

The Single Plan for Student Achievement

School: Cambridge Heights Open Elementary School
CDS Code: 34-67447-6068670
District: San Juan Unified School District
Principal: Damon Smith
Revision Date:

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 11/19/13.

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School Mission

Cambridge Heights Open Elementary School 's Mission Statement

Mission Statement for Cambridge Heights Open:

Valuing collaborative teaching and learning in our open design school, Cambridge Heights' Mission is to educate and inspire the whole child to be a critical thinker and passionate life-long learner through high-quality instruction and opportunities to explore and discover individual interests in a nurturing community.

Objectives:

*All students will, through multiple measures, demonstrate 21st century skills, such as problem solving, critical and creative thinking, and collaboration.

*Annually, all students will demonstrate growth through multiple measures in Math and English Language Arts.

*All students will consistently demonstrate positive character traits and healthy choices which contribute to a nurturing environment.

School Profile

Cambridge Heights Open Elementary is one of 35 elementary schools in the San Juan Unified School District. The 368 students attending Cambridge Heights Open are 69% white, 15.5% Hispanic/Latino, 8.7% African American, and 6.8% other ethnicities. 6.3% of the students are English Language Learners, with Spanish as a primary language, and 24.7% of students are socioeconomically disadvantaged.

Cambridge Heights is an open enrollment, parent participation school. Our staff is committed to working with families for the common goal of educating all students at the highest level. We are dedicated to prepare each child to be a lifelong learner who is ready for the future. We begin by ensuring even at the elementary level, that students have the skills they need to be successful beyond elementary school. We are an AVID (Advancement Via Individual Determination) elementary school. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. Our API (Academic Performance Index - a state measure of academic success) is currently 857. Cambridge Heights Open met all 3 state growth targets (school wide growth, all student groups, and all targets).

Cambridge Heights Open school programs include, but not limited to, the following:

- Early/Late small group reading instruction
- Small group kindergarten half-day instruction
- Computer lab with instructor
- Physical Education
- Art
- Discovery Club
- GATE and High Achiever instruction
- Student Council
- Theater Arts/Drama
- Band
- Choir
- Chess Club
- Art Docents
- Author's Day
- Field trips at each grade level and/or guest speakers
- Gardening club
- Odyssey of the Mind
- Japanese class
- Spanish class
- Boys and Girls Basketball
- Early Engineers club
- KidzArt
- Mad Science

Comprehensive Needs Assessment Components

Introduction

In February of 2013, a group of 14 planning team members, representing Cambridge Heights Open teachers, classified staff, parents, and community members, as well as a district staff liaison, met to review our Strategic Plan and adjust the focus of our school for the next three years. We looked at our Mission, key objectives impacting student achievement, tactics and action plans to ensure we work towards our mission, and adjusted it all slightly.

Data Analysis

Describe the use of data both during the 2 day planning meeting and action planning. Refer to research done during action planning.

The team looked at multiple data points to assess progress and identify areas of need. The data points came from the California Standards Test (CST), Academic Performance Index (API), North Western Evaluation Associates (NWEA) data, and Scantron Performance Series computer adaptive test. The data provoked several discussions about meeting the needs of all our students. While all of our subgroups had grown over the past year, there was still a discrepancy in performance within the subgroups. In addition to that, our English Language Arts (ELA) scores were almost identical to our Math scores. This started a discussion about our Early/Late small group reading instruction. Because of this, a new tactic was added to our strategic plan focusing on instructional practices and engaging all students using a variety of methods.

Parental Involvement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Cambridge Heights is a parent participation school already, so we have a strong parent presence. The team did recognize that we need to include parents in more of the decision process and do better relaying information. Because of this, a new tactic was added to our strategic plan with a focus on collaboration and building community.

Description of Barriers and Related School Goals

Include the strongest themes from critical issues or Gap to Goal Review of Data

When looking at the data as a team, the conversations and findings prompted three key tactics to be our focus. These tactics are:

- We will build relationships by actively engaging a collaborative community through effective and timely communication.
- We will provide engaging, high-quality instruction and multiple learning opportunities for all students to acquire and implement 21st Century Skills, such as critical and creative thinking, problem solving and collaboration enhanced through the integration of technology and the arts.
- We will identify, model and integrate positive character traits and healthy choices, encouraging our students to become contributing and responsible members of our community.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	220	225	223	165	167	156	10	11	13	9	14	7
Growth API	835	865	857	833	869	870		754	796		957	
Base API	887	835	865	884	833	868			755	988		958
Target	A	A	A	A	A	A						
Growth	-52	30	-8	-51	36	2						
Met Target	Yes	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	28	22	36	12	11	16	61	66	80	21	26	19
Growth API	795	814	814	786	905	833	792	828	825	680	759	769
Base API	880	795	814	887	786	899	874	792	827	737	680	762
Target							A	5	A			
Growth							-82	36	-2			
Met Target							No	Yes	Yes			

Conclusions based on this data:

1. The number of students who are Socioeconomically Disadvantaged increased and is our largest subgroup, and their 829 growth API is well below the schools overall 856 growth API
2. There is an achievement gap within all our groups.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	99	99	100	99	100	100	95	100	100	100
Number At or Above Proficient	140	159	144	104	122	104	--	3	6	--	12	
Percent At or Above Proficient	63.6	70.7	65.2	63.0	73.1	67.1	--	27.3	50.0	--	85.7	--
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	Yes	No	Yes	Yes	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	96	100	95
Number At or Above Proficient	15	13	23	5	7	9	31	41	45	9	11	10
Percent At or Above Proficient	53.6	59.1	63.9	41.7	63.6	56.3	50.8	62.1	56.3	42.9	42.3	55.6
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	--	--	--	--	--	--	No	Yes	No	--	--	--

Conclusions based on this data:

1. The percent of students at or above proficient decreased slightly in 2013.
2. When looking at percentages, there is an achievement gap between all groups. This further emphasizes the importance of our tactic in the strategic plan with the focus of instructional practices and engaging all students.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	99	100	100	100	100	100	100	100	100
Number At or Above Proficient	147	158	156	109	117	115	--	7	7	--	12	
Percent At or Above Proficient	66.8	70.2	70.0	66.1	70.1	73.7	--	63.6	53.8	--	85.7	--
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	Yes	No	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	96	100	100
Number At or Above Proficient	16	13	21	6	8	10	38	41	50	10	17	11
Percent At or Above Proficient	57.1	59.1	58.3	50.0	72.7	62.5	62.3	62.1	62.5	47.6	65.4	57.9
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	--	--	--	--	--	--	No	No	Yes	--	--	--

Conclusions based on this data:

1. Adequate yearly progress (AYP) was met by White and Socioeconomically Disadvantaged students, but not met by all students.

School and Student Performance Data

CELDT (Initial Assessment) Results

Grade	2012-13 CELDT (Initial Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K									*****	***	*****
5	*****	***									*****
Total	*****	***							*****	***	*****

Conclusions based on this data:

1.

CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K							*****	***			*****
1							*****	***			*****
2			*****	***	*****	***					*****
3			*****	***	*****	***					*****
4			2	40	3	60					5
5			*****	***							*****
Total			7	50	5	36	2	14			14

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K							***** *	***	***** **	***	*****
1							***** *	***			*****
2			***** *	***	***** *	***					*****
3			***** *	***	***** *	***					*****
4			2	40	3	60					5
5	1	25	3	75							4
Total	1	6	7	41	5	29	2	12	2	12	17

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	13	8	14
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	13	8	14
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	54.6	56.0	57.5
Met Target	*	*	*

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	15	1	9	0	14	2
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	*	*	*	*	*	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--
Mathematics			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--

Conclusions based on this data:

1.

School and Student Performance Data

Local Assessment Data

Data Worksheet

Cambridge Heights Elementary

KR	Indicator	2010-2011	2011-2012	2012-13	2016-17
1	Writing at grade level (gr 4,7,10)	72.0	96.4	70.0	90
	African Am				90
	Hispanic			60.0	90
	Low SES	53.8	93.8	56.5	90
	English Lnr				90
	Special Ed				90
Ovl	Growth API	835.0	865.0	856.0	800
	African Am		754.0		800
	Hispanic	795.0	814.0		800
	Low SES	792.0	828.0	829.0	800
	English Lnr	786.0	905.0		800
	Special Ed	680.0	759.0		800
2	Reading on grade level (gr 2-11)	63.5	70.6	65.3	90
	African Am	50.0	33.3	44.4	90
	Hispanic	53.6	60.9	63.2	90
	Low SES	52.3	62.3	57.0	90
	English Lnr				90
	Special Ed	45.0	55.6	55.6	90
2	Math at grade level (gr 2-7)	66.8	70.2	70.5	90
	African Am	66.7	66.7	50.0	90
	Hispanic	57.1	60.9	60.5	90
	Low SES	63.6	62.3	64.0	90
	English Lnr				90
	Special Ed	45.0	55.6	55.6	90
2	Algebra 1 completed 1st time				90
	African Am				90
	Hispanic				90
	Low SES				90
	English Lnr				90
	Special Ed				90
2	Algebra 1 completed by gr 9				90
	African Am				90
	Hispanic				90
	Low SES				90
	English Lnr				90
	Special Ed				90
2	EL growth toward profic.				70
3	Pct of students abs>10% (gr K-8)	6.9	4.6	5.2	3
	African Am	18.2	8.0		3
	Hispanic	16.7	11.9	8.8	3
	Low SES	16.5	7.8	8.5	3
	English Lnr			7.1	3
	Special Ed	12.5	6.1	8.1	3
3	Pct adjusted dropouts (gr 9-12)				<5
	African Am				<5
	Hispanic				<5
	Low SES				<5
	English Lnr				<5
	Special Ed				<5
3	Cohort Graduation Rate				95
	African Am				95
	Hispanic				95
	Low SES				95
	English Lnr				95
	Special Ed				95
3	Pct of grads completing AG/CTE				70
	African Am				70
	Hispanic				70
	Low SES				70
	English Lnr				70
	Special Ed				70
5	Pct of students suspended	0.5	1.1	0.5	<2
	African Am	4.5	4.5		<2
	Hispanic				<2
	Low SES	1.7	1.8		<2
	English Lnr				<2
	Special Ed	4.5	6.1		<2

Writing: rate of gr 4 & 7 students at/above state minimally proficient on STAR and gr 10 3 or higher on CAHSEE writing.

API shown is growth API for that year; green shading indicates target was met - pink shading target not met; no shading indicates not a 'significant' group

Reading grade level (gr 2-11) are reported as the percent of students scoring proficient or advanced on the STAR ELA test taken.

Math on grade level (gr 2-7) is the percent of students scoring proficient or advanced on the STAR math test taken.

Algebra 1 completed 1st time is rate of students earning a C or higher OR scoring prof/adv on CST/CMA in Algebra 1 the first time they took the course

Algebra 1 completed by end of grade 9 is rate of 9th graders who have earned a C or higher OR scoring prof/adv on CST/CMA in Algebra 1 by the end of the year (ms rates show students who

EL growth toward proficiency is the percent of English learners who grew 1 or more levels (Source is school data from Title III)

Absence rates >10% is percent of K-8 students absent (for any reason) more than 10% of the days enrolled (indicator of dropout potential)

Dropout rate is the percent of students in grades 9-12 who disenrolled from school after the 1st Wed in October and had not reenrolled within one calendar year.

Cohort graduation rate is the rate of students who earned a diploma within 4 years of entering ninth grade (Source: DataQuest)

A-G/CTE is the rate of graduates who completed all UC/CSU requirements OR who completed a CTE sequence including the capstone course

Suspension rate is the percent of enrolled students who were suspended at home for 1+ days

NOTE: Be cautious when drawing conclusions where group populations are very small.



<i>Effective Instructional Strategies/21st Century Skills</i>	PARENT		STUDENT (gr5-11)		STAFF	
	N	Pct	N	Pct	N	Pct
<i>Pct Strongly Agree/Agree</i>						
Improved ability to read and understand complex text	22	90.9%	54	92.6%		
Improved written communication skills	21	81.0%	54	83.3%		
Improved spoken/oral communication skills	21	90.5%	54	72.2%		
Improved ability to solve complex problems	21	76.2%	54	81.5%		
Improved ability to use technology to find information/solve problems	21	85.7%	54	83.3%		
Improved ability at working with other students on problems/projects	21	71.4%	54	83.3%		
Improved leadership skills	21	52.4%	54	72.2%		
Encouraged to share knowledge/ideas in a creative way	21	90.5%	54	68.5%		
Curiosity/Imagination is fostered	21	90.5%	53	81.1%		
School promotes academic success of all students.	21	90.5%				
Personalized Learning						
	PARENT		STUDENT (gr5-11)		STAFF	
	N	Pct	N	Pct	N	Pct
<i>Pct Strongly Agree/Agree</i>						
Academic goals have been collaboratively set and monitored.	19	47.4%	50	80.0%		
Students have a learning plan/4-year plan.	19	26.3%	52	34.6%		
Students are challenged at school through high standards of academic performance.	21	85.7%	54	79.6%		
Character Education						
	PARENT		STUDENT (gr5-11)		STAFF	
	N	Pct	N	Pct	N	Pct
<i>Pct Most/All of the Time (character)</i>						
Students model RESPECT at this school.	21	71.4%	50	62.0%		
Students model RESPONSIBILITY at this school.	21	76.2%	50	48.0%		
Students model HONESTY at this school.	21	47.6%	49	73.5%		
Students model CARING at this school.	21	66.7%	50	70.0%		
Students model COOPERATION at this school.	21	71.4%	50	52.0%		
Students model COURAGE at this school.	21	66.7%	49	63.3%		
The school fosters an appreciation of student diversity and respect for each other.			54	85.2%		
Parent/Family Involvement						
	PARENT		STUDENT (gr5-11)		STAFF	
	N	Pct	N	Pct	N	Pct
<i>Pct Strongly Agree/Agree</i>						
Parents are well-informed about their child's progress in school.	21	85.7%				
Teachers provide information about a child's performance to parents who speak a language other than English.	8	87.5%				
Teachers promptly contact parents when he/she is concerned about their child's progress.	20	75.0%				
Teachers are responsive to parents when they call or want to meet.	21	90.5%				
Teachers send home work or ideas that help parents support their students at home.	20	95.0%				
Adults/staff in the office are helpful when parents/students come in or call.	21	95.2%	53	81.1%		
Translated materials (or a translator) for my language are available when parents come to school.	9	44.4%				
This school clearly outlines the parent, student and school responsibilities in educating my child (e.g., School Compact).	20	#####				
The school keeps parents well-informed about school activities.	20	#####				
I speak a language other than English and I receive general information from my student's school in my language.	9	88.9%				
This school offers parents opportunities to be involved in school and classroom activities.	20	#####				
Parents are invited to meetings where the school's academic performance is discussed.	20	90.0%				
This school actively seeks the input of parents before making important decisions.	20	90.0%				

Conclusions based on this data:

1. Translated materials are not distributed enough.
2. Students and parents do not feel there is a learning plan established for them. Staff needs to include students and families in on their planning and goal setting.

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #1

The School Site Strategic Planning Team and 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 (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus: Communication
District Strategy:
Strategy 3: We will ensure effective two-way communication that is honest transparent and timely to build trusting relationships and create a unified collaborative learning community.
Tactic #1:
We will build relationships by actively engaging a collaborative community through effective and timely communication.
Data Used to Form this Tactic:
Our parent survey and seeking additional input from parents and our community.
Findings from the Analysis of this Data:
Families who were not on the Cambridge Heights PArEnt Faculty Club (PFC) felt out of the loop and decision making process. They felt like they were being told what was happening and not having their voice heard.
Related Objective and how it will be Measured:

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Calendar coordination between school and PFC events. Generate one location for parents and community to check for school events.	2013-2014	Principal, teachers, classified staff, PFC members				
1.2 Early/Late stigma-Distribute information on possible new regrouping and the reason we have early late.	August 2013	Principal, teachers and classified staff				
1.3 Generate community support from local businesses	2013-2014	principal, teachers, classified staff, parents, and PFC members				

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #2

The School Site Strategic Planning Team and 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 (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus: Reading Instruction
District Strategy:
Strategy 1: We will ensure all staff are implementing effective instructional strategies integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards 21st century skills and personal educational plans.
Tactic #2:
We will provide engaging, high-quality instruction and multiple learning opportunities for all students to acquire and implement 21st Century Skills, such as critical and creative thinking, problem solving and collaboration enhanced through the integration of technology and the arts.
Data Used to Form this Tactic:
2012-2013 STAR CST and NWEA data.
Findings from the Analysis of this Data:
*Based on our 2012-2013 STAR CST, second and third grade have identified Word Analysis as an area of concern for the 2013-2014 school year. Second grade is 6% below and third grade is 5% below the state minimally proficient mark.
*Based on our 2012-2013 STAR CST, second and third grade have identified Written Conventions as an area of concern for the 2013-2014 school year. Second grade is 6% below and third grade is 7% below the state minimally proficient mark.
*Based on our 2012-2013 STAR CST, fourth and fifth grade have identified Written Conventions as an area of improvement. Both grades are above the state minimally proficient mark, but are looking to reach the state minimally advanced mark for the 2012-2013 school year. Fourth grade is 9% below and fifth grade is 7% below the state minimally advanced mark.
*Based on our 2012-2013 STAR CST, fourth and fifth grade have identified Literary Response and Analysis as an area of improvement. Both grades are above the state minimally proficient mark, but are looking to reach the state minimally advanced mark for the 2013-2014 school year. Both fourth and fifth grade are 8% below the state minimally advanced mark.
Related Objective and how it will be Measured:
Teachers will meet weekly to discuss student progress and/or concerns. Teachers will collaborate and review data to ensure their instruction is working. Formative assessments as well as summative assessments will be utilized throughout the year including NWEA computer adaptive testing. Staff will review STAR CST in August to confirm growth.

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Modify current early/late reading instruction with effective instructional strategies.	2013-2014	principal, leadership team, teachers and support staff				
2.2 Ensure all students can access enrichment opportunities within or outside the school day.	2013-2014	Kathie Rogers				
2.3 Implement project based learning to integrate 21st century skills in the classroom.	2013-2014	Cambridge Heights teachers				

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #3

The School Site Strategic Planning Team and 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 (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus: Character Traits
District Strategy:
Strategy 6: We will identify model and integrate positive character traits as well as develop means for assessment to help our students become contributing responsible and caring members of a diverse community.
Tactic #3:
We will identify, model and integrate positive character traits and healthy choices, encouraging our students to become contributing and responsible members of our community.
Data Used to Form this Tactic:
Parent and student survey, as well as trends in behavior and needs of the school.
Findings from the Analysis of this Data:
While behavior incidents at Cambridge Heights are low, parents and students rank in the survey that students don't portray a high percentage of character traits. In most areas, 60-70% of the students report that they show those traits.
Related Objective and how it will be Measured:
Continue to monitor behavior of students, and have future surveys show data.

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Model and integrate the six District identified character traits: respect, responsibility, honesty, caring, cooperation, and courage.	2013-2014	teachers and support staff				
3.2 Continue student participation in philanthropic opportunities that support their community and society.	2013-2014	student council and teachers				

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Local Control Funding Formula (LCFF)	13,394	13,394.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures

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. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Carolyn Garland	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chana Kingkade	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chantell Gordon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Damon Smith	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Damon Smith (Chair)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jennifer Commins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kathy Hagen	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laura Butler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lynn Baker	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pending Vacancy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vacancy Pending	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category:	2	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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
 English Learner Advisory Committee
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 .

Attested:

<u>Damon Smith</u>	_____	_____
Typed Name of School Principal	Signature of School Principal	Date

<u>Damon Smith</u>	_____	_____
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Cambridge Heights Open Elementary School 's Parent Involvement Policy

Cambridge Heights is a parent participation school. We encourage all families to participate at least 36 hours each year (12 hours each trimester). Parents can earn their hours in a number of ways including but not limited to, volunteering in the classroom, chapparoning field trips, participating on the Parent Faculty Club (PFC), assisting with enrichment activities, etc.

Annual Program Evaluation for 2013-14 Goals & Actions

Planned Improvement Goal #1:

We will build relationships by actively engaging a collaborative community through effective and timely communication.

Related Objective and how it will be Measured:

Please report student achievement in respect to identified measure based on latest assessments noted above as noted in Goal 1 for the 2013-2014 Annual Program Evaluation Template. If no action taken during the reporting period mark "NA":

Data: Analysis/Findings:

Please report progress in actions implemented this year:

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	
Calendar coordination between school and PFC events. Generate one location for parents and community to check for school events.			
Early/Late stigma-Distribute information on possible new regrouping and the reason we have early late.			
Generate community support from local businesses			

Planned Improvement Goal #2:

We will provide engaging, high-quality instruction and multiple learning opportunities for all students to acquire and implement 21st Century Skills, such as critical and creative thinking, problem solving and collaboration enhanced through the integration of technology and the arts.

Related Objective and how it will be Measured:

Teachers will meet weekly to discuss student progress and/or concerns. Teachers will collaborate and review data to ensure their instruction is working. Formative assessments as well as summative assessments will be utilized throughout the year including NWEA computer adaptive testing. Staff will review STAR CST in August to confirm growth.

Please report student achievement in respect to identified measure based on latest assessments noted above as noted in Goal 1 for the 2013-2014 Annual Program Evaluation Template. If no action taken during the reporting period mark "NA":

Data: Analysis/Findings:

Please report progress in actions implemented this year:

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	
Modify current early/late reading instruction with effective instructional strategies.			
Ensure all students can access enrichment opportunities within or outside the school day.			
Implement project based learning to integrate 21st century skills in the classroom.			

Planned Improvement Goal #3:

We will identify, model and integrate positive character traits and healthy choices, encouraging our students to become contributing and responsible members of our community.

Related Objective and how it will be Measured:

Continue to monitor behavior of students, and have future surveys show data.

Please report student achievement in respect to identified measure based on latest assessments noted above as noted in Goal 1 for the 2013-2014 Annual Program Evaluation Template. If no action taken during the reporting period mark "NA":

Data: Analysis/Findings:

Please report progress in actions implemented this year:

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	
Model and integrate the six District identified character traits: respect, responsibility, honesty, caring, cooperation, and courage.			
Continue student participation in philanthropic opportunities that support their community and society.			