

# The School Plan for Student Achievement 2021-2022

**School:** ARROWHEAD ELEMENTARY SCHOOL  
**District:** SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT  
**County District School (CDS) Code:** 36678766036768  
**Principal:** Maria Ordaz  
**SSC Approval/Adopted Date:** 4/30/2021

The School 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 Principal:

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**The District Governing Board approved this revision of the SPSA on 6-22-21.**

## Section 1: Needs Assessment

### **Comprehensive Needs Assessment – Data Analysis:**

The following needs assessment determines the supplemental needs of the school program, and reflects the need for positions, programs, professional development, and parent engagement. The SPSA addresses the use of LCAP (419), Title I (501) and CSI (523) funds as a way to meet the identified needs, for increasing student achievement.

What are the school-wide and student group observations in the CA Dashboard, ELPAC and English Learner Program, District Formative Assessments, and Site-Based Data and **In-person Student Re-engagement and Acceleration?**

Directions:

State the site's 20-21 goal and articulate the achievement towards meeting the goal.

Complete an analysis of the data including root cause/why.

List the next steps (strategies/activities) that will be implemented to address the root causes, improve student achievement, and **student re-engagement and acceleration.**

| <b>California Dashboard</b><br>(ELA, Math, Suspensions, Chronic Absenteeism [K-8], Graduation Rate [HS], College Career [HS], Student Groups [EL, AA, ATSI], etc .)  |
|--|
| <p>ELA GOAL: Arrowhead's goal was to have a 15 point growth in English Language Arts according to school wide CAASPP data.<br/>MATH GOAL: Arrowhead's goal is to have a 15 point growth in math according to school wide CAASPP data.</p> <p>SCHOOL-WIDE ANALYSIS: The 2019 CA Dashboard data report for students in grades 3-6 indicate a decline of 16.6 points in ELA. The school's Distance from Standard (DFS) is 57.9 points below standard in ELA. We currently have 0 student groups in the red level, 3 student groups in orange, 0 student group in yellow, and 0 student groups in green or blue.</p> <p>The 2019 CA Dashboard data report for students in grades 3-6 indicate a decline of 6.8 points in Math. The school's Distance from Standard (DFS) is 73.6 points below standard in Math. We currently have 0 student groups in the red level, 3 student groups in orange, 0 student group in yellow, and 0 student groups in green or blue.</p> <p>ENGLISH LEARNERS ANALYSIS: Our school had 45 EL students in grades 3-6. The current EL students are 49.1 points below standard in ELA after a 4.3 point increase on the DFS. The Reclassified EL students (30 in grades 3-6) are 13.4 points above standard, after a 3.6 point increase on the DFS. English Learners (45 students) in grades 3-6 maintained (2.2. points) and were 57.1 points below standard. The current English Learners (23 students) were 98.4 points below standard, which was a decline of 8.2 points, and the Reclassified EL students (22 students in grades 3-6) maintained (0.2 points) and were 13.9 points below standard.</p> <p>AFRICAN AMERICAN ANALYSIS:<br/>African American students in grades 3-6 decreases 12.8 in ELA according to CAASPP. The Distance from Standard (DFS) is 67.4 points below standard in ELA.<br/>African American students in grades 3-6 decreases 14.5 in Math according to CAASPP. The Distance from Standard (DFS) is 102.3 points below standard in Math.</p> <p>ROOT CAUSE:<br/>Based on our analysis of ELA CAASPP and formative assessments, we found that our students in grades k-2 are struggling with the basic phonemic awareness concepts. High mobility of student movement is also impacting students at this age. As students enter in grades 3 - 6 it is apparent that basic skills and lack of vocabulary development is limiting student progress. During the 2019/2020 school year, phonemic awareness concepts is still a concern due to online distance learning. Based on our analysis of Math CAASPP and math formative assessments, we found that students are lacking the basic math foundational skills.</p> <p>In discussing this data with K-6 teachers, the following points were raised regarding the root cause of students not progressing:<br/>Lack of daily spiral review to constantly review concepts. Assessments are given at the end of each topic and it is recommended that mini assessments are given throughout the topic to guide the instruction.</p> <p>NEXT STEPS:<br/>1. Teachers discussed needing additional professional development on small group instruction, independent practice, and the iReady reading support program. To be able to provide teachers with this training, guest teachers will be provided to cover classes while teachers attend the professional development. PD will also be provided during MOU PD days.<br/>2. Increase small-group instruction time needs to be spent on reading skills, including phonics and decoding with English learners, African American students, and students not progressing. Students need additional support in vocabulary development and</p> |

- reading comprehension to support understanding. The Program Facilitator will organize, analyze data, develop lessons, and facilitate the learning center program for students in need of additional support during the RTI program.
3. Spiral review and continually revisit planning calendar for adjustments.
  4. Teachers will plan, create, and give Common formative assessments to guide instruction.
  5. In addition to the classroom teacher, learning center staff (EAIII, Program Facilitator, and available Resident Subs) are needed to support small group instruction for grades k- 6, African American students, English Learners, and students not progressing in phonics foundational skills and reading comprehension.
  6. Administration will support the implementation of the professional development by conducting walkthroughs and observations to provide feedback to teachers and adjust the professional learning of teachers, as needed, as well provide PD Books that align with the site's foci.
  7. Teachers participate in backwards mappings to gain knowledge and focus on the learning goals.
  8. Data reflection on student assessments to guide instruction.
  9. During the 2020/2021 school year teachers are providing an intervention block or small group intervention to students.
  10. Learning Academy is supporting students with math and language arts support in grades k - 2
  11. The Micro-Computer Specialist will continue to keep already existing technology current. Upgrade and repair devices. Monitor the programs (iReady, AR) computer program for academic growth for ELA and Math by providing data to admin.
  12. Provide teachers with the opportunity to attend inservice/conferences, such as AVID, Teacher Clarity, etc. to increase students academic growth with strategies learned.
  13. Instructional Materials/Resources (including Maintenance Agreements) will continue to be to increase student engagement/learning and achievement. May include, but not limited to resources needed to support school focus in math, writing, Avid, teacher clarity, etc.
  14. Additional Duty to provide tutoring throughout the year. Teachers can use STAR data intervention data to monitor student growth. Goal is to have students reach a minimum of one year growth.
  15. Teachers will participate in Instructional Rounds and Lesson Studies to focus on student learning and development (Resident Subs and Program Facilitator will cover for classroom teachers who will be taking part in Instructional Rounds/Lesson Studies)

#### CSI

- Gain knowledge of School wide focus of Teacher Clarity.
- Learning Academy: monitor student growth through data reflection of iReady data of one year growth.
- Professional Development: Assist in providing professional development to build staff capacity.
- Arrowhead will explore and purchase other programs to support intervention/challenges to promote student success to include but not limited to iReady, Lets go learn, IXL, etc
- A minimum of 80% of classroom teachers will implement effective teaching strategies learned through the teacher clarity work.
- Trainings, conferences, and programs related to school focus: writing, Avid, math, teacher clarity, etc.
- To increase usage of technology through a 1-1 model. Instructional use of Technology software/apps allows students to work with relatively small amounts of learning and not large chunks, gives the learners the control to stop and repeat within the lesson practice and provides opportunities for students to practice with teacher support.
- Teachers will participate in backwards mapping planning for both Language Arts and Math.
- Development and implementation of Common Formative assessments to monitor student growth.
- Data reflection on Common Formative Assessments to guide instruction.
- explore the option offering after school tutoring, intersession, summer school.
- Administration will support the implementation of the professional development by providing PD Books that align with the site's foci.
- Learning center staff (EAIII, Program Facilitator, and available Resident Subs) will continue to support small group instruction for grades k- 6, African American students, English Learners, and students not progressing in phonics foundational skills and reading comprehension.
- Professional development will be provided for educators on SEL and PBIS implementation strategies/lessons that will impact student learning and to increase student engagement in the classroom.
- For our students with disabilities, classroom educators will use strategies and intervention materials from the adopted curriculum and supplemental materials that matches the student's instructional level, allowing students to make growth towards their IEP goals.

#### SUSPENSIONS ANALYSIS:

ACHIEVEMENT OF GOAL: Decrease suspensions by 3% as measured by the CA Dashboard. Based on the CA Dashboard, Suspensions increased 2.6%, where 6.3% suspended at least once (out of 367 students).

**ENGLISH LEARNERS ANALYSIS:** Out of 75 students, 0% students were suspended at least once, which was a decline of 1.3%. This student group was in the blue performance level for 2018-2019.

**AFRICAN AMERICAN ANALYSIS:** Out of 94 students, 14.9% students were suspended at least once, which was an increase of 7.9%. This student group was in the red performance level for 2018-2019.

**ROOT CAUSE:** Based on the data from the CA Dashboard (2019), we found that a majority of the suspensions were due to threat of physical violence/fighting. Arrowhead experienced a high volume of substitute teachers during that school year. Lack of classroom routines and structure led to an increase in student discipline.

**NEXT STEPS:**

1. Provide PBIS training to teachers to intervene and assist with solving issues that arise.
2. Train support staff (rec. aides) to assist with effective supervision to intervene prior to behaviors escalating.
3. Continually revisit classroom routines and procedures, PBIS skills and expectation by location to reinforce positive student behavior.
4. Student Incentives/recognition for positive behavior in order to reduce suspensions.

**CHRONIC ABSENTEEISM ANALYSIS:**

**ACHIEVEMENT OF GOAL:** Decrease chronic absenteeism by 3% as measured by the CA Dashboard. Based on the CA Dashboard, chronic absenteeism increased 1% school-wide. Arrowhead has 15.5% of students chronically absent.

**ENGLISH LEARNERS ANALYSIS:** Out of 70 students, 10% students were chronically absent, which was a decline of 2%. This student group was in the green performance level for 2018-2019.

**AFRICAN AMERICAN ANALYSIS:** Out of 77 students, 20.8% students were chronically absent, which showed they maintained (0.3%). This student group was in the red performance level for 2018-2019.

**ROOT CAUSE:** Based on the data from the CA Dashboard, Arrowhead found that many of the students that are identified as chronically absent also had a high suspension rate.

**NEXT STEPS:**

1. Attendance team will do regular follow up calls/meetings with families that have students that are chronically absent.
2. Increase school wide celebrations for students with good attendance and/or improved attendance.
3. Meet with families to assist with any barriers/ resources they may have/need to attend school.
4. Have a check in system or mentor to encourage students to attend school.
5. Student Incentives/recognition for positive behavior in order to reduce suspensions.
6. The Bilingual Clerk will continue to monitor student absences, contact families, and provide the necessary resources to help reduce chronic absenteeism.

**ELPAC and English Learner Program**

(ELPI, ELPAC Analysis, ELD Implementation Analysis, Reclassification and TELL Analysis)

**ENGLISH LEARNER PROGRESS**

**ANALYSIS:**

**2018-2019 ELPAC:** According to the CA Dashboard, the English Learner progress rate was 37.3%. The 2019 English Learner Progress Indicator on the 2019 CA Dashboard reports the 37% of the 51 English learners are making progress toward English Language Proficiency as measured by the ELPAC. This is considered low on the very low to very high rating scale. In reviewing the listening, speaking, reading and writing overall performance, it was noted that teachers will utilize writing to build on students strength in language and understanding content. Teachers will guide their instruction based on the gaps of content understanding and vocabulary needs.

**2020-2021 ELD IMPLEMENTATION:** Based on the sites formative walkthrough data, 80% of all teachers are consistently integrating ELD strategies into the core subject areas of instruction. Our site will provide professional development to all teachers on integrated ELD instruction. Consistent use of ELD strategies will need to be present in all classrooms.

**July 2020-June 2021 RECLASSIFICATION:** According to the school district data dashboard, 3.5% of EL were reclassified.

**2020-2021 TELL:**

As of December 2019, English Learner progress monitoring demonstrates the following:

- 1st: (2 students tested) Limited=0 , Basic=50% (2) , Intermediate=50% (2), High= 0 and Advanced=0  
 2nd: (10 students tested) Limited=0 , Basic= 40% (4) , Intermediate=.10% (1), High=50% (5) and Advanced=0  
 3rd: (7 students tested) Limited=.0, Basic=0, Intermediate=57% (4), High= 43% (3) and Advanced=0  
 4th: (7 students tested) Limited=1 (14% (1), Basic=14% (1), Intermediate= 43% (3), High=19% (2) and Advanced=0.  
 5th: (7 students tested) Limited=0 Basic=0, Intermediate=29% (2), High= 71% (5) and Advanced=0.  
 6th: (9 students tested) Limited=0, Basic=0, Intermediate=67% (6), High= 33% (3) and Advanced=0  
 This data indicates our English Learners are making appropriate progress.

**ROOT CAUSE:**

Based on the data, instructional rounds, and ELD implementation data, we found that a majority of our teachers were not consistently implementing the ELD strategies in core instruction, indicating that our EL students need more support and scaffolding during whole class and small group instruction. In reviewing the listening, speaking, reading and writing overall performance, teachers utilized writing to build on students' strength in language and understanding content. Teachers guided their instruction based on the gaps of content understanding and vocabulary needs.

**NEXT STEPS:**

Our staff will work to increase the amount of students being reclassified prior to leaving elementary school by doing the following:

1. Integrated ELD professional development, coaching, and modeling will be provided to the 20% of teachers needing assistance.
2. Provide individual/small group scaffolding instruction to all EL students, with the EAIII's, Program Facilitator, and Resident Subs supporting the small group instruction.
3. Professional development materials, books, and supplies will be purchased for staff (4210 Other Books, and 4310 Instructional Materials)
4. Classroom teachers will consistently implement the ELD strategies during designated ELD/imbedded.
5. Professional Development will be provided to teachers on effective strategies to use in the classroom when teaching English Language Learners.

**District Formative Assessments**

(STAR [grades 3-5], IXL [grades 6-12], Standards Aligned Assessments, Student Groups [ EL, AA, ATSI], etc .)

**STAR ELA ANALYSIS (3-5 Grades Only):**

School-Wide Data Analysis: (STAR data from 2020/2021 school year) Out of 165 students enrolled, 144 of them tested for a participation rate of 87%. Of the 144 students who tested, there were 22% are at or above grade level and 78% are below grade level.

**English Learners Data Analysis:**

3rd: 8 tested; 25% at or above 50th %; 76% below 50th %  
 4th: 5 tested; 0% at or above 50th %; 100% below 50th %  
 5th: 7 tested; 0% at or above 50th %; 100% below 50th %  
 6th: 6 tested; 0% at or above 50th %; 100% below 50th %

**African American Data Analysis:**

3rd: 8 tested; 25% at or above 50th %; 75% below 50th %  
 4th: 7 tested; 29% at or above 50th %; 71% below 50th %  
 5th: 7 tested; 14% at or above 50th %; 71% below 50th %  
 6th: 3 tested; 0% at or above 50th %; 100% below 50th %

**ROOT CAUSE:** Due to distance learning for the 2020/2021 school year we found that it was a challenge to get full participation for the STAR assessment. Due to the limited time teachers had with students we found that at times we had to assign it as an asynchronous assignment. Many students had challenges accessing and completing the assignment. We did have greater success when giving the assessment during Synchronous time, however, many student still did not complete the assessment. There was also the concern that not all the students had their camera on during the assessment.

**NEXT STEPS:**

1. Give assessment during class time for best results.

2. Provide the option of small group to students that are having difficulty accessing the assessment.
3. Provide a support system that another certificated staff member can assist students in a break out session to not interrupt others while taking assessment.
4. Cameras on during assessment.
5. When given the opportunity to return to campus testing environment expectations will return to whole group with teacher monitoring.
6. Set dates and calendar for whole school assessment regularly monitor progress of students.
7. Conduct grade level data analysis opportunities to review and discuss data. This will allow focused groups to target skills.
8. The expectation of one year growth for students.

#### STAR MATH ANALYSIS (3-5 Grades Only):

School-Wide Data Analysis (STAR data from 2020/2021 school year) : Out of 165 students enrolled, 144 of them tested for a participation rate of 87%. Of the 144 students who tested, there were 27% are at or above grade level and 73% are below grade level.

#### English Learners Data Analysis:

3rd: 9 tested; 22% at or above 50th%; 78% below 50th %  
 4th: 5 tested; 20% at or above 50th %; 80% below 50th %  
 5th: 8 tested; 0% at or above 50th %; 100% below 50th %  
 6th: 6 tested; 0% at or above 50th %; 100% below 50th %

#### African American Data Analysis:

3rd: 9 tested; 22% at or above 50th %; 77% below 50th %  
 4th: 7 tested; 29% at or above 50th %; 71 % below 50th %  
 5th: 7 tested; 29% at or above 50th %; 72% below 50th %  
 6th: 3 tested 33% at or above 50th % ; 67% below 50th %

ROOT CAUSE: Due to distance learning for the 2020/2021 school year we found that it was a challenge to get full participation for the STAR assessment. Due to the limited time teachers had with students we found that at times we had to assign it as an asynchronous assignment. Many students had challenges accessing and completing the assignment. We did have greater success when giving the assessment during synchronous time, however, many student still did not complete the assessment. There was also the concern that not all the students had their camera on during the assessment.

#### NEXT STEPS:

1. Give assessment during class time for best results.
2. Provide the option of small group to students that are having difficulty accessing the assessment.
3. Provide a support system that another certificated staff member can assist students in a break out session to not interrupt others while taking assessment.
4. Encourage cameras on during assessment.
5. When given the opportunity to return to campus testing environment expectations will return to whole group.
6. Set dates and calendar for whole school assessment regularly monitor progress of students.
7. Conduct grade level data analysis opportunities to review and discuss data. This will allow focused groups to target skills.
8. The expectation of one year growth for students.

#### STANDARDS ALIGNED ASSESSMENTS:

##### ENGLISH LANGUAGE ARTS:

##### School-Wide Data Analysis:

3rd grade (30 students assessed): 10% Exceeded, 7% Met, 7% Nearly Met, and 13% Not Met  
 4th grade (32 students assessed): 15.6% Exceeded, 18.8% Met, 15.6% Nearly Met, and 50% Not Met  
 5th grade (29 students assessed): 13.8% Exceeded, 24.1% Met, 10.3% Nearly Met, and 51.7% Not Met  
 6th grade (34 students assessed): 8.8% Exceeded, 8.8% Met, 5.9% Nearly Met, and 76.5% Not Met

##### English Learners Data Analysis:

3rd grade (8 students assessed): 12.5% Exceeded, 25% Met, 12.5% Nearly Met, and 50% Not Met  
 4th grade (6 students assessed): 0% Exceeded, 16.7% Met, 0% Nearly Met, and 83.3% Not Met  
 5th grade (6 students assessed): 0% Exceeded, 16.7% Met, 0% Nearly Met, and 83.3% Not Met  
 6th grade (6 students assessed): 100% Not Met

## African Americans Data Analysis:

3rd grade (8 students assessed): 0% Exceeded, 12.5% Met, 12.5% Nearly Met, and 75% Not Met

4th grade (3 students assessed): 0% Exceeded, 13.3% Met, 0% Nearly Met, and 66.7% Not Met

5th grade (5 students assessed): 0% Exceeded, 60% Met, 0% Nearly Met, and 40% Not Met

6th grade (3 student assessed): 100% Not Met

ROOT CAUSE: Due to the limited time teachers have during distance learning, it is difficult to adequately cover and review all the standards. Teachers expressed a concern that many of the students have a difficult time finding a quiet place to learn during distance learning. Many students have multiple distractors in the home such as noise, siblings, TV, and video games. Although teachers positively recognize and encourage cameras on there is still a significant amount of students who do not turn on their cameras therefore the student engagement and participation is lacking during instruction. Teachers have observed that many of the students are off task during instruction and have multiple tabs open on the computer instead of participating in class. Due to distance learning it has been a challenge to have a group discussion when mics are off. Many times students are not at home during the class instruction therefore they do not have all their supplies to participate and complete assignments.

## NEXT STEPS:

1. Backwards mapping for both math and language arts to pace and plan instruction.
2. teachers will participate in data analysis chats to reflect on student progress and guide instruction.
3. Meet with students individually to discuss academic progress.
3. Meet with students individually to discuss academic progress.
4. Continue to encourage cameras on to ensure on task behavior.
5. Teach students how to navigate technology issues.
6. Encourage pacing and importance when giving an assessment
7. Small groups with a targeted skill focus
8. Incentives/awards/recognition

## MATHEMATICS:

## School-Wide Data Analysis:

3rd grade (35 students assessed): 11.4% Exceeded, 14.3% Met, 42.9% Nearly Met, and 31.4% Not Met

4th grade (31 students assessed): 9.7% Exceeded, 9.7% Met, 6.5% Nearly Met, and 74.2% Not Met

5th grade (29 students assessed): 3.4% Exceeded, 13.8% Met, 34.5% Nearly Met, and 48.3% Not Met

6th grade (5 students assessed): 100% Not Met

## English Learners Data Analysis:

3rd grade (8 students assessed): 12.5% Exceeded, 12.5% Met, 50% Nearly Met, and 25% Not Met

4th grade (6 students assessed): 100% Not Met

5th grade (5 students assessed): 0% Exceeded, 0% Met, 40% Nearly Met, and 60% Not Met

6th grade (0 students assessed): There are no EL students who tested

## African Americans Data Analysis:

3rd grade (9 students assessed): 0% Exceeded, 11.1% Met, 33.3% Nearly Met, and 55.6% Not Met

4th grade (2 students assessed): 0% Exceeded, 50% Met, 0% Nearly Met, and 50% Not Met

5th grade (6 students assessed): 0% Exceeded, 16.7% Met, 33.3% Nearly Met, and 50% Not Met

6th grade (0 student assessed): There are no African American students who tested

ROOT CAUSE: Due to the limited time teachers have during distance learning, it is difficult to adequately cover and review all the standards. Teachers expressed a concern that many of the students have a difficult time finding a quiet place to learn during distance learning. Many students have multiple distractors in the home such as noise, siblings, TV, and video games. Although teachers positively recognize and encourage cameras on there is still a significant amount of students who do not turn on their cameras therefore the student engagement and participation is lacking during instruction. Teachers have observed that many of the students are off task during instruction and have multiple tabs open on the computer instead of participating in class. Due to distance learning it has been a challenge to have a group discussion when mics are off. Many times students are not at home during the class instruction therefore they do not have all their supplies to participate and complete assignments.

## NEXT STEPS:

1. Backwards mapping for both math and language arts to pace and plan instruction.

2. teachers will participate in data analysis chats to reflect on student progress and guide instruction.
3. Meet with students individually to discuss academic progress.
4. Continue to encourage cameras on to ensure on task behavior.
5. Teach students how to navigate technology issues.
6. Encourage pacing and importance when giving an assessment
7. Small groups with a targeted skill focus
8. Incentives/awards/recognition

#### Site-Based Data

(Site Dashboard: Suspensions, Chronic Absenteeism, site-based assessments, student grades [D-F report], learning center/tutoring, and specific software/program data)

#### SUSPENSIONS ANALYSIS:

School-wide: According to the school district data dashboard (2020-2021 school year), as of April 2021, 0% of the students were suspended at least once.

According to the 2019/2020 school data, 1.4% of students were suspended at least once.

English Learners: 0% suspended at least once, which has remained the same during the last 3 school years.

African American: 14.9% suspended at least once during the 2018-2019 school year. 2.5% suspended at least once during the 2019-2020 school year. there were no suspensions for this student group during distance learning.

ROOT CAUSE: Based on the SBCUSD Site Data Dashboard, School PBIS data information, during distance learning, classroom teachers had minimal classroom interruptions and discipline.

#### NEXT STEPS:

1. The Counselor and/or Program Facilitator will provide support and meet with students in tier 2 and 3 intervention to monitor behavior/suspensions, attendance, and grades.
2. Continue to teach/ reteach social behaviors and increase academic achievement of targeted students through student mentoring, intervention.
3. The school climate and culture committee (PF, counselors, teachers, etc.) to discuss and plan intervention needs.
4. Provide PBIS training to teachers to intervene and assist with solving issues that arise.
5. Continually revisit classroom routines and procedures, PBIS skills and expectation by location to reinforce positive student behavior.
6. Student Incentives/recognition for positive behavior in order to reduce suspensions.

#### CHRONIC ABSENTEEISM ANALYSIS:

School-wide: According to the school district data dashboard, 15.5% of the students were chronically absent (increase of 1%) .

According to the 2020/2021(March data) school year 32% of the students are considered chronically absent.

English Learners: 10% chronically absent (decreased 2%)

According to the 2020/2021(March data) school year 23% of English learners are chronically absent.

African-American: 20.8% chronically absent (maintained .3%)

According to the 2020/2021(March data) school year 36% of African American students are chronically absent.

ROOT CAUSE: The data reflected from the 2019 school year shows an increase in chronic absenteeism. Arrowhead experienced an unusually high suspension rate for that year that contributed to the chronic absenteeism of students. Both Counselor and attendance clerk, continually focused on calling families and establishing relationships with parents and students alike. This allowed for the school to work closely with parents to ensure that students were attending school consistently. Additionally, teachers have been working in building relationships with students and parents and informing them of the importance of attending school.

Attendance during distance learning has been a significant concern for Arrowhead. We have made many attempts (phone calls, letters, home visits) to encourage distance learning participation.



**NEXT STEPS:**

1. Additional duty hours for the attendance technician/clerk a to provide additional services to families.
2. School Outreach Worker will assist parents and students with health/other related issues/concerns that impact attendance and tardies and provides information to improve attendance.
3. Assign a mentor to students for a check in system to encourage attendance.

**iREADY ANALYSIS:**

**ROOT CAUSE:** Due to the school closure Arrowhead was not able to give the end of the year diagnostic. Arrowhead does not have consistent data for IReady.

**NEXT STEPS:** Create a diagnostic and data analysis calendar for IReady.

**Section 1: Program Evaluation – LCAP, Title I and CSI**

**Directions:** Utilize the following table to evaluate the effectiveness of LCAP, Title I, and CSI program strategies/activities. Include quantitative and/or qualitative indicators that support effectiveness of the program.

| 2020-2021<br>Planned Expenditure: Strategies /Activities   | Schoolwide and/or Applicable Student Group | What is effective (Include indicators showing the activity is working)   | What has not been effective? (Include indicators showing the activity is not working)   | Next Steps? (Strategically continue, discontinue or modifications to the program)   |
|--|--|--|---|---|
| <p>TECHNOLOGY SOFTWARE - 419/523</p> <ul style="list-style-type: none"> <li>Students will take a diagnostic three times a year to monitor the academic growth in both reading and math. Program allows for students to receive intervention in areas that they are struggling with. It will challenge students that are proficient and advanced.</li> </ul> <p>Accelerated Reader will assist with student reading comprehension. Student reading comprehension abilities will be monitored monthly. (419/501)</p> <p>By the end of the school year students should reflect a minimum of one year growth in both programs.</p> <p>Programs related to school focus: writing, Avid, math, teacher clarity, ect.</p> <p>CSI PLAN:</p> <ul style="list-style-type: none"> <li>Arrowhead will also explore other programs to support intervention/challenges to promote student success. to include but not</li> </ul> | <p>Schoolwide</p>                          | <p>iReady was purchased for all grades in March 2021 to provide intervention online, and was used by teachers on an as needed basis due to distance learning, as evidenced by program usage reports.</p> <p>Teachers found that the program allows students to work with relatively small amounts of learning and not large chunks, gives the learners the control to stop and repeat within the lesson practice and provides opportunities for students to practice with teacher support.</p> | <p>When iReady was made available, the site was preparing for state testing and due to distance learning, access to program was difficult for families.</p> | <p>Continue to implement program to gather student data. Teachers will need to use the assessment regularly and continue to analyze the class data. Create a school wide calendar for implementation of assessment and analysis. This will support student growth and target skills to develop effective lessons.</p> |

|  |   |   |   |   |
|--|---|---|---|---|
| <p>limited to IReady, Lets go learn, Ixcel, etc) (523)</p> <ul style="list-style-type: none"> <li>• Purchase of software to assist in intervention for students. iReady computer program will be used in the computer lab. (523)</li> </ul>  |   |   |   |   |
| <p>PROGRAM FACILITATOR - 419/501</p> <p>Schoolwide:</p> <ul style="list-style-type: none"> <li>• PBiS implementation: assist in providing resources to implement PBIS schoolwide to reduce suspension rate.</li> <li>• Testing Coordinator CAASPP, ELPAC, TELL, District Benchmarks, DRA, GATE, and other district/school supported testing.</li> <li>• Learning Academy: Oversee Learning academy and monitor student growth through data reflection of IReady and STAR/AR data of one year growth.</li> <li>• Professional Development: Assist in providing professional development to build staff capacity.</li> </ul> | <p>Schoolwide</p>   | <p>Systems in place are working to benefit the students at Arrowhead. The program facilitator monitored small groups in the learning academy, where students received assistance with foundational skills, as evidenced by the phonics and decoding assessment. Monitored student progress school wide using the MTSS process, as evidenced CFAs, STAR, iReady data. Facilitated ELPAC testing, TELL, STAR, iReady, district benchmarks, DRA, and GATE assessments as evidenced by google classrooms.</p> <p>Indicator:<br/>Currently due to distance learning the learning academy is focused on providing students with intervention to close learning loss/gap. Progress monitor student completion of assignments and participation in class.</p> | <p>Student attendance in small group instruction during distance learning is affecting their academic growth.</p> | <p>Continue to support students in the learning academy for grades k - 6. Flexible grouping in the Learning Academy is on going. Continual progress monitoring and dat analysis on student progress will guide instruction. Continue to attend trainings and/or conferences to gain knowledge of best practices and share at staff meetings. Continue to assist with the implementation of school wide programs to further student success along with increasing positive school environment.</p> |
| <p>BILINGUAL CLERK (2HRS) - 419</p> <p>Schoolwide:<br/>A minimum increase of 10% in attendance at parent activities. Monitored by sign in sheets.</p>  | <p>English Learner<br/>Hispanic/Latino<br/>Reclassified</p> | <p>Bilingual clerk assists with parent communication via conversation, translation, phone,</p>  | <p>The position is only 6 hours and it would benefit Arrowhead to have this position for 8 hours.</p>             | <p>Continue:<br/>Provide additional hours as needed to support families.</p>  |

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| <p>Translations, prepare parent communication letters, phone calls.</p>   | <p>Schoolwide</p> | <p>parent letters/notifications.</p> <p>Indicator: Increased parent communication on resources needed for students and parents as evidenced by Aeries, notifications via automatic messages, and flyers posted by teachers on Class Dojo.</p>  |   |  |
| <p>MICRO-COMPUTER SPECIALIST - 419</p> <p>Schoolwide:<br/>Increase usage of technology. Keep already existing technology current. Upgrade and repair devices. Monitor the programs (iReady, AR) computer program for academic growth for ELA and Math.</p> <p>Ensure that devices are updated and run smoothly, as well as work with teachers and students in the computer lab to build engagement and capacity of understanding.</p> | <p>Schoolwide</p> | <p>Due to distance learning Micro computer specialist has continually assisted families on technology related issues: distribution of devices, logging in, fixing broken devices, etc. as evidenced by logs, Aeries, and students being able to access online learning.</p> <p>During a regular school year the Specialist supports the computer lab to ensure that all programs are running. Students work in the computer lab on iReady intervention program. Specialist runs reports to assist in progress monitoring of students. Ensures that all technology hardware and software are working and current. Monitors to ensure students are on school designated sites.</p> | <p>Difficult to monitor students through distance learning</p>                                  | <p>Continue:<br/>Prior to distance learning systems in place were working for Arrowhead. Find ways to improve monitoring student devices in the classroom to ensure proper technology use.</p> |
| <p>REC-AIDES - 419</p> <p>Schoolwide:<br/>Minimum of a 10% decrease in student referrals with the</p>   | <p>Schoolwide</p> | <p>N/A</p>   | <p>Distance Learning did not provide the opportunity for rec aides to fulfill their duties.</p> | <p>Continue:<br/>Provide continual training to work with students and to assist with decreasing conflict.</p>  |

|   |  |   |  |  |
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| <p>continual reinforcement and implementation of PBIS strategies.<br/>Increase student supervision on the playground. Increase awareness of PBIS through expectation by location and social skills.</p>   |  |   |  |  |
| <p>CONFERENCES - 501/523</p> <p>To increase students academic growth with strategies learned through, including but not limited to, the AVID program.</p> <p>CSI PLAN</p> <ul style="list-style-type: none"> <li>A minimum of 80% of classroom teachers will implement effective teaching strategies.</li> <li>Trainings, conferences, and programs related to school focus: writing, Avid, math, teacher clarity, ect.</li> </ul>  | <p>English Learner<br/>African American<br/>Hispanic/Latino<br/>Students with Disabilities<br/>Homeless<br/>Reclassified<br/>Foster Youth<br/>Schoolwide</p> | <p>Teachers did not attend additional conferences during the 2020/2021 school year. All conferences/trainings were offered online for this school year</p>  | <p>Unable to attend conferences due to the pandemic. Teachers did not attend online conferences. Staff found that online trainings were limited and additional time on technology was difficult.</p>   | <p>The unused funds for this expenditure were used (based on PFEs) to purchase technology and instructional materials that supported staff and students during distance learning.</p> <p>Teachers will need to attend conferences when available and safe to do so in person.</p>  |
|   | <p>Schoolwide</p>  |   |  |  |
| <p>INSTRUCTIONAL MATERIALS AND SUPPLIES - 419/523</p> <ul style="list-style-type: none"> <li>Project Based Learning materials, Scholastic News, Science Spin, Resources and materials to support our school wide focus of writing.</li> <li>Materials and resources to assist in implementing practices that will promote student growth.-</li> <li>Supplemental materials/ resources to increase student engagement/learnin g and achievement</li> </ul> <p>Also to include, but not limited to resources needed to support school focus in math, writing, Avid, teacher clarity, etc.</p> | <p>Schoolwide</p>  | <p>Provide resources and materials to meet student academic needs. Includes but is not limited to AVID supplies (binders, notebooks, paper, chart paper, dividers, pencil pouch, organizer, agendas) purchased to assist in the preparation of college and career readiness.<br/>Writing: resources and materials for students as well as provide resources for teachers to teach the writing process.<br/>Scholastic: used to provide students opportunities for close reading and writing response.</p> | <p>Revisit AVID: Due to distance learning and time limitations we have had a decline in AVID organizational skills school wide. Not everyone is able to attend the AVID training so it has limited the advancement of the use of AVID school wide. Students did receive AVID supplies to use during distance learning however, they were not used consistently.<br/><br/>Writing: Difficulty finding consistent resource that vertically aligned across the grade levels.<br/><br/>Difficult to implement programs during distance learning due to</p> | <p>Continue/modify: Reinforcement and professional development on strategies to implement that meet our students needs.<br/>The process of instructional rounds and lesson studies to reinforce consistency of programs/resources used.<br/>Provide more opportunities for professional development to ensure consistency of programs.</p> |

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| <p>CSI PLAN<br/>Supplemental materials to include but not limited IReady and intervention materials/resources, (523)</p>  |                                  | <p>Indicator:<br/>Completion of assignment during asynchronous time and student participation during synchronous time.</p>   | <p>the minimal teaching time.</p>   |   |
| <p>ADDITIONAL DUTY FOR TEACHERS - 501/523</p> <p>School wide:</p> <ul style="list-style-type: none"> <li>Throughout the year teachers can use STAR data intervention data to monitor student growth. Goal is to have students reach a minimum of one year growth.</li> </ul> <p>CSI PLAN</p> <ul style="list-style-type: none"> <li>Additional teacher hours needed in order for teachers to collaborate, share strategies, and support the school focus in math, writing, Avid, teacher clarity, etc.</li> </ul>   | <p>Schoolwide<br/>Low-Income</p> | <p>Teachers did not participate in additional duty hours.</p>  | <p>This was not effective because teachers did not participate in after school tutoring.</p> <p>Due to the pandemic teachers did not have the opportunity to tutor students after school.</p> <p>Additional duty hours were not needed for collaboration and planning during the 2020/2021 school year. All collaboration was done during the school day.</p> | <p>The unused funds for this expenditure were used (based on PFEs) to purchase technology and instructional materials that supported staff and students during distance learning.</p> <p>Continue/Modify:<br/>Encourage teachers to participate in after school tutoring for students that need it.<br/>Explore the possibility of intersession summer session during extended breaks to assist in closing student achievement gaps.<br/>Offer additional planning time prior to the school year for teacher to collaborate, plan, and backwards map.</p> |
| <p>RESIDENT SUBSTITUTE 501/523</p> <ul style="list-style-type: none"> <li>Instructional Rounds- Conduct instructional rounds to ensure best practices are used</li> </ul> <p>Data Chats: reflect on data to ensure student growth and interventions are in place.</p> <ul style="list-style-type: none"> <li>Monitor through Ready and STAR data. Minimum of one year growth.</li> </ul> <p>Grade level collaboration focus on math, writing, Avid, teacher clarity, etc.</p> <p>CSI PLAN</p> <ul style="list-style-type: none"> <li>Schoolwide:<br/>Learning Academy: provide small group instruction for</li> </ul> | <p>Schoolwide</p>                | <p>For the 2020/ 2021 School year the Resident sub supported the 2 combo classes during distance learning. Resident sub also supported students in small groups in the Learning Academy.</p> <p>Indicator:<br/>Completion of assignment during asynchronous time and student participation during synchronous time.<br/>Data analysis of student growth (STAR and CFAs).</p> | <p>Not enough time to support all grade levels needs. Often have to cancel the learning academy groups because we are in need for a sub teacher.</p>  | <p>Continue to use resident sub in learning academy for student intervention/support. Align instructional rounds and lesson studies to a specific day so that the learning academy maintains consistency in servicing students. Adjust scheduling to meet student and teacher schedules/needs. Additional sub to support the learning academy would also assist in decreasing the amount of disruption to groups.</p>   |

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| students.  |            |  |   |  |
| <p>CERTIFICATED EMPLOYEE BENEFITS - 419/501</p> <p>To provide services to students to increase student academic achievement</p>  | Schoolwide | <p>To provide services to students to increase student academic achievement</p> <p>Indicator:<br/>Completion of assignment during asynchronous time and student participation during synchronous time.</p> | <p>This was not effective because teachers did not participate in after school tutoring.</p> <p>Due to the pandemic teachers did not have the opportunity to tutor students after school.</p> <p>Additional duty hours were not needed for collaboration and planning during the 2020/2021 school year. All collaboration was done during the school day.</p> | <p>Continue/Modify:<br/>Encourage teachers to participate in after school tutoring for students that need it. Explore the possibility of intersession summer session during extended breaks to assist in closing student achievement gaps.</p> <p>Offer additional planning time prior to the school year for teacher to collaborate, plan, and backwards map.</p> |
| <p>TECHNOLOGY - 523</p> <p>CSI PLAN:</p> <ul style="list-style-type: none"> <li>To purchase items such as, but not limited to, I pads, desktops, laptops, Apple TV's, Elmos, projectors, and printers to assist student learning and teach 21st century technology common core standards; supplemental technology hardware including installation and security devices.</li> <li>To increase usage of technology through a 1-1 model; upgrade and necessary repairs for devices</li> </ul> | Schoolwide | <p>Due to distance learning all devices were distributed to students.</p> <p>Indicator:<br/>Completion of assignment during asynchronous time and student participation during synchronous time.</p>       | <p>Many devices were returned broken and unable to repair.</p> <p>Arrowhead no longer has a supply of laptop devices and iPads on campus.</p>   | <p>Continue:<br/>Arrowhead will continue to support the use of technology in the classroom when school resumes on campus. We will work to replenish the devices for student use. Continue the use of the computer lab on campus when safe to do so.</p>  |
| <p>PROFESSIONAL DEVELOPMENT - 523</p> <p>Provide teachers with resources and materials that supportt the professional development</p>  | Schoolwide | <p>Purchase of Teacher clarity book to support best teaching practices. Professional Development aligned with handbook.</p>  | <p>Majority of the staff has attended the trainings related to school teacher clarity however, only 50% of teachers are applying strategies to</p>  | <p>Continue:<br/>Continue to implement strategies related to teacher clarity. Align Teacher Clarity work to Language Arts. Continue</p>  |

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| <p>related to but not limited to the school wide focus of math, writing, Avid, teacher clarity, ect.</p> <p>Provide opportunities to teachers to gain access of knowledge to increase student engagement and student performances. Opportunities may include but not limited to resources, programs, guest speakers, ect.</p> |                   | <p>Indicator: School professional development aligned to teacher clarity handbook. Admin observations and walkthroughs will reflect use of best practices gained from teacher clarity handbook. Implementation on common formative assessments and data analysis discussions.</p> | <p>their classroom. Inconsistency on teacher attendance for data analysis.</p> | <p>to implement to cycle of learn, plan, practice, and refine. Continue to implement common formative assessments and data analysis on a continuous basis.</p> |
| <p>LICENSING - 523</p> <p>CSI PLAN</p> <p>Licensing needed for programs purchased to support the school wide focus of math, writing, Avid, teacher clarity, etc.</p> <p>iReady computer program. 25% growth to meets/ Exceeds increase overall in ELA and math.</p>   | <p>Schoolwide</p> | <p>iReady was purchased in March. Currently working on diagnostic. Gathering baseline data to assist with intervention during distance learning.</p>  | <p>Late purchase of program.</p>   | <p>Continue:<br/>Use as additional data. Lessons within the program can assist with intervention and meeting student needs.</p>                                |
|   |                   |   |  |  |



## Section 1: Purpose, Involvement, Resource Inequities

### Purpose and Description

Briefly describe the purpose of this plan (Select from School-wide or Targeted Assistance Program. If also identified, select one of the following: Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

#### Schoolwide Program

Comprehensive Support and Improvement

#### Briefly describe the purpose of this plan:

The purpose of this plan is to identify the academic needs of all students at Arrowhead Elementary, and set goals to implement specific strategies and activities, in the areas of ELA and Math, as part of our Title I school-wide Program and Comprehensive Support and Improvement (CSI).

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Community Engagement Plan, Local Control and Accountability Plan (LCAP) and LCAP Federal Addendum:

The School Plan for Student Achievement (SPSA) is a plan of action to improve student academic performance by coordinating all educational services and resources. Pursuant to California Education Code (EC), Section 64001 and the Every Student Succeeds Act (ESSA, Section 1114), schools receive state and federal funds. The Local Control Funding Formula (LCFF) and the District's Title I LCAP Federal Addendum provides schools the flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning as well as supplement and support the educational program at each school site.

The SPSA documents the site's approach in maximizing the impact of federal and state funds to support all students, particularly the lowest-achieving students. The SPSA addresses all school-wide and community engagement requirements, and provides the framework of how the site plans to improve the entire educational program and improve academic achievement so all students are able to demonstrate proficiency on the State's academic standards.

The SPSA is aligned with (1) specific, articulated, academic goals, (2) makes full use of the instructional time with courses necessary to provide a well-rounded education, (3) a commitment to ongoing professional development and continuous improvement, (4) effective assessment methods to monitor the progress of students, (5) strategies to intervene at the earliest point if students are not making progress, and (6) parent involvement opportunities that encourage parent/family engagement.

### Involvement Process for the SPSA and Annual Review and Update

Describe the planning process for this SPSA (CSI/TSI/ATSI) annual review and update. (Include who was involved, as well as when and how it took place.)

The SPSA/CSI development process included flyers sent out school wide to invite parents to meetings to develop and discuss the SPSA. Staff members were also invited to the SPSA development meeting. After the SPSA/CSI development meeting, information was then brought to a staff meeting and we discussed and further analyzed data. Staff provided input at this time. All information was put together and presented to the School Site Council. School Site Council was able to add any additional input.

### Resource Inequities (Required for CSI/TSI/ATSI Schools Only)

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

#### District:

District resource and budget inequities do not exist because of the following:

1. District allocates local, state, and federal Title I, Part A funds, on a per-pupil allocation basis.
2. Williams requirements are met.
3. Class sizes meet the requirements under California state law.
4. Base staffing allotment, including certificated and classified, is determined on a per pupil allocation basis funded with state and local funds.
5. Information provided in the School Accountability Report Card (SARC).

**School:**

To increase academic achievement across major student groups in both English Language Arts and Math, and decrease the level of inequities school wide the following measures will occur in the 2021 - 2022 academic school year. First, educators will be supported by clear expectations and guidelines to motivate the increase of ownership when implementing research-based practices, to increase student academic achievement levels. Educators will be trained to utilize data analysis protocols and purposefully engage in root cause analysis. After such measures and trainings, educators will be supported by providing them feedback and next steps in order to meet student needs. Educators will be provided with ample opportunities to attend District and school-wide training to well equip themselves with the implementation process of District mandated Curriculum and Common Core State standards. Furthermore, our school will address areas of inequities by committing to the following actionable steps in the 2021-2022 academic school year:

(Note: Due to Academic impact of COVID during the 2020 - 2021 school year, there was a deep loss of learning)

- Educators will be trained/retrained in the use and implementation of EnVision Math & Wonders Curriculum, as well as in the implementation of common formative assessments such as but not limited to, District

Benchmarks, DRA, End of Unit Assessments, SBAC Interim

- Assessments in Math, continue Professional Development on Visible Learning (Math) trainings and implementation.
- In addition to the implementation of strategic, formative assessments, educators will be guided in the analysis of formative data in order to assist them with guiding instruction and meeting the needs of all students.
- Educators will also work on their development of SEL skill and knowledge in order to best support students whom are impacted by social and emotional needs. Educators will be trained on how to build relationships with students and parents.
- SEL strategies inside and outside the classroom, to increase student engagement in the classroom.
- Professional development will be provided for educators on SEL and PBIS implementation strategies to impact student learning. Additional trainings will be provided above and beyond the normal SEL trainings to support students and families during COVID.

Based on our needs assessment, it was determined that we need to progress monitor and analyze data continually throughout the school year to plan for student intervention needs within our grade levels as well as guide teacher instruction. We will continue to gain knowledge of Teacher Clarity to create leaning intentions and success criteria for organized and effective instruction. Arrowhead staff will also continue the work that was previously started for implementing writing across all content. The ELA and Math indicators for our African American student group were red on the CA Dashboard over a two-year period. After further analysis, we also saw that this student group has a high absenteeism rate and suspension rate. Teachers will receive PD on the practice of attendance taking, further development in teaching social skills, and the African American student group will receive targeted small group intervention to close the achievement gap.

Evidence shows that Students with Disabilities are working 2 to 3 grade levels behind. IEP goals are set at their academic learning level, progress is made toward meeting IEP goals. Although CAASPP scores reflect a decline, classroom educators use strategies and intervention materials from the adopted curriculum that matches the student's instructional level, allowing students to make growth towards their IEP goals. The nature of Students with Disabilities is to work at instructional levels which are below their grade level, and using the CAASPP scores is not a true reflection of the growth they are making towards their IEP goals.

## Section 2: Goal 1 English Language Arts

### Goal 1: English Language Arts

(Create a school-wide CAASPP goal. Note: ATSI schools must include state identified student groups.)

#### School-Wide

Arrowhead's goal is to have a 15 point growth in English Language Arts, according to school wide CAASPP data.

#### ATSI Identified Needs

Indicate State, District, and Site-based Metrics to assess progress/monitor this goal.

| Metric/Indicator                                 | Baseline/Actual Outcome   | Expected Outcome  |
|--|---|---|
| CA DASHBOARD CAASPP ELA<br>(Schoolwide)          | 57.9 points below standard  | 42.9 points below standard  |
| Standards Aligned Assessment ELA<br>(Schoolwide) | Winter 2020<br>3rd grade: 17% Mastered<br>4th grade: 33% Mastered<br>5th grade: 37% Mastered<br>6th grade: 16% Mastered | Winter 2021<br>3rd grade: 27% Mastered<br>4th grade: 43% Mastered<br>5th grade: 47% Mastered<br>6th grade: 26% Mastered |

## Section 2: Goal 2 Mathematics

### Goal 2: Mathematics

(Create a school-wide CAASPP goal. Note: ATSI schools must include state identified student groups.)

#### School-Wide

Arrowhead's goal is to have a 15 point growth in math according to school wide CAASPP data.

#### ATSI Identified Needs

Indicate State, District, and Site-based Metrics to assess progress/monitor this goal.

| Metric/Indicator                           | Baseline/Actual Outcome  | Expected Outcome  |
|--|--|---|
| CA DASHBOARD CAASPP. Math (Schoolwide)     | 73.6 points below standard   | 58.6 points below standard  |
| Standards Aligned Assessments (Schoolwide) | Winter 2020<br>3rd grade: 25% Mastered<br>4th grade: 18% Mastered<br>5th grade: 32% Mastered<br>6th grade: 0% Mastered | Winter 2021<br>3rd grade: 35% Mastered<br>4th grade: 28% Mastered<br>5th grade: 42% Mastered<br>6th grade: 10% Mastered |

### Section 2: Goal 3 English Learners

#### Goal 3: English Learners

(ELPAC, Reclassification, ELA and Math goals)

##### ELPAC

Increase the percentage of EL students making progress toward English Language Proficiency by 15%

##### Reclassification

Increase the percentage of English Learner students being reclassified by 3% based on the 2019-2020 data (15%)

##### ELA

Increase CAASPP ELA by 15 points

##### Math

Increase CAASPP Math by 15 points

##### ATSI Identified Needs

Indicate State, District, and Site-based Metrics to assess progress/monitor this goal.

| Metric/Indicator                       | Baseline/Actual Outcome  | Expected Outcome  |
|--|--|---|
| CA DASHBOARD ELPAC                     | 37.3% making progress toward English Language proficiency  | 52.3% making progress toward English Language proficiency |
| SBCUSD Site Dashboard Reclassification | 15% reclassification rate  | 18% reclassification rate                                 |
| CA DASHBOARD CAASPP ELA                | 108.8 points below standard  | 93.8 points below standard                                |
| CA DASHBOARD CAASPP Math               | 98.4 points below standard   | 83.4 points below standard                                |
| Standards Aligned Assessments ELA (EL) | Winter 2020<br>3rd grade (8 students assessed):<br>Average % correct: 46%<br>4th grade (6 students assessed):<br>Average % correct: 17%<br>5th grade (5 students assessed):<br>Average % correct: 33%<br><br>3rd grade: 37.5% Exceeded/Met<br>4th grade: 16.7% Exceeded/Met<br>5th grade: 16.7% Exceeded/Met<br>6th grade: 0% Exceeded/Met | Winter 2021<br>10% growth                                 |
| STAR Math                              | Winter 20/21<br>3rd: 22% at or above grade level   | Winter 21/22<br>3rd: 10% growth                           |

| Metric/Indicator | Baseline/Actual Outcome  | Expected Outcome                                      |
|------------------|--|---|
|                  | 4th: 20% at or above grade level<br>5th: 0% at or above grade level<br>6th: 0% at or above grade level | 4th: 10% growth<br>5th: 10% growth<br>6th: 10% growth |

## Section 2: Goal 4 African American Students

### Goal 4: African American Students

(Include ELA, Math, and ATSI identified areas)

#### ELA

Arrowhead's goal is to have a 15 point growth in ELA according to school wide CAASPP data.

#### Math

Arrowhead's goal is to have a 15 point growth in math according to school wide CAASPP data.

#### ATSI Identified Needs

Indicate State, District, and Site-based Metrics to assess progress/monitor this goal.

| Metric/Indicator                       | Baseline/Actual Outcome  | Expected Outcome                                 |
|--|--|--|
| CA DASHBOARD CAASPP ELA                | 75.5 points below standard   | 60.5 points below standard                       |
| CA DASHBOARD CAASPP Math               | 107.4 points below standard  | 92.4 points below standard                       |
| Standards Aligned Assessments ELA (AA) | Winter 2020<br>3rd grade (9 students assessed):<br>Average % correct: 27%<br>4th grade (2 students assessed):<br>Average % correct: 26%<br>5th grade (6 students assessed):<br>Average % correct: 38%<br><br>3rd grade: 12.5% Exceeded/Met<br>4th grade: 13.3% Exceeded/Met<br>5th grade: 60% Exceeded/Met<br>6th grade: 0% Exceeded/Met | Winter 2021<br>10% growth                        |
| STAR Math                              | Winter 20/21<br>3rd: 22% at or above grade level<br>4th: 29% at or above grade level<br>5th: 29% at or above grade level<br>6th: 33% at or above grade level   | Winter 21/22<br>10% growth for grades 3rd - 6th. |

## Section 2: Goal 5 Chronic Absenteeism (K-8)

### Goal 5: Chronic Absenteeism (K-8)

(School-wide goal and student groups identified by ATSI)

#### School-Wide

Schoolwide, decrease of 3% for Chronic Absenteeism

#### ATSI Identified Needs

Indicate State, District, and Site-based Metrics to assess progress/monitor this goal.

| Metric/Indicator                 | Baseline/Actual Outcome               | Expected Outcome       |
|----------------------------------|---------------------------------------|------------------------|
| CA DASHBOARD Chronic Absenteeism | 15.5% chronicle absent                | 12% chronically absent |
| SBCUSD Site Data Dashboard       | 32% chronically absent (January 2021) | 29% chronically absent |



## Section 2: Goal 6 Suspension

### Goal 6: Suspension

(School-wide goal and student groups identified by ATSI)

#### School-Wide

Arrowhead will work to decrease the suspension rate by 3%.

#### ATSI Identified Needs

Indicate State, District, and Site-based Metrics to assess progress/monitor this goal.

| Metric/Indicator           | Baseline/Actual Outcome                       | Expected Outcome           |
|----------------------------|---|----------------------------|
| CA Dashboard Suspensions   | 6.3% suspended at least once                  | 3% suspended at east once. |
| SBCUSD Site Data Dashboard | 0% suspended at least once as of January 2021 | 0% suspended               |

## Section 2: Goal 7 Parent-Family Engagement

### Goal 7: Parent-Family Engagement

#### School-Wide

Arrowhead will increase parent participation (building parent capacity events), by 10 families.

Indicate District and Site-based Metrics to assess progress/monitor this goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
| sign-in sheets   | 5 Families              | 15 families      |

**Section 3: LCAP, Title I, and CSI Action Plan**

Planned Expenditures needed in order to achieve the school-wide and student group goals.  
 (Consider the needs of the following: English Learner, AVID, Professional Development, Intervention/Learning Center, etc.)

| Planned Expenditures Object Code                 | Strategies/Activities  | Goal Alignment  | Schoolwide and/or Applicable Student Group | LCAP 419 Cost | Title I 501 Cost | CSI 523 Cost |
|--|--|---|--|---------------|------------------|--------------|
| 5840 Computer Tech Fees, Software Licenses, Svcs | <p>TECHNOLOGY FEES/ LICENSES - 523</p> <p>CSI PLAN<br/>                     The site will purchase the iReady computer program. The site will utilize this program to fidelity, where students will take a diagnostic three times a year to monitor the academic growth in both reading and math. The Program allows for students to receive intervention in areas that they are struggling with. It will challenge students that are proficient and advanced.</p> <p>Arrowhead will also explore other programs to support intervention/ challenges to promote student success, such as IXL, etc., as well as licenses related to school focus: writing, Avid, math, teacher clarity, etc.</p> <p>If program evaluation reflects promising progress/growth, cost will be absorbed by LCAP or Title I to ensure continuity</p> | <p>Goal 1 English Language Arts<br/>                     Goal 2 Mathematics</p> | Schoolwide                                 | \$            | \$               | \$ 20,000    |

|                                     |  |   |            |           |           |    |
|-------------------------------------|--|---|------------|-----------|-----------|----|
|                                     | of program after CSI funds sunset.   |   |            |           |           |    |
| 1910/1190 Program Facilitator - Reg | <p>PROGRAM FACILITATOR - 419/501</p> <p>Schoolwide:</p> <ul style="list-style-type: none"> <li>• PBIS implementation: assist in providing resources to implement PBIS schoolwide to reduce suspension rate.</li> <li>• Testing Coordinator CAASPP, ELPAC, TELL, District Benchmarks, DRA, GATE, and other district/school supported testing.</li> <li>• Learning Academy: Oversee Learning academy and monitor student growth through data reflection of IReady and STAR/AR data of one year growth.</li> <li>• Professional Development: Assist in providing professional development to build staff capacity.</li> </ul> | <p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 African American</p> <p>Goal 5 Chronic Absenteeism (K-8)</p> <p>Goal 6 Suspension</p> <p>Goal 7 Parent-Family Engagement</p> | Schoolwide | \$ 38,915 | \$ 58,374 | \$ |

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|--|---|--|---|------------------|-----------|-----------|
| <p>2410 Clerk/Bil Clerk - Reg</p>                      | <p>BILINGUAL CLERK (2HRS) - 419</p> <p>Schoolwide:<br/>A minimum increase of 10% in attendance at parent activities. Monitored by sign in sheets. Translations, prepare parent communication letters, phone calls.</p>  | <p>Goal 7 Parent-Family Engagement</p>                     | <p>English Learner<br/>Foster Youth<br/>Homeless<br/>Schoolwide<br/>Hispanic/Latino<br/>Reclassified<br/>Students with Disabilities<br/>Two or More Races</p> | <p>\$ 8,218</p>  | <p>\$</p> | <p>\$</p> |
| <p>2414 Techncl/Fincl/Offc - Reg (Micro-Comp Spec)</p> | <p>MICRO-COMPUTER SPECIALIST - 419</p> <p>Schoolwide:<br/>Increase usage of technology. Keep already existing technology current. Upgrade and repair devices. Monitor the programs (IReady, AR) computer program for academic growth for ELA and Math.</p> <p>Ensure that devices are updated and run smoothly, as well as work with teachers and students in the computer lab to build engagement and capacity of understanding.</p> | <p>Goal 1 English Language Arts<br/>Goal 2 Mathematics</p> | <p>Schoolwide</p>   | <p>\$ 26,299</p> | <p>\$</p> | <p>\$</p> |
| <p>2118 Rec Aide Regular</p>                           | <p>REC-AIDES - 419</p> <p>Schoolwide:<br/>Minimum of a 10% decrease in student referrals with the continual reinforcement and</p>   | <p>Goal 6 Suspension</p>                                   | <p>Schoolwide</p>   | <p>\$ 13,915</p> | <p>\$</p> | <p>\$</p> |

|   |  |   |                   |                  |                  |                  |
|---|--|---|-------------------|------------------|------------------|------------------|
|   | <p>implementation of PBIS strategies.<br/>                 Increase student supervision on the playground. Increase awareness of PBIS through expectation by location and social skills.</p>   |   |                   |                  |                  |                  |
| <p>5220<br/>                 Inservice/Conference</p> | <p>CONFERENCES - 501/523<br/>                 To increase students academic growth with strategies learned through PD, including but not limited to AVID Conferences, Visible Learning, among others.<br/>                 CSI PLAN<br/> <ul style="list-style-type: none"> <li>A minimum of 80% of classroom teachers will implement effective teaching strategies.</li> <li>Teachers will be able to attend training, conferences, and programs related to school's foci: writing, Avid, math, teacher clarity, ect.</li> </ul> </p> | <p>Goal 1 English Language Arts<br/>                 Goal 2 Mathematics<br/>                 Goal 3 English Learners<br/>                 Goal 4 African American<br/>                 Goal 5 Chronic Absenteeism (K-8)<br/>                 Goal 6 Suspension<br/>                 Goal 7 Parent-Family Engagement</p> | <p>Schoolwide</p> | <p>\$</p>        | <p>\$ 2,200</p>  | <p>\$ 10,000</p> |
| <p>3000-3999 Employee Benefits</p>                    |  | <p>Goal 1 English Language Arts<br/>                 Goal 2 Mathematics<br/>                 Goal 3 English Learners</p>  | <p>Schoolwide</p> | <p>\$ 44,097</p> | <p>\$ 34,598</p> | <p>\$ 2,629</p>  |

|  |  |   |  |          |          |           |
|--|--|---|--|----------|----------|-----------|
|  |  | Goal 4 African American                                       |  |          |          |           |
| 4310 Instr Materials/Supplies          | <p>INSTRUCTIONAL MATERIALS AND SUPPLIES - 419/501</p> <ul style="list-style-type: none"> <li>Project Based Learning materials, Scholastic News, Science Spin, Resources and materials to support our school wide focus of writing.</li> <li>Materials and resources to assist in implementing practices that will promote student growth.-</li> <li>Supplemental materials/ resources to increase student engagement/learning and achievement</li> </ul> <p>Also to include, but not limited to resources needed to support school focus in math, writing, Avid, teacher clarity, etc.</p> | <p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> | Schoolwide   | \$ 1,165 | \$ 1,287 | \$        |
| 1130 Certificated Teaching - Addl Duty | <p>ADDITIONAL DUTY FOR TEACHERS - 501/523</p> <p>School wide:</p> <ul style="list-style-type: none"> <li>To provide tutoring throughout the year teachers can use STAR data</li> </ul>   | <p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> | <p>Schoolwide</p> <p>Low-Income</p> <p>Two or More Races</p> <p>Students with Disabilities</p> | \$       | \$ 1,500 | \$ 26,000 |

|   |  |  |                   |           |                  |                 |
|---|--|--|-------------------|-----------|------------------|-----------------|
|   | <p>intervention data to monitor student growth. Goal is to have students reach a minimum of one year growth.</p> <p>CSI PLAN</p> <ul style="list-style-type: none"> <li>Additional teacher hours needed in order for teachers to collaborate, share strategies, and support the school focus in math, writing, Avid, teacher clarity, etc.</li> </ul> <p>Provide for an opportunity for teachers to participate in before and/or after school tutoring, intersession, summer school, extended school year program.</p> |  |                   |           |                  |                 |
| <p>1140 Certificated Teaching - Sub</p> | <p>RESIDENT SUBSTITUTE 501/523</p> <ul style="list-style-type: none"> <li>Instructional Rounds- Conduct instructional rounds to ensure best practices are used</li> </ul> <p>Data Chats: reflect on data to ensure student growth and interventions are in place.</p> <ul style="list-style-type: none"> <li>Monitor through Ready and STAR</li> </ul>   | <p>Goal 1 English Language Arts<br/>Goal 2 Mathematics<br/>Goal 7 Parent-Family Engagement</p> | <p>Schoolwide</p> | <p>\$</p> | <p>\$ 35,000</p> | <p>\$ 5,000</p> |



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|---|---|--|-------------------|-----------|-----------|------------------|
|   | <p>data. Minimum of one year growth.<br/>Grade level collaboration focus on math, writing, Avid, teacher clarity, etc.</p> <ul style="list-style-type: none"> <li>Will provide release time to classroom teachers, in order for classroom teachers to plan and present grade-level workshops to build parent capacity.</li> </ul> <p>CSI PLAN</p> <ul style="list-style-type: none"> <li>Schoolwide:<br/>Learning Academy: provide small group instruction for students.</li> </ul> |  |                   |           |           |                  |
| <p>4440 Computer Non-Deprc Equip \$500-\$4,999.99</p> | <p>TECHNOLOGY - 523</p> <p>CSI PLAN:</p> <ul style="list-style-type: none"> <li>To purchase items such as, but not limited to, Ipads, desktops, laptops, Apple TV's, Elmos, projectors, and printers to assist student learning and teach 21st century technology common core standards; supplemental technology hardware including</li> </ul>  | <p>Goal 1 English Language Arts<br/>Goal 2 Mathematics<br/>Goal 3 English Learners<br/>Goal 4 African American</p> | <p>Schoolwide</p> | <p>\$</p> | <p>\$</p> | <p>\$ 20,000</p> |

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|--|--|--|---|----------|----|----------|
|  | <p>installation and security devices.</p> <ul style="list-style-type: none"> <li>To increase usage of technology through a 1-1 model; upgrade and necessary repairs for devices</li> </ul>   |  |   |          |    |          |
| 4210 Other Books   | <p>PROFESSIONAL DEVELOPMENT - 523</p> <p>Provide teachers with books that support the professional development related to but not limited to the school wide focus of math, writing, Avid, teacher clarity, etc.</p>   | <p>Goal 1 English Language Arts<br/>Goal 2 Mathematics<br/>Goal 3 English Learners<br/>Goal 4 African American</p> | <p>Schoolwide<br/>English Learner<br/>African American<br/>Foster Youth</p> | \$       | \$ | \$ 2,000 |
| 5633 Maintenance Agreement   | <p>Maintenance agreements<br/>Service of copy machines for teachers to make copies including but not limited to student resources, assignments, activities.</p>  | <p>Goal 1 English Language Arts<br/>Goal 2 Mathematics</p>   | <p>Schoolwide</p>   | \$ 1,000 | \$ | \$       |
| 2430 Clk/Techn Specld - Addl Duty (Curr Matl)/ Clerk/Bil Clerk - Addl Duty | <p>Bilingual clerk additional duty</p> <p>Provides interpretation during parent conferences, as well as other parent/staff meetings, prepares parent communication letters, provides resources to families/ students, and calls home when students are absent.</p> | <p>Goal 1 English Language Arts<br/>Goal 2 Mathematics</p>   | <p>Schoolwide<br/>Students with Disabilities<br/>Two or More Races</p>      | \$ 1,800 | \$ | \$       |
|  |  |  |   |          |    |          |

|  |                         |               |               |              |
|--|-------------------------|---------------|---------------|--------------|
|  | <b>Total Costs</b>      | \$ 135,409    | \$ 132,959    | \$ 85,629    |
|  | <b>Total Allocation</b> | \$ 135,409.64 | \$ 132,958.38 | \$ 85,629.36 |

**Section 3: Possible Future Expenditures**

**LCAP and Title I**

Possible adjustments and funds from vacant positions will be liquidated and allocated to the actions and services below .

**NOTE:** Include Strategies/Activities, Object Code, and Estimated Costs  
**(Not to exceed 30% of the tentative allocation)**

| Planned Expenditure Object Code | Strategies/Activities   | Goal Alignment   | Schoolwide and/or Applicable Student Group   | LCAP 419 Cost | Title I 501 Cost |
|---------------------------------|---|--|--|---------------|------------------|
| 5220 Inservice/Conference       | Conferences, Training, and Professional Development<br>Increase students academic growth with strategies learned through including but not limited to the AVID program. A minimum of 70% of classroom teachers will implement effective teaching strategies.<br>Increase academic growth related to the school wide focus of writing.<br>Increase academic growth related to our goal for Language Arts and Math. | Goal 1 English Language Arts<br>Goal 2 Mathematics<br>Goal 3 English Learners<br>Goal 4 African American | Schoolwide<br>English Learner<br>African American<br>Students with Disabilities<br>Foster Youth<br>Low-Income<br>Hispanic/Latino             | \$1,000       | \$1,000          |
| 4210 Other Books                | Update the school library with current literature so students enjoy reading Supports Accelerated Reader (reading comprehension) program. Increase reading comprehension scores. This will assist in school wide growth of meets/ Exceeds in ELA and Math.   | Goal 1 English Language Arts<br>Goal 2 Mathematics<br>Goal 3 English Learners<br>Goal 4 African American | Schoolwide<br>English Learner<br>Low-Income<br>Foster Youth<br>African American<br>Hispanic/Latino<br>Students with Disabilities<br>Homeless | \$1,000       | \$1,000          |

|   |   |  |                   |                |                |
|---|---|--|-------------------|----------------|----------------|
| <p>5712 Field Trips Other Transport</p> | <p>Provide students in grade K-6 with real world hands on experiences related to the CCSS. This will assist in school wide growth of meets/ Exceeds in ELA and Math. This may be done through the purchase of resources, programs, field trips (via virtual, in person, or brought to the site).</p>  | <p>Goal 1 English Language Arts<br/>Goal 2 Mathematics</p> | <p>Schoolwide</p> | <p>\$1,000</p> | <p>\$</p>      |
| <p>4310 Instr Materials/Supplies</p>    | <p>Increase reading proficiency by doing novel studies in the classroom. This will assist in school wide growth of meets/ Exceeds in ELA and Math.<br/>Technology, resources and supplies to support distance learning.<br/>SRA student materials and/or similar materials needed to support growth of student comprehension skills.<br/>This will assist in school wide growth of meets/ Exceeds in ELA and Math.<br/>iReady Resources (reading, writing, math):<br/>Includes but not limited to teacher resource materials, student workbooks and resources, Test prep resources and books.<br/>This will assist in school wide growth of meets/ Exceeds in ELA and Math.<br/>Scholastic News and/or Science Spin: reinforces standards already being taught.<br/>This will assist in school wide growth of meets/ Exceeds in ELA and Math.<br/>AVID student Resources/Materials:<br/>Replenish student materials (binders, notebooks, agendas, paper, folders, pencil pouches, highlighters).<br/>This will assist in school wide growth of meets/ Exceeds in ELA and Math.<br/>Writing program: school wide focus Program/resources to support writing school wide.<br/>This will assist in school wide growth of meets/ Exceeds in ELA and Math.</p> | <p>Goal 1 English Language Arts<br/>Goal 2 Mathematics</p> | <p>Schoolwide</p> | <p>\$4,000</p> | <p>\$5,000</p> |

|  |  |  |            |          |         |
|--|--|--|------------|----------|---------|
| 4440 Computer Non-Deprc Equip \$500-\$4,999.99 | Update school technology hardware and software (to keep current). This includes replacing and updating devices and related hardware. In addition to purchasing additional devices and hardware to reach a goal of 1:1 school wide.<br>This will assist in school wide growth of meets/ Exceeds in ELA and Math.  | Goal 1 English Language Arts<br>Goal 2 Mathematics | Schoolwide | \$2,000  | \$5,000 |
| 1130 Certificated Teaching - Addl Duty         | Provide clubs and/or tutoring to enhance the curriculum taught.<br>Increase student engagement school wide.<br>This will assist in school wide growth of meets/ Exceeds in ELA and Math.<br>Intersession: to assist students in skills to meet proficiency.<br>This will assist in school wide growth of meets/ Exceeds in ELA and Math.<br>Parent Informational meetings for Academic needs of students. Goal is to increase parent involvement by 10% school wide. | Goal 1 English Language Arts<br>Goal 2 Mathematics | Schoolwide | \$4,000  | \$      |
| 1140 Certificated Teaching - Sub               | Provide Resident Subs for teachers to attend professional development opportunities.<br>This will assist in school wide growth of meets/ Exceeds in ELA and Math.<br>Resident Sub to provide additional support to students through small group intervention in the Learning Academy. This will assist in school wide growth of meets/ Exceeds in ELA and Math.  | Goal 1 English Language Arts<br>Goal 2 Mathematics | Schoolwide | \$10,000 | \$      |

|   |   |   |   |                |                |
|---|---|---|---|----------------|----------------|
| <p>5840 Computer Tech Fees,<br/>Software Licenses, Svcs</p> | <p>iReady computer based program: provides intervention for students to work on skills as well as challenging students that are proficient.<br/>This will assist in school wide growth of meets/ Exceeds in ELA and Math.<br/>Accelerated Reader will assist with student reading comprehension. Student reading comprehension abilities will be monitored monthly.</p> | <p>Goal 1 English Language Arts<br/>Goal 2 Mathematics</p>  | <p>Schoolwide</p>   | <p>\$5,000</p> | <p>\$2,000</p> |
| <p>2410 Clerk/Bil Clerk - Reg</p>                           | <p>Extra duty hours for bilingual clerk to assist with parent communication.</p>  | <p>Goal 3 English Learners<br/>Goal 5 Chronic Absenteeism (K-8)<br/>Goal 6 Suspension<br/>Goal 7 Parent-Family Engagement</p> | <p>English Learner<br/>Foster Youth<br/>Low-Income<br/>Hispanic/Latino<br/>Students with Disabilities<br/>Reclassified<br/>Homeless<br/>Two or More Races</p> | <p>\$3,000</p> | <p>\$2,000</p> |

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|---|--|---|-------------------|----------------|-----------|
| <p>6410 Furniture/Equipment<br/>\$5,000-above</p> | <p>Copy Machine: replacement and/or maintenance.<br/>This will assist in school wide growth of meets/ Exceeds in ELA and Math. To fully access the curriculum for student engagement and increase achievement. Assist with the communication to parents regarding student achievement.<br/>Poster Maker and/or ink/paper for posters for teacher created resources to increase student engagement. This will assist in school wide growth of meets/ Exceeds in ELA and Math.<br/>Laminator and/or laminating materials for teacher created resources to increase student engagement. This will assist in school wide growth of meets/ Exceeds in ELA and math.</p> | <p>Goal 1 English Language Arts<br/>Goal 2 Mathematics<br/>Goal 5 Chronic Absenteeism (K-8)<br/>Goal 6 Suspension<br/>Goal 7 Parent-Family Engagement</p>   | <p>Schoolwide</p> | <p>\$5000</p>  | <p>\$</p> |
| <p>5851 Assemblies/Non-Classified Experts</p>     | <p>Assembly's to support student learning in the classroom.<br/>Increase student engagement school wide and provide hands on experiences. Also to include assemblies to promote positive behavior.<br/>This will assist in school wide growth of meets/ Exceeds in ELA and Math.</p>   | <p>Goal 1 English Language Arts<br/>Goal 2 Mathematics<br/>Goal 3 English Learners<br/>Goal 4 African American<br/>Goal 5 Chronic Absenteeism (K-8)<br/>Goal 6 Suspension<br/>Goal 7 Parent-Family Engagement</p> | <p>Schoolwide</p> | <p>\$2,000</p> | <p>\$</p> |



|  |  |   |                   |                |                 |
|--|--|---|-------------------|----------------|-----------------|
| <p>4340 Computer Accessories/Supplies/Software</p>               | <p>Technology-including but not limited to Headphones/keyboards/mice; also includes necessary software purchases to assist students meeting proficiency. Update school technology hardware and software (to keep current). This includes replacing and updating devices and related hardware. In addition to purchasing additional devices and hardware to reach a goal of 1:1 school wide.<br/>This will assist in school wide growth of meets/ Exceeds in ELA and Math. Reading Eggs (reading program) to support CCSS ELA standards. Provides reading support to students. This will assist in school wide growth of meets/ Exceeds in ELA.</p> | <p>Goal 1 English Language Arts<br/>Goal 2 Mathematics<br/>Goal 3 English Learners<br/>Goal 4 African American<br/>Goal 7 Parent-Family Engagement</p>                        | <p>Schoolwide</p> | <p>\$</p>      | <p>\$4,000</p>  |
| <p>1140 Certificated Teaching - Sub</p>                          | <p>Learning Academy support: Resident Sub to provide additional support to students through small group intervention. This will assist in school wide growth of meets/ Exceeds in ELA and Math.<br/>Resident Substitute to support teachers (that include but not limited to) to attend trainings, PD, collaboration, Data chats, instructional rounds, lessons studies, observations . This will assist in school wide growth of meets/ Exceeds in ELA and math.</p>  | <p>Goal 1 English Language Arts<br/>Goal 2 Mathematics<br/>Goal 3 English Learners<br/>Goal 4 African American<br/>Goal 5 Chronic Absenteeism (K-8)<br/>Goal 6 Suspension</p> | <p>Schoolwide</p> | <p>\$</p>      | <p>\$20,000</p> |
| <p>2130 Addl Duty- Instructional Aides/Assts/EALII/Rec Aides</p> | <p>Extra duty hours for classified employees to support with but not limited to translation, intersession, supervision, events, summer school.</p>   | <p>Goal 1 English Language Arts<br/>Goal 2 Mathematics<br/>Goal 3 English Learners</p>  | <p>Schoolwide</p> | <p>\$1,000</p> | <p>\$</p>       |

|  |                        |          |
|--|------------------------|----------|
|  | <b>Total:</b> \$39,000 | \$40,000 |
|--|------------------------|----------|

## Section 5: Board Certification

### Board Certification

7/8/2021

BoardDocs® Meeting: Regular Meeting of the Board of Education Tue, Jul 6, 2021



SAN BERNARDINO COUNTY  
UNIFIED SCHOOL DISTRICT  
*Making Hope Happen*

**Agenda Item Details**

|                    |  |
|--------------------|--|
| Meeting            | Jun 22, 2021 - Regular Meeting of the Board of Education         |
| Category           | 11. Action Items   |
| Subject            | 11.3 Approval of School Plans for Student Achievement, 2021-2022 |
| Type               | Action   |
| Preferred Date     | Jun 22, 2021   |
| Absolute Date      | Jun 22, 2021   |
| Fiscal Impact      | No   |
| Budgeted           | No   |
| Recommended Action | Approval of the School Plans for Student Achievement, 2021-2022  |

Prepared by: Terry Cornick, Director, Categorical Programs Department

The State Education Code requires that all school plans that operate with categorical funds be approved by the local school board. When funded by Title I, schools may operate as Targeted Assistance Schools where specific Title I students are identified to receive Title I services, or they may operate as Schoolwide Programs where funds are focused on a program that ensures academic achievement for all students. Under this option, schools gain flexibility in the use of categorical support services. Based on the needs assessments, to operate as a schoolwide program would be to the benefit of their students rather than separate, add-on services in raising academic achievement for the lowest achieving students in a school. All plans are reviewed for legal compliance and are recommended for approval as submitted.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves the School Plans for Student Achievement for the following schools:

Schoolwide Programs: Elementary Schools

|                         |                      |                 |             |
|-------------------------|----------------------|-----------------|-------------|
| Ramona Alessandro       | STAR CDS at Anderson | Anton           | Arrowhead   |
| Barton                  | Belvedere            | Bradley         | Brown       |
| Cole                    | Cypress              | Davidson        | Del Rosa    |
| Dominguez               | Emmertton            | Fairfax         | Gomez       |
| Henry                   | Highland-Pacific     | Hillside        | Holcomb     |
| Hunt                    | Inghram              | Jones           | Kendall     |
| Kimbark                 | Lankershim           | Lincoln         | Lytle Creek |
| Marshall                | Monterey             | Mt. Vernon      | Muscoy      |
| Newmark                 | North Park           | North Verdemont | Norton      |
| Bonnie Oehl             | Palm Avenue          | Parkside        | Riley       |
| Rio Vista               | E. Neal Roberts      | Roosevelt       | Salinas     |
| S.B. City Community Day | Thompson             | Urbita          | Vermont     |
| Warm Springs            | Wilson               | Wong            |             |

Schoolwide Programs: Middle Schools

|           |        |        |             |
|-----------|--------|--------|-------------|
| Arrowview | Chavez | Curtis | Del Vallejo |
|-----------|--------|--------|-------------|

<https://go.boarddocs.com/ca/sbcusd/Board.nsf/goto?open&id=C3D6FU14C70D>

1/2

7/8/2021

BoardDocs® Meeting: Regular Meeting of the Board of Education Tue, Jul 6, 2021

Golden Valley  
Rodriguez

King  
Serrano

Paakuma  
Shandin Hills

Richardson

Schoolwide Programs: High Schools

Arroyo Valley  
Pacific  
Sierra

Cajon  
San Andreas

Indian Springs  
San Bernardino

Middle College  
San Geronio

Targeted Assistance Programs

Alternative Learning Center  
Anderson  
Harmon

[Link to SPSAs\\_.pdf \(27 KB\)](#)

**Motion & Voting**

Approval of the School Plans for Student Achievement, 2021-2022

Motion by Margaret Hill, second by Abigail Rosales-Medina.  
Final Resolution: Motion Carries

Yea: Gwen Dowdy-Rodgers, Scott Wyatt, Barbara Flores, Margaret Hill, Abigail Rosales-Medina, Danny Tillman, Mayra Ceballos