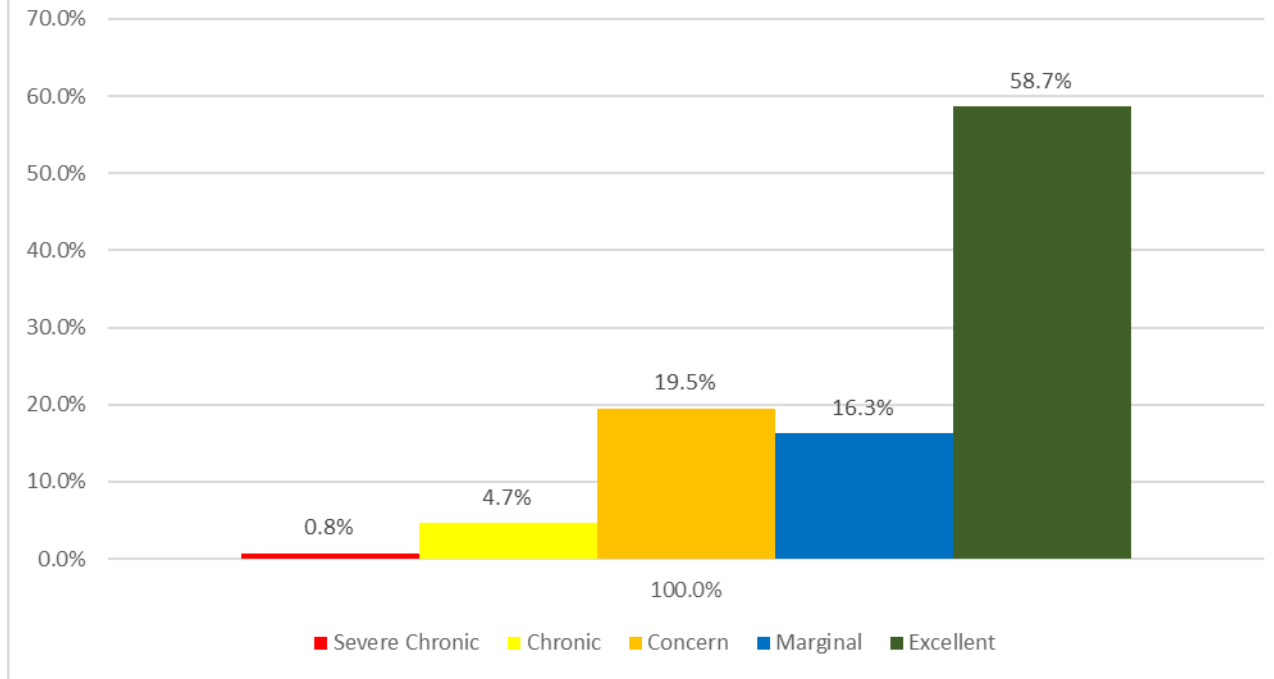


Cambridge CELDT Progress



■ Decreased by two levels ■ Decreased by one level ■ Remained at CELDT Level ■ Increased by one level ■ Increased by two levels

Cambridge A2A Attendance Percentages



Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LCAP GOAL #1 (LEA Goal): Use Multi-Tiered Systems of Support (MTSS) to improve student learning and close the achievement gap.

SCHOOL GOAL: Use Multi-Tiered Systems of Support (MTSS) to improve student learning in math and ELA, and close the achievement gap measured by the spring 2018 Smarter Balance Assessment, formative and summative assessments.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> • Smarter Balanced assessments in ELA and math • Aimsweb reading data • STAR reading data • CELDT data (measure of English learner proficiency in English) • Educational Software for Guiding Instruction Assessments • District adopted summative and formative assessments for ELA & math (i.e. Wonders, Math In Focus, Springboards) 	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> • 50% or more of students in grades 3-6 are not proficient in ELA and math. • Students who are English Language Learners are making good progress in their English Language Development. • 45% of students who took the CELDT test in the 2016/17 school year have moved up at least one level. 	<p>How will the school evaluate the progress of this goal?</p> <p>Progress will be evaluated based on student assessment data. Formative data to determine which students are on track to meet yearly reading and ELA progress will come from Benchmark Assessor Live!, STAR, and Smarter Balanced Interim Assessment Blocks, with progress benchmarks analyzed three times each year.</p> <p>The progress of English learners will be measured annually using the ELPAC, and Intervention Specialists will use tools available in our ELD curriculum for formative progress checks three times each year.</p> <p>Math data will come from teacher-developed benchmark assessments and Smarter Balanced Interim Assessment blocks, and will be analyzed three times each year.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>The budget for this goal, including accounting information, is shown in detail in the district's</p>
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		LCAP and our school budget. Summary financial information is shown in each row of the table of actions below.
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STRATEGY: 1) Provide professional development experiences to enhance the knowledge and skills of instructional staff and time to develop the essential components of a guaranteed and viable curriculum where all students have the time and opportunity to learn essential skills. 2) Implement a multi-tiered system to improve academic performance. 3) Develop systems to ensure all students graduate prepared for college and career.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1.1.01 Provide additional Intervention Specialists to support learning in English Language Arts, 4th -6th math, and English Language Development.	HR, District Personnel, Principal, Intervention Specialists	Hire an additional intervention specialist by May 2017. Develop daily instructional schedules that include a minimum of 150 minutes of ELD for each English learner in blocks of 30 minutes per day, five days a week, and in blocks of 40 minutes per day, four days per week.	3 Intervention Teachers SGF \$314.019
1.1.02 Continue to progress monitor students through analysis of our current tools (Wonders, Math in Focus, and other assessments) and adding tools where needed (ESGI, Benchmark Assessor Live)	Principal, Intervention Specialists, Teachers, Utilize our TOSA to help train and facilitate instructional support systems.	Administer ESGI benchmark and Assessor Live, progress monitoring, ELD, and formative and summative assessments according to schedules established by teacher teams and the state. (2017-18 school year)	ESGI (District) Benchmark Assessor Live (District)

<p>1.1.03 Use technology to provide targeted learning support (Imagine Learning at school and at home, iPad apps, curriculum-embedded technology, websites)</p>	<p>Principal, English Language Coordinator Intervention Specialists, Teachers, Utilize our TOSA to help train and facilitate instructional support systems.</p>	<p>Work with English Language Coordinator to get more logons for English Learners who would benefit from using this program and implement software. Analyze usage data to be sure students are spending enough time on the program to make a difference. Offer before school time three days a week for 30 minutes for ELL and intervention students to receive Imagine Learning time and reading support at Cambridge computer lab. Give students and their families at home access to work on Imagine Learning program that is customized for each individual child that utilizes the Imagine Learning Program. Students are offered computer lab time on their designated class days, and students are invited to attend early morning math support on-line tools three days a week before school.</p>	<p>Imagine Learning K-6 \$6,375 for each elementary school</p>
<p>1.1.05 Provide instructional materials for intervention and practice (Scholastic News, WonderWorks, SIPPS, typing software, etc.)</p>	<p>Educational Services Staff, Principal, Intervention Specialists and Teachers.</p>	<ol style="list-style-type: none"> 1. Disseminate curriculum to staff at the beginning of the school year. 2. Communicate with district when additional materials are needed 	<p>Scholastic News \$5,327 Studies Weekly \$4,310</p>
<p>1.3.01 Implement a hybrid program at the elementary level that includes specialized instruction and mainstream experiences to better serve elementary Learning Cambridge students who</p>	<p>Sped Director, Principal, Cambridge Sped Teachers, Intervention Specialists, and Teachers. Utilize TUSD TOSA or coaches to help train and facilitate instructional support</p>	<p>Sped teachers will meet together and collaborate about best practices and necessary trainings needed for replacement curriculum. Principal and Sped Director will collect feedback from teachers about the program, implementation, assessment, best practices, troubleshooting, etc. Sped Teachers will participate in Sped trainings and monitor SEIS.</p>	<p>District LCFF</p>

use replacement curriculum below grade level	systems.		
1.3.03 Increase and improve service to students with exceptional needs by expanding the range of instructional materials available to teachers to serve the needs of individual students; regularly collect and analyze common formative, interim, and summative assessment data; use the assessment data to establish instructional priorities, appropriately place students, and monitor student progress and achievement	Educational Services Staff, Principal, Intervention Specialists, Sped Teachers and Teachers	<p>1) District planning team of grade level representatives will work with Educational Services staff to plan this training, including selection of consultants to present.</p> <p>2) Educational Services department will provide ongoing training to teachers in areas of need.</p>	No Cost
1.4.03 Elementary school Tutoring Centers will operate three days a week with teachers and student tutors	Principal, District Student Success Coordinator, Teachers	<p>Establish a tutoring center by Feb 2018 with current teaching staff.</p> <p>Principal will work with the District Student Success Coordinator to hire high school student to assist the credentialed teacher's tutors to after school tutoring. The principal will work with foster parents to plan customized schedules for this support.</p>	<p>Teachers (2 teachers, 1 hour per day, 3 days per week or 108 days; 216 hours x 5 schools; 1080 hours)</p> <p>Student tutors (4 tutors, 1 hour per day, 108 days; 1296 hours x 5 schools;</p>

		Principal will hire teachers for after school Math tutoring and Before School Technology Support for English Language Learners and students who need math support utilizing math technology programs in the computer lab.	2160 hours) SGF \$15,183 each elementary site
<p>1.6.01</p> <ul style="list-style-type: none"> Facilitate teacher collaboration on instructional strategies to improve learning. Regularly collect, analyze, and use assessment data to inform classroom instruction Appropriately place and exit students from intervention and support programs Monitor student progress and achievement. Teachers plan curriculum, implement standards, and engage in analysis of practice by observing student learning in other classrooms 	Principal, Intervention Specialists, Teachers.	<p>Offer and facilitate on-going site development on site common planning Wednesdays. (One time per month)</p> <p>Administer benchmark, progress monitoring, ELD, and summative assessments according to schedules established by teacher teams and the state. (2017-2018 school year)</p>	ESGI (District) Benchmark Assessor Live (District)

<p>1.6.02 Improve instructional strategies to engage students actively in learning:</p> <ul style="list-style-type: none"> • ensuring that all students closely and critically read complex works of literature and informational texts • ensure all students present analyses based on appropriate examples and evidence from the text; • engage all students in rigorous, research - based academic curricula that prepares them to think conceptually, solve problems, and communicate their ideas effectively 	<p>Principal, Intervention Specialists, Teachers</p>	<p>District planning team of grade level representatives will work with Educational Services staff to plan this training, including selection of consultants to present.</p> <p>Educational Services department will provide ongoing training to teachers in areas of need.</p>	<p>No cost</p>
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Please duplicate this form as necessary for additional goals, strategies, or actions steps the school may have.

LCAP GOAL #3 (LEA GOAL): Use Multi-Tiered Systems of Support (MTSS) to maintain calm classrooms focused on learning and enhance student socio-emotional wellness.

SCHOOL GOAL: #2 Cambridge Elementary School will continue to implement Positive Behavior Intervention and Supports (PBIS) and provide weekly Socio-Emotional Learning lessons to increase positive behavior and decrease bullying. #3 Monitor Attendance to decrease tardies, absences focusing on students who are chronically absent.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> • Attendance rates • Suspension rate indicator 	<p>What were the findings from the analysis of this data?</p> <p>Cambridge suspension rates and discipline data indicates that our current PBIS systems are working effectively and we need to continue to improve upon them. However, our attendance rates indicate that we need to increase school to home communication and parent meetings to decrease chronic absentees and school tardies.</p>	<p>How will the school evaluate the progress of this goal? Data will be collected as part of the LCAP progress monitoring on a district-wide and school site basis</p> <p>Where can a budget plan of the proposed expenditures for this goal be found? The budget for this goal, including accounting information, is shown in detail in the district's LCAP and our school budget. Summary financial information is shown in each row of the table of actions below.</p>
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STRATEGY: 1) Enhance the knowledge and skills of all school staff related to PBIS, Classroom management, and responding to challenging behavior. 2) Implement a Multi-Tiered Systems of Support (MTSS) behavioral intervention system to improve socio-emotional wellness and to maintain calm classrooms focused on learning. 3) Implement a School Attendance Team to decrease tardies and absences with a focus on students who are chronically absent. 4) Provide enrichment and hands-on learning the arts, music, and STEM (science, technology, engineering, and mathematics) to improve academic achievement and enhance socio-emotional wellness.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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<p>3.1.01 Continue to implement and refine PBIS processes developed by elementary schools in 2016-17, including having two PBIS/SST coordinators at each school to support the process and using matrices of behavioral expectation and a plan to teach and reteach behavioral expectations throughout the year</p>	<p>Principal, Intervention Specialists, Student Support Specialist, Behaviorist, Social Worker, School Psychologist, District Parent Liaison, Teachers</p>	<ol style="list-style-type: none"> 1. Provide staff development to review staff responsibilities providing calibration for effective and consistent PBIS implementation. (August 2017) 2. PBIS/SST coordinators work with principal, social worker, psychologist, and parent liaison to support attendance and behavior issues through the SST process. (17-18 school year) 3. All persons responsible listed will work with principal and staff to provide training and support with PBIS throughout the year. (17-18 school year) 4. Teachers will review behavior expectation through socio-emotional learning lessons and class meetings, re-teaching as student behavior identifies the need. (weekly and additionally as needed 17-18 school year) 	<p>\$4,827 SGF</p>
<p>3.1.03 Select/develop and implement a cyberbullying program for grades 4-12</p>	<p>Educational Services Staff, Principals, School Social Worker, Student Support Specialist, Psychologist, Teachers</p>	<p>District and School Staff will research and preview options for cyberbullying programs (including assemblies) to be added to our current Socio-Emotional Learning Curriculum (Second Step). Fourth-Sixth grade teachers will meet to determine the topics most appropriate for their grade levels and develop a pacing guide for when these lessons will be taught throughout the year. (17-18 school year)</p>	<p>District</p>

<p>3.2.01 Increase and improve Tier II PBIS services by providing four School Social Workers plus Social Worker Interns, with two Social Workers serving the five elementary schools.</p>	<p>Director Student Services, HR Director, Principal, Student Support Specialists, Social Workers, Teachers</p>	<p><u>Social Workers:</u> Cambridge– 0.50 Isabel Ott</p>	<p>0.50 FTE \$66,435.50 SGF</p>
<p>3.2.02 Increase and improve PBIS services by providing Student Support Specialists to support PBIS implementation with one position at each elementary schools.</p>	<p>Director of Student Services, Principals, Student Support Specialists, Teachers</p>	<p><u>Student Support Specialists: 1.0 (.875 FTE) per site –</u> Cambridge – Kenonte Howard</p>	<p>1 Student Support Provider \$40,683 .875 FTE SGF District</p>
<p>3.2.03 Increase and improve services to students needing Tier III behavior support by providing</p> <ul style="list-style-type: none"> • Three Behavior Intervention Specialists to support both Special Education students and students in the general program 	<p>Principals, Behaviorists, Intervention Specialists, Behavior Assistants, Mental Health Counselors, School Psychologists, Intervention Specialists (SST Coordinators), Teachers</p>	<p>Cambridge School continues to elicit expertise of District experts such as the Behavioral Specialists and Behavioral Assistants to support all students.</p> <p>This support will be activated through the SST process and as needed in crisis situations with parent permission to support the ever changing needs of our students. (17-18 school year)</p>	<p>District</p>

<ul style="list-style-type: none"> Two mental health counselors for Special Education students 			
<p>3.3.02 Principals will</p> <ul style="list-style-type: none"> Ensure that attendance patterns are monitored weekly with a special focus on chronic absence rates Use services of the family liaison, the nurse and health technicians, social workers, and mental health coordinator services Use the SART and SARB processes to improve the attendance of students with chronic absences 	<p>Director Student Services, Principals, Student Support Specialists, District Family Liaison Teachers, School Clerk</p>	<ol style="list-style-type: none"> Principal and school attendance clerk will monitor attendance weekly. As students are tardy or absent more than three times, families will receive communication from the school. (17-18 school year) When students slip for one attendance category to another, families will receive written communication and a phone call from the school. (17-18 school year) As the need arises, the Health Clerk, Social Worker, Parent Liaison, Mental Health staff, and SST Coordinators will be included in the process to provide additional supports. (17-18 school year) Principal and School Attendance Clerk will utilize the SART and SARB process in a timely manner to provide additional supports. (17-18 school year) 	<p>No Cost</p>
<p>3.3.03 Form a School Attendance Review Team (SART) that will meet a minimum of twice a month to</p> <ul style="list-style-type: none"> Review overall data on patterns of chronic absence Oversee implementation of a school-wide approach 	<p>Director Student Services, Principals, Student Support Specialists, District Family Liaison Teachers, School Clerk, Support Staff.</p>	<p>The team will develop a system for when and who will communicate attendance concerns with families using the following procedures:</p> <ol style="list-style-type: none"> When students slip for one attendance category to another, families will receive written communication and a phone call from the school. (17-18 school year) As the need arises, the Health Clerk, Social Worker, Parent Liaison, Mental Health staff, and SST Coordinators will be included in the process to provide additional supports. (17-18 school year) 	<p>No Cost</p>

<p>to improving attendance</p> <ul style="list-style-type: none"> • Ensure that students who are chronically absent receive needed supports • Hold parent conferences to develop plans and monitor student progress 		<p>3. Principal and School Attendance Clerk will utilize the SART and SARB process in a timely manner to provide additional supports. (17-18 school year)</p>	
<p>3.3.04 Continue the annual progress and performance review for students attending under special agreements</p>	<p>Director Student Services, Principal, Student Support Specialists, District Family Liaison Teachers, School Clerk, Support Staff.</p>	<p>Agreements will be reviewed annually. (17-18 school year)</p>	<p>No Cost</p>
<p>3.4.01 Continue to implement Second Step and other lessons to increase social awareness and relationship skills.</p>	<p>Educational Services Staff, Principal, Behaviorist, Social Worker, Psychologist, Student Support Specialist, Teachers</p>	<ol style="list-style-type: none"> 1. Principal will provide staff development on the importance of Socio-Emotional Learning (SEL) including topics to cover in the district-adopted Second Step Program. (17-18 school year) 2. Student Support Specialist, Noon Duties, and Yard Duties will support students by consistently guiding students to appropriate behavior and following school rules on the school ground.(17-18 school year) 	<p>No Cost</p>
<p>3.4.02</p> <ul style="list-style-type: none"> • Provide NCI training focused on de-escalating student behavior. • Teach students strategies for calming 	<p>Director of Special Education, Principal, Behaviorists, Psychologists, Teachers</p>	<ol style="list-style-type: none"> 1. NCI training has been held at the district level for Instructional Aides and Administrators. (17-18 school year and every two years as appropriate) 2. Professional Development on de-escalation strategies and positively responding to student behavior will be provided at the school site. (17-18 school year) 	<p>District</p>

themselves, focusing on learning, and managing stress.			
3.4.03 Encourage a growth mindset, where children learn that their abilities can be developed through dedication and hard work	All District and School Staff	<ol style="list-style-type: none"> 1. A Growth Mindset Leadership Team of teachers attended staff development provided by the Solano County Office of Education. This team returned to school to train the rest of our staff. (March, May, October 2017) 2. Growth Mindset strategies are part of each staff development meeting (at least once per month) and included in weekly newsletters as appropriate. (17-18 school year) 	District
3.5.01/02/05 Increase and improve programs that connect students to school and allow them to build academic skills and experience success in STEM and the arts: <ul style="list-style-type: none"> • Provide elementary Arts Adventures and STEM programs after school • Provide elementary summer STEM programs that include support for literacy • Provide competitive robotics programs at the elementary level 	District Office Staff	<p>Arts Adventures/STEM Elementary After School Programs/VEX Cambridge (14 sessions, 8 from SGF, 6 from DoDEA) 1.5 hours per session, 12 sessions, 1 teacher, 1 student tutor; 18 hours of work time</p> <p>Competitive Robotics Elementary robotics stipends per contract (\$1,559 x 5 schools)</p> <p>Robotics Stipend</p> <p>Projected Elementary Summer STEM Program June 2018</p>	<p>\$10,195</p> <p>\$3,774</p> <p>\$1,559</p> <p>Approximately \$21,000 per site</p>

LCAP GOAL #4 (LEA GOAL): Involve parents as active partners in their child’s education.

SCHOOL GOAL: Create and maintain programs that increase parent involvement on campus to include Watch D.O.G.S., PTA Events, School Award Assemblies, Site Council, Student Performances, and Classroom Volunteer Opportunities.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> • CERVIS data • Sign in sheets from <ul style="list-style-type: none"> ○ Family curriculum nights ○ Parent education programs 	<p>What were the findings from the analysis of this data?</p> <p>We found that we have many parents involved at school, but we believe we can increase participation at school, parent curriculum nights, education programs, and on district advisory groups.</p>	<p>How will the school evaluate the progress of this goal? Data will be collected as part of LCAP progress monitoring on a districtwide and school site basis.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found? The budget for this goal, including accounting information, is shown in detail in the district’s LCAP and our school budget. Summary financial information is shown in each row of the table of actions below.</p>
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STRATEGY: 1) Involve parents in making decisions. **2)** Involve parents at school. **3)** Provide parent education programs. **4)** Reinstitute the Watch D.O.G.S program to increase the participation of father’s and father figures during the school day.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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<p>4.1.04 Continue to involve School Site Council and English Language Advisory Committee in the analysis of data and the development of district and school plans, the LCAP and the Single Plan for Student Achievement (SPSA)</p>	<p>Educational Services Staff, Student Services Staff, Principal</p>	<p>Provide information and discussion during regularly scheduled School Site Council meetings and English Language Advisory Committee meetings. This will be completed throughout year during scheduled meetings with an end date of December 2018.</p>	<p>No Cost</p>
<p>4.2.01 Use CERVIS software to track volunteer hours and background clearances</p>	<p>School office staff, Principal</p>	<p>Office staff will enter volunteer events into the CERVIS software as events occur. Review volunteer hours will be continuous throughout the school year and at a minimum quarterly; May 2018.</p>	<p>\$225 per school LCFF</p>

<p>4.2.02 Reinstate the Watch D.O.G.S. program where fathers and father figures volunteer at school, acting as positive male role models and participating in a variety of activities, including greeting students, helping in classrooms, and helping to supervise lunch, recess, and passing periods</p>	<p>Principal, & Director of Student Services</p>	<ol style="list-style-type: none"> 1. Principal and the Top Watch D.O.G. will participate in an implementation phone call and recruitment events. (Winter 2017/18) 2. Principal will order materials. (as needed 17-18 school year) 3. Watch D.O.G.S. will need to be cleared through the district's volunteer clearance system (CERVIS). (17-18 school year) 4. Principal and Top Watch D.O.G. will provide orientation for each classroom. (Winter 2017/18 and as needed) 5. Participation data will be collected using CERVIS. (17-18 school year) 6. Conduct two recruitment events. (January 2018/May 2018) 	<p>\$1,250 per school SGF</p>
<p>4.3.05 Hold family curriculum nights, where</p> <ul style="list-style-type: none"> • Teachers and staff explain what children will be learning • Demonstrate technology used at school that can be accessed at home • Teach strategies for helping students learn math • Ways to help children at home 	<p>Principal, school staff, teachers</p>	<ol style="list-style-type: none"> 1. Plan, publicize, and conduct two curriculum nights to be held from January to December 2018. 2. Site will track participation for each session to Evaluate for future events. 	<p>\$10,137 Elementary: 3 nights per year x 7 grade levels x 2 teachers per grade x 6 hours per night = 252 teacher hours per school SGF</p>

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #4: To improve academic achievement for English Learners through centralized services provided by Educational Services.

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<ul style="list-style-type: none"> • Ensure EL students make adequate yearly progress by providing supplemental instructional materials. • Provide technological supports for EL students to enhance language instruction. • Provide professional development that will facilitate learning and improve EL student proficiency in English. • Provide trainings for parents and activities at school sites. • Provide supplemental instruction for EL students. • Indirect costs 	July 1, 2017 through June 30, 2018	Supplemental instructional materials Supplemental technology support for EL students Professional development for adopted curriculum Materials for parent trainings and activities Before/After school tutoring for EL students Indirect costs	\$4,074.92 \$10,000 \$1,000 \$500 \$3,000 \$379.08	Title III LEP for all actions

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site: **N/A: This is not a Title 1 school.**

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>

Revised September 2015

<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>

<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP ³
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$	
Total amount of state and federal categorical funds allocated to this school		\$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: School Site Council Membership

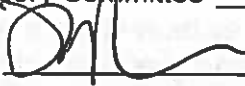
California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁴ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Tracy Brooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rashelle Cacdac	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Bill Curtis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Johanna Lucero	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Christina Yanuaria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
James Avery	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kim Lovelady	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Erik Rehn	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ruby Mora	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Susan Nader	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	5	

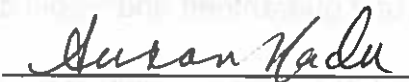
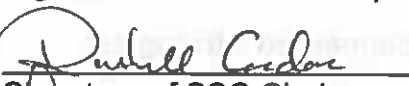
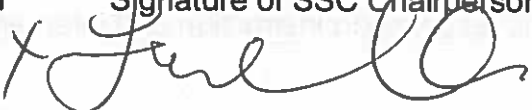
⁴ EC Section 52852

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**
 - State Compensatory Education Advisory Committee _____ Signature
 - English Learner Advisory Committee  Signature
 - Special Education Advisory Committee _____ Signature
 - Gifted and Talented Education Advisory Committee _____ Signature
 - District/School Liaison Team for schools in Program Improvement _____ Signature
 - Compensatory Education Advisory Committee _____ Signature
 - Departmental Advisory Committee (secondary) _____ Signature
 - Other committees established by the school or district (list) _____ Signature
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: December 19, 2017

Attested:

<u>Susan Nader</u>	<u></u>	<u>12-19-17</u>
Typed name of School Principal	Signature of School Principal	Date
<u>Rashell Cardac</u>	<u></u>	<u>12/19/17</u>
Typed name of SSC Chairperson	Signature of SSC Chairperson	Date
<u>Johanna Lucero</u>	<u></u>	<u>12/19/17</u>

Form G: Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Top Priorities for 16-17 SPSA

- To provide students with equitable access to rigorous standards-based core curriculum.
- To provide a positive, nurturing school environment enriched by the experiences in the arts, music and STEM.

Plan Implementation

Fully Implemented Strategies:

- Professional development experiences were implemented with fidelity enabling teachers and staff to enhance their knowledge and skills and develop essential components of a guaranteed and viable curriculum.
- Enrichment and hands on learning in the arts, music and STEM disciplines

Partially Implemented Strategies:

- An academic response to instruction and intervention system

- None of the specific actions relating to these strategies were eliminated or modified during the 2016/17 school year.
- Some of the barriers to fully implementing the academic response to instruction and intervention were: financial resources, staffing and a need to prioritize the limited resources.
- The limited staffing and resources were utilized prudently and effectively to maximize their impact on student achievement. For example, resource teachers were first utilized to serve students with special needs. If there was space in their reading groups, then students without special needs were integrated into these small groups.
- The impact of lacking resources and personnel for all students' to participate in the response to intervention program affected student learning and achievement as measured on the Smarter Balance Assessment in the spring of 2017.

Strategies and Activities

- Enhancing the knowledge and skills of instructional staff relating to PBIS, classroom management and managing the behavior of challenging students was particularly effective in improving student achievement.
- Providing hands on learning in the arts, music and STEM programs to improve academic achievement and enhance socio-emotional wellness was also an effective strategy.

The evidence we have to support the effectiveness of the above strategies is from the following data: CELDT, 2017 Smarter Balance Assessment, STAR reading, Aimsweb, attendance and office referrals.

- There were not any strategies that were ineffective or minimally effective in improving student achievement.
- The strategies utilized in the 2016/17 SPSA were effective. It is recommended to build upon these strategies when formulating and implementing the plan for the 2017/18 school year.

Involvement/Governance

- The School Site Council formulated the plan with the principal of the school by assisting with drafting and revising the school goals, strategies and activities.
- The staff, teachers and principal advised the SSC and made general recommendations. The SSC also utilized the LCAP to refer to as a resource in formulating this plan.
- The principal and the school leadership team monitor the plan throughout the year.
- At this time there are not any changes necessary to ensure involvement of all stakeholders in the plan.

Outcomes-

Goals that were met:

- The achievement gap was narrowed in some grade levels (6th grade) and for some of our sub-groups (ELL).
- All students were provided with equitable access to rigorous, standards-based core curriculum.
- Students were provided with a positive, nurturing school environment enriched by experiences in the arts, music and STEM (science, technology, engineering and mathematics) where students feel safe, welcome and connected to the school community.
- Learning was extended beyond the school day to after school classes and programs.
- Basic services were provided and resources were managed responsibly
- Parent actively engaged in the school community of Cambridge and continued to be valued partners in their child's education

Goals that were not met or were only partially met:

- The achievement gap was not narrowed for all students and all sub-groups of students at Cambridge.
 - The strategy of implementing an academic response to instruction and intervention system was not fully implemented. Therefore, it was minimally effective in narrowing the achievement gap.
- The RTi strategy should have full support both fiscally and from administration for it to function effectively as a strategy.