The School Plan for Student Achievement
2022-2023

School: ARROWHEAD ELEMENTARY SCHOOL

District: SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT

County District School (CDS) Code: 36678766036768

Principal: Dr. Alejandro Cisneros

SSC Approval/Adopted Date: 5/2/22

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (Con-App), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to plan that reflect changing needs and priorities, as applicable.

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 .

Community Engagement Plan (CEP)

- **Strategy 1**
  Health, Wellness, and Safety: We will build an environment and foster a culture, which sustains good health, lifelong wellness, and safety for all members of the SBCUSD community.

- **Strategy 2**
  Coaching and Mentoring: We will strengthen human capacity through systems of coaching and mentoring throughout the organization.

- **Strategy 3**
  College and Career through Applied Learning: We will provide college and career academies that focus instruction on industry standards and 21st century demands.

- **Strategy 4**
  Learning Beyond the Boundaries: We will organize student-learning experiences based on readiness, need and relevance, which will provide and promote learning beyond the boundaries of the classroom, the clock, and the calendar.

- **Strategy 5**
  Network of Alliances and Resources: We will lead the districtwide development of systems that empower departments and school sites to build meaningful networks of alliances and to access resources needed to promote success for all students.

Local Control and Accountability Plan (LCAP)

Goal 1
Academic Achievement – Student academic performance, including English proficiency, will be at a "standards met or greater" level based on rigorous core content standards, resulting in a high school diploma. Emphasis will be placed on learning acceleration related to the COVID-19 pandemic, A-G coursework, STEAM (Science, Technology, Engineering, Arts, and Math), college and career pathways and vocational skills opportunities.

Goal 2
School Climate and Campus Environment-In order to support student academic achievement and engagement, all students will be educated in welcoming learning environments that are safe, well maintained, drug free, and conducive to learning. Emphasis will be placed on social-emotional learning and positive relationships to reduce suspension, expulsion, citation, and chronic absenteeism rates.

Goal 3
Student, Family, and Community Involvement and Support-SBCUSD will engage, educate, and involve students, families, caregivers, and the community as partners. Emphasis will be placed on enhancing academic achievement, careers, and social services through a network of resources, allies, and alliances.

LCAP Federal Addendum

TITLE I, PART A: Improving Basic Programs Operated by State and Local Educational Agencies
TITLE II, PART A: Supporting Effective Instruction
TITLE III, PART A: Language Instruction for English Learners and Immigrant Students
TITLE IV, PART A: Student Support and Academic Enrichment Grants

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 involved in the SPSA development. After the SPSA/CSI input was gathered, 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 and the site's English Learner Advisory Council. English Learner Advisory Council gave recommendations and those recommendations were presented to 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:
- District allocates local, state, and federal Title I, Part A funds, on a per-pupil allocation basis.
- Williams requirements are met.
- Class sizes meet the requirements under California state law.
- Base staffing allotment, including certificated and classified, is determined on a per pupil allocation basis funded with state and local funds.

- 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 2022 - 2023 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 State standards. Furthermore, our school will address areas of inequities by committing to the following actionable steps in the 2022-2023 academic school year:

- 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, MAP, End of Unit Assessments, SBAC Interim
- Assessments in Math, continue Professional Development and implementation of school wide strategies such as Number Talks, Read Write Draw.
- 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.

No CAASPP State Assessments were given during the 2019/2020 and 2020/2021 school years.

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 learning 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. Based on CAASPP result from the 2018-2019 school year, 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 2018-2019 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.

The 2020/2021 Summative ELPAC scored 9.80% of our English Learners at a Level 4 (Proficient), 29.41% scored at a Level 3 (Moderately Developed), 4314% scored at a Level 2 (Somewhat Developed), and 17.65% scored at a Level 1 (Minimally Developed). According to the school districts data dashboard, 3.5% of English Learners were reclassified. Based on our needs assessment, it was determined that we need to implement ELD strategies in all content areas and provide Designated ELD support on a daily bases. English Language Development needs to be monitored and analyzed continually throughout the school year to plan for student intervention needs within our grade levels as well as guide teacher instruction.

Evaluation of Goals

Directions: Utilize the following table to:
- Revisit your goals from current year's SPSA. Include the actual outcome and whether or not the goals were met
- Complete the Quantitative and/or Qualitative Site-Based and District Data Analysis
- Evaluate whether those Strategies/Activities were effective or ineffective
- Determine your needs and next steps for next year's SPSA LCAP, Title I, and CSI Program Strategies/Activities

Goals

1. ELA

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
CA DASHBOARD CAASPP ELA (Schoolwide)	57.9 points below standard	42.9 points below standard	No CAASPP data available on the CA Dashboard. The district opted to use the STAR Reading in lieu of CAASPP for Spring 2021. Test Not Administered
Standards Aligned Assessment ELA (Schoolwide)	Winter 2020 3rd grade: 17% Mastered 4th grade: 33% Mastered 5th grade: 37% Mastered 6th grade: 16% Mastered	Winter 2021 3rd grade: 27% Mastered 4th grade: 43% Mastered 5th grade: 47% Mastered 6th grade: 26% Mastered	No data available. The district replaced this district-wide assessment with NWEA. Test Not Administered

2. Math

School-Wide

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

ATSI Identified Needs

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
CA DASHBOARD CAASPP. Math (Schoolwide)	73.6 points below standard	58.6 points below standard	No CAASPP data available on the CA Dashboard. The district opted to use the STAR Math in lieu of CAASPP for Spring 2021 Test Not Administered
Standards Aligned Assessments (Schoolwide)	Winter 2020 3rd grade: 25% Mastered 4th grade: 18% Mastered 5th grade: 32% Mastered 6th grade: 0% Mastered	Winter 2021 3rd grade: 35% Mastered 4th grade: 28% Mastered 5th grade: 42% Mastered 6th grade: 10% Mastered	No data available. The district replaced this district-wide assessment with NWEA. Test Not Administered

3. English Learners

School-Wide

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

ATSI Identified Needs

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
CA DASHBOARD ELPAC	37.3% making progress toward English Language proficiency	52.3% making progress toward English Language proficiency	No data available on the CA Dashboard Goal Not Met
SBCUSD Site Dashboard Reclassification	15% reclassification rate	18% reclassification rate	3.5% Goal Not Met
CA DASHBOARD CAASPP ELA	108.8 points below standard	93.8 points below standard	No CAASPP data available on the CA Dashboard. The district opted to use the STAR Reading in lieu of CAASPP for Spring 2021. Test Not Administered
CA DASHBOARD CAASPP Math	98.4 points below standard	83.4 points below standard	No CAASPP data available on the CA Dashboard. The district opted to use the STAR Math in lieu of CAASPP for Spring 2021. Test Not Administered
Standards Aligned Assessments ELA (EL)	Winter 2020 3rd grade (8 students assessed): Average % correct: 46%	Winter 2021 10% growth	No data available. The district replaced this district-wide assessment with NWEA.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
	4th grade (6 students assessed): Average % correct: 17% 5th grade (5 students assessed): Average % correct: 33% 3rd grade: 37.5% Exceeded/Met 4th grade: 16.7% Exceeded/Met 5th grade: 16.7% Exceeded/Met 6th grade: 0% Exceeded/Met		Test Not Administered
STAR Math	Winter 20/21 3rd: 22% at or above grade level 4th: 20% at or above grade level 5th: 0% at or above grade level 6th: 0% at or above grade level	Winter 21/22 3rd: 10% growth 4th: 10% growth 5th: 10% growth 6th: 10% growth	No data available. The district replaced this district-wide assessment with NWEA. Test Not Administered

4. Chronic Absenteeism

School-Wide

Schoolwide, decrease of 3% for Chronic Absenteeism

ATSI Identified Needs

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
CA DASHBOARD Chronic Absenteeism	15.5% chronicle absent	12% chronically absent	No data available on the CA Dashboard N/A
SBCUSD Site Data Dashboard	32% chronically absent (January 2021)	29% chronically absent	55% chronically absent Goal Not Met

5. Suspension

School-Wide

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

ATSI Identified Needs

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
CA Dashboard Suspensions	6.3% suspended at least once	3% suspended at east once.	No data available on the CA Dashboard N/A
SBCUSD Site Data Dashboard	0% suspended at least once as of January 2021	0% suspended	3.1% Goal Not Met

6. Parent-Family Engagement

School-Wide

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
sign-in sheets	5 Families	15 families	No parent capacity events were scheduled during the 2021/2022 school year. Goal Not Met

7. Graduation Rate (High School)

School-Wide

ATSI Identified Needs

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome

8. College Career (High School)

School-Wide

ATSI Identified Needs

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome

2021-2022 Program Evaluation – LCAP, Title I and CSI and 2022-2023 Needs Assessment

Quantitative and/or Qualitative Site-Based and District 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. The following data should be analyzed in completing the annual program evaluation: **California Dashboard** (ELA, Math, Suspensions, Chronic Absenteeism [K-8}, Graduation Rate [HS], College Career [HS], Student Groups [EL, LI, FY, AA, ATSI], etc .), **ELPAC and English Learner Program** (ELPI, ELPAC Analysis, ELD Implementation Analysis, Reclassification and TELL Analysis), **District Assessments** (STAR [if applicable], IXL [grades 6-12], and NWEA), and **Site-Based Data** (Site Dashboard: Suspensions, Chronic Absenteeism, site-based assessments, student grades [D-F report], learning center/tutoring, and specific software/program data).

Needs Assessment Directions:

Based on the needs identified in your Quantitative and/or Qualitative Site-Based and District Data analysis, determine what will be included in the next year's SPSA LCAP, Title I, and CSI Action Plan. The items in your Needs Assessment must align with your **Section 3: LCAP, Title I, and CSI Action Plan**.

Annual Program Evaluation – LCAP, Title I, and CSI				Needs Assessment
2021-2022 Planned Expenditure: Strategies /Activities	**Quantitative and/or Qualitative Site-Based and District Data** (include whether data demonstrates growth, significant growth, declined, significantly declined, or maintained)	**What is effective?**	**What has not been effective?**	**Next Steps? (Strategically continue, discontinue or modifications to the program)**
TECHNOLOGY FEES/ LICENSES - 523 CSI PLAN 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. 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.	N/A	N/A	iReady was not purchased for the whole 2021/2022 school year, license expired in February 2022. When iReady license expired, all data was lost making measuring the effectiveness of the program undoable. Small group instruction was not based off of Standards Mastery lessons not making iReady and effective progress monitoring tool.	Professional Development around all Imagine Learning elements, time to analyze Imagine Learning data to help inform instruction. 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. Consider i-Ready license renewal; AR-implementation to fidelity, awards system, goal setting; Reading A-Z, Active Learning, to help with teacher

If program evaluation reflects promising progress/growth, cost will be absorbed by LCAP or Title I to ensure continuity of program after CSI funds sunset.				collaboration time.
PROGRAM FACILITATOR - 419/501 Schoolwide: • PBiS implementation: assist in providing resources to implement PBIS schoolwide to reduce suspension rate. • Testing Coordinator CAASPP, ELPAC, TELL, District Benchmarks, DRA, GATE, and other district/school supported testing. • Learning Academy: Oversee Learning academy and monitor student growth through data reflection of IReady and STAR/AR data of one year growth. • Professional Development: Assist in providing professional development to build staff capacity.	1. Learning Academy opened once district restrictions were lifted. Small group support in the Learning Academy was provided for 11 weeks as evidenced by the Learning Academy schedule and admin walkthrough. 2. ELAC and CAASPP state test were coordinated as well as NWEA. Not all students took the NWEA as evidenced by agendas. 3. Provided PD on NWEA reports, how to run and read information as evidenced by agenda and sign-ins.	1. Assisted in providing resources to implement PBIS schoolwide to reduce suspension rate. 2. Testing Coordinator CAASPP, ELPAC, TELL, District Benchmarks, GATE, and other district/school supported testing. 3. Oversaw the Learning academy and monitored student growth through data reflection of iReady and NWEA 4. Assisted in providing professional development to build staff capacity.	Due to shortages in staff during the second wave of COVID and changes in administration, the PBiS implementation did not occur.	PBIS- with the support of the district office, provide support and resources to effectively implement a strong Tier 1 program school wide. Learning Academy: Restructure to ensure it is consistently providing support throughout the school year. Provide time to collaborate with classroom teachers to align small group support with core content taught in class. Working with all teachers to ensure that all students take the NWEA in order to have updated and accurate information to help inform Universal Access and academic support provided in the Learning Academy.
BILINGUAL CLERK (2HRS) - 419 Schoolwide: A minimum increase of 10% in attendance at parent activities. Monitored by sign in sheets. Translations, prepare parent communication letters, phone calls.	Overall attendance is at 85% for the 2021/2022 school year due to COVID-19 absences. Chronic absenteeism increased to 55% No parent activities were scheduled outside of SSC and ELAC. Participation for both parent councils were not consistent. We had our first ELAC	The following efforts were made by the bilingual clerk to increase parent participation and decrease chronic absenteeism: Translations, prepare parent communication letters, phone calls, and creation of fliers.	Due to COVID, attendance was difficult to improve. Making personal phone calls to invite parents to first ELAC meeting was successful.	Provide school wide support improvement of overall attendance such as class incentives as well as school wide incentives.

	meeting in March, 5 parent attended. For our next ELAC meeting, no parents attended. SSC- Elected parents attended the last two meetings.			
MICRO-COMPUTER SPECIALIST - 419 Schoolwide: 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. 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.	Based on feedback from staff and teachers, all devices were fixed in a timely manner.	The micro-computer specialist was available to staff and students in order to ensure all tech devices were in working conditions. This position is very important to keep all devices updated and running smoothly.	Computer lab was not open.	Reopen the computer lab. Continue position.
REC-AIDES - 419 Schoolwide: Minimum of a 10% decrease in student referrals with the continual reinforcement and implementation of PBIS strategies. Increase student supervision on the playground. Increase awareness of PBiS through expectation by location and social skills.	79 total referrals to date. 22 (28%) of total referrals were issued in playground, hallway, or lunch area. 11 unique suspension incidents to date. 7 of the suspensions had location of playground or restroom.	N/A	As of March 18, 2022, the site only had 1 Rec Aide. Support staff has been covering recesses.	Hire additional Rec Aides. Provide active supervision training. Train on PBIS expectations.
CONFERENCES - 501/523 To increase students academic growth with strategies learned through PD, including but not limited to AVID Conferences, Visible Learning, among others. CSI PLAN • A minimum of 80% of classroom teachers will implement	N/A	N/A	N/A	Provide more opportunities for all teachers to be trained in school wide foci. Have a plan for implementation that involves follow up and consistency. Send a group of teachers to conferences that will

effective teaching strategies. • Teachers will be able to attend training, conferences, and programs related to school's foci: writing, Avid, math, teacher clarity, ect.				help build capacity in focus areas. Unused funds from this expenditure were used to purchase other books such as Step Up to Writing and instructional materials/supplies.
INSTRUCTIONAL MATERIALS AND SUPPLIES - 419/501 • Project Based Learning materials, Scholastic News, Science Spin, Resources and materials to support our school wide focus of writing. • Materials and resources to assist in implementing practices that will promote student growth.- • Supplemental materials/ resources to increase student engagement/learning and achievement Also to include, but not limited to resources needed to support school focus in math, writing, Avid, teacher clarity, etc.	N/A	N/A	Orders were placed in April 2022 and the site was unable to evaluate/measure the effectiveness of this expenditure.	Purchase project based materials, writing program such as but not limited to Step up to Writing, i-Ready Writing. Grade appropriate math manipulatives and physical calculators. Science lab material replace each year. Class library books. Purchases should occur throughout the school year.
ADDITIONAL DUTY FOR TEACHERS - 501/523 School wide: • 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. CSI PLAN • Additional teacher hours needed in order for teachers to	N/A	N/A	N/A	Provide more opportunities for teachers to collaborate, share strategies, and support the school foci.

collaborate, share strategies, and support the school focus in math, writing, Avid, teacher clarity, etc. Provide for an opportunity for teachers to participate in before and/or after school tutoring, intersession, summer school, extended school year program.				
RESIDENT SUBSTITUTE 501/523 • Instructional Rounds-Conduct instructional rounds to ensure best practices are used Data Chats: reflect on data to ensure student growth and interventions are in place. • Monitor through Ready and STAR data. Minimum of one year growth. Grade level collaboration focus on math, writing, Avid, teacher clarity, etc. • Will provide release time to classroom teachers, in order for classroom teachers to plan and present grade-level workshops to build parent capacity. CSI PLAN • Schoolwide: Learning Academy: provide small group instruction for students.	N/A	The site had 1 resident sub who provided support to students in 2nd grade, where the highest need for small group instruction was needed.	The resident sub was pulled to cover for teacher absences and her time was limited in being able to work with students. The resident sub left the district in December 2021. As of March 2022, site does not have any Resident Substitutes.	Work on a schedule and dates for instructional rounds, data chats, intervention team collaboration days and grade-level workshops to build parent capacity. Look into providing combination teachers opportunities to observe and plan with other combination teachers. Professional Development around curriculum guides and scope and sequence.
TECHNOLOGY - 523 CSI PLAN: • To purchase items such as, but not limited to, Ipads, desktops, laptops, Apple TV's, Elmos, projectors, and	N/A	N/A	Equipment (classroom projectors) was ordered late in the school year, and the site has not received them.	Look into the possibility of replacing classroom projectors. Work on moving from 1:1 devices to 2:1, allowing students to have a device at home and in class at all times.

printers to assist student learning and teach 21st century technology common core standards; supplemental technology hardware including installation and security devices. • To increase usage of technology through a 1-1 model; upgrade and necessary repairs for devices				
PROFESSIONAL DEVELOPMENT - 523 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.	N/A	N/A	Books are not used to their integrity - Teacher Clarity. Need more PD on purpose, follow through, additional support, expectation of implementation, and equity amongst grade levels. No Professional Development was scheduled.	Provide more opportunities for all teachers to be trained in school wide foci. Have a plan for implementation that involves follow up and consistency.
Maintenance agreements Service of copy machines for teachers to make copies including but not limited to student resources, assignments, activities.	1. As evidenced by invoices and teacher feedback, this expenditure was effective.	1. This proved to be effective as teachers were able to duplicate supplemental material in order to provide students with skills practice or additional assignments that aligned with what was being taught in the classroom.	N/A	Continue with this expenditure for the upcoming school year.
Bilingual clerk additional duty 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.	1. As evidenced by Google Calendar invites, the bilingual clerk provided interpretation services, and communication letters were posted on ParentSquare.	1. The bilingual clerk provided interpretation services as needed, and prepared parent communication letters.	N/A	Continue with this expenditure for the upcoming school year.

List the New Strategies/Activities based on Site and District Level Data Analysis (Quantitative and/or Qualitative):

Needs Assessment	
New Planned Expenditure: Strategies /Activities not listed in the 21-22 SPSA	**Quantitative and/or Qualitative Site-Based and District Data** (include data analyzed that helped you determine the new need)
PRINTING (DISTRICT) - 501 School-Wide: 1. To provide supplemental materials for parent engagement events, i.e. Academic Nights, etc. 2. To keep parents informed with monthly updates.	The site has seen a decline in parent engagement/involvement. The site plans to provide materials that parents can use to help support their student(s) at home guidance and information provided during parent engagement events in order to see an increase with parent participation.

Goal 1 English Language Arts

School-Wide
(Create a school-wide CAASPP goal.)

Arrowhead's goal is to decrease points below standard by 10 points in English Language Arts.

ATSI Identified Needs
(ATSI schools must include state identified student groups.)

Indicate State and Local Metrics to assess progress/monitor this goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA - CA Dashboard	2018-2019 57.9 points below standard	2021-2022 47.9 points below standard
NWEA Reading 10% growth of students who met grade-level target.	Winter 2022 Target Met School Wide: 10% Kinder: 13% 1st Grade: 6% 2nd Grade: 3% 3rd Grade: 13% 4th Grade: 18% 5th Grade: 13% 6th Grade: 6%	Winter 2023 Target Met School Wide: 20% Kinder: 23% 1st Grade: 16% 2nd Grade: 13% 3rd Grade: 23% 4th Grade: 28% 5th Grade: 23% 6th Grade: 16%

Goal 2 Mathematics

School-Wide
(Create a school-wide CAASPP goal.)

Arrowhead's goal is to decrease points below standard by 10 points in Math

ATSI Identified Needs
(ATSI schools must include state identified student groups.)

Indicate State and Local Metrics to assess progress/monitor this goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math - CA Dashboard	2018-2019 73.6 points below standard	2021-2022 63.6 points below standard
NWEA Math 10% growth of students who met grade-level target.	Winter 2022 Target Met School Wide: 8.5% Kinder: 13.3% 1st Grade: 13.3 % 2nd Grade: 9.7% 3rd Grade: 6.7% 4th Grade: 0% 5th Grade: 9.8% 6th Grade: 8.3%	Winter 2023 Target Met School Wide: 18.5% Kinder: 23.3% 1st Grade: 23.3 % 2nd Grade: 19.7% 3rd Grade: 16.7% 4th Grade: 10% 5th Grade: 9.8% 6th Grade: 18.3%

Goal 3 English Learners

(ELPAC, Reclassification, ELA, Math and ATSI identified areas)

ELPAC

Increase the percentage of EL students making progress toward English Language Proficiency (Level 4) by 15%.

Reclassification

10% reclassification rate for the 2021/2022 school year.

ELA

Increase CAASPP ELA by 15 points

Math

Increase CAASPP Math by 15 points

ATSI Identified Needs

Indicate State and Local Metrics to assess progress/monitor this goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC REFERENCE: 29.41% Level 3 (Moderately Developed) 43.14% Level 2 (Somewhat Developed) 17.65% Level 1 (Minimally Developed)	2020-2021 9.8% Level 4 (Proficient)	2021-2022 20% Level 4 (Proficient)
SBCUSD Site Data Dashboard Reclassification Rate	2020-2021 3.5%	2021-2022 10% reclassification rate.
CAASPP ELA	2018-2019 49.1 points below standard	2021-2022 34.1 points below standard
CAASPP Math	2018-2019 57.1 points below standard	2021-2022 42.1 points below standard
NWEA ELA 15% growth of students who met grade-level target.	Winter 2022 Target Met School Wide: 2.1%	Winter 2023 Target Met School Wide: 17.1%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA Math 15% growth of students who met grade-level target.	Winter 2022 Target Met School Wide: 4.4%	Winter 2023 Target Met School Wide: 19.4%

Goal 4 Chronic Absenteeism (K-12)

School-Wide
(Create a school-wide goal.)

Schoolwide, decrease of 10% for Chronic Absenteeism

ATSI Identified Needs
(ATSI schools must include state identified student groups.)

Indicate State and Local Metrics to assess progress/monitor this goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Chronic Absenteeism	2018-2019 15.5%	2021-2022 5.5%
SBCUSD Site Data Dashboard	2021-2022 (As of March 2022) 55%	2022-2023 (March 2023) 45%

Goal 5 Suspension

School-Wide
(Create a school-wide goal.)

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

ATSI Identified Needs
(ATSI schools must include state identified student groups.)

Indicate State and Local Metrics to assess progress/monitor this goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Suspension	2018-2019 6.3%	2021-2022 0%
SBCUSD Site Data Dashboard - Suspension	2021-2022 (As of March 2022) 3.4%	2022-2023 (March 2023) 0%

Goal 6 Parent-Family Engagement

School-Wide

Arrowhead will increase parent participation through capacity building events, by 5 families.

Indicate Local Metrics to assess progress/monitor this goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Capacity Building Events for Parents (Sign-In Sheets)	2021-2022 0 Families	2022-2023 5 Families
Panorama Title I Parent-Family Engagement Survey	2021-2022 57% Favorable Responses	2022-2023 65% Favorable Responses

LCAP, Title I, and CSI Action Plan

Planned expenditures that are needed in order to achieve the schoolwide and student group goals.

Directions: Consider the needs of the following: intervention, student groups, professional development, parent engagement, etc. The LCAP Strategies/Activities must principally support Low-Income, Foster Youth, and/or English Learner student groups. A description of how Low-Income, Foster Youth, and/or English Learner student groups are supported must be included in the Strategies/Activities column for items with LCAP 419 funding included in the plan. The Title I Schoolwide program serves at-promise groups such as Low-Income, English Learners, Foster Youth, African American, Hispanic/Latino, Students with Disabilities, and other student groups. CSI is also a Schoolwide program.

Planned Expenditures Object Code	Strategies/Activities	Goal Alignment	LCAP 419 Cost	Title I 501 Cost	CSI 523 Cost
1910/1190 Program Facilitator - Reg	PROGRAM FACILITATOR - 419/501 Low Income, Foster Youth, English Learner: 1. Assist in providing resources to implement PBIS school-wide to reduce suspension rate. 2. Assist in providing professional development to build staff capacity. 3. Coordinate all state and local testing including: ELPAC, CAASPP. CAST, NWEA, progress monitoring, universal screeners, formative assessment, etc. 4. Monitors LATs as part of the MTSS process. 5. Oversee William's Walkthrough and associated tasks, such as making sure that all classrooms have textbooks and technology needed. 6. Coordinate with ELF to support teachers and parents	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 Chronic Absenteeism (K-8) Goal 5 Suspension Goal 6 Parent-Family Engagement	$ 40,472 Low-Income Foster Youth English Learner	$60,709	$

	in completing English Learner Reclassification Forms. 7. Assist in providing professional development to build staff capacity around ELD standards, integrated, and designated ELD. 8. Serve as Admin Designee School-Wide: 1. Oversee Learning academy and monitor student growth through data reflection of NWEA data of one year growth. 2. Organize, facilitate, and maintain records for parent advisory meetings, such as SSC, ELAC, AAPAC, etc. 3. Monitor Reclassified students' grades for intervention purposes. 4. Provides professional development for teachers on topics such as reading and math intervention strategies, data analyzes, etc. 5. Provides Tier 2 and 3 support and modeling for teachers and Resident Subs in the Learning Academy. 6. Participates in the Professional Development Team. ANY 501 FUNDS THAT MAY BECOME AVAILABLE, DUE TO THE TRANSFER OF SALARY TO 419, FOR: 5220 INSERVICE/ CONFERENCES				

	1. Inservice and Business Expenses (including the costs for registration, travel, and incidentals) to attend training/conferences pertaining to ELD 1140 CERTIFICATED TEACHING (SUBS) 1. To provide release time for teachers to attend professional development activities including collaboration, planning time, data chats, instructional rounds, training, workshops, conferences, etc. 2. Provide release time for teachers to plan implementation of skills learned, reflect on lessons, and plan any adjustments needed				
1130/1230/1930- Additional Duty Certificated Teacher/Counselor/PF/Other Certificated Staff	CERTIFICATED ADDL DUTY - 501 School-Wide: 1. Provide for an opportunity for teachers to participate in before and/or after school tutoring, intersession, summer school, extended school year program for students that are at-risk of retention and/or below grade level. 2. To allow teachers to collaborate, share strategies, and support the school focus in math, writing, AVID, teacher clarity, etc. 3. To plan, prepare for, and hold parent academic nights.	Goal 1 English Language Arts Goal 2 Mathematics	$	$2,800	$

1140 Certificated Teaching - Sub	CERTIFICATED TEACHING (SUB) - 501 School-Wide: 1. To conduct instructional rounds to ensure best practices are used 2. Release time for teachers to allow time for grade/ intervention team collaboration, instructional rounds, data chats, etc. 3. Provide direct instruction during tiered intervention. 4. Assist with progress monitoring, universal screener assessments for tiered intervention. 5. Provide release time for teachers to attend professional development activities including training, workshops, conferences, etc. 6. Provide release time for teacher to monitor and analyze English Learner progress on language development for students receiving additional support.	Goal 1 English Language Arts Goal 2 Mathematics	X **Changes Were Made** $	$18,000	$
2118 Rec Aide Regular	REC AIDES (2.5 hrs) - 419 Low Income, Foster Youth, English Learner: 1. To create a safe environment for our scholars 2. To increase student supervision and monitor student behavior during class breaks, lunch period, as well as before and after school.	Goal 4 Chronic Absenteeism (K-8) Goal 5 Suspension Goal 6 Parent-Family Engagement	$ 7,200 English Learner Foster Youth Low-Income	$	$

	3. To increase awareness of PBiS through expectation by location and social skills. Enforce school rules and safety regulations, security, discipline, and activity rules. 4. Assist in preventing/ stopping fights and other potentially dangerous situations. 5. Keep accurate records, writing referrals. Report instances of accidents to site administrator. 6. Support parent engagement activities by providing childcare.				
4310 Instructional Materials/Supplies	INSTRUCTIONAL MATERIALS 1000 FUNCTION 419 = $1,800 501 = $1,131 School-Wide: 1. Intervention materials such as ELA/ELD/Math supplemental materials, etc. 2. AVID materials such as pencil pouches/boxes, highlighters, binders, notebooks, agendas, Nicky folders, markers, collage pennants, calendars, etc. 3. Print rich room environment items. 2495 FUNCTION 501 = $1,700 1. To provide materials that support building parent capacity.	Goal 1 English Language Arts Goal 2 Mathematics Goal 6 Parent-Family Engagement	$ 1,800 Low-Income English Learner Foster Youth	☒ **Changes Were Made** $2,831	$10,280

	523 = $8,200 1. Intervention materials such as ELA/ELD/Math supplemental materials, etc.				
5220 Inservice/Conference	INSERVICE/CONFERENCE - 501 School-Wide: 1. Inservice and Business Expenses (including the costs for registration, travel, and incidentals) to attend training/conferences such as AVID, Visible Learning, GATE, Kagan, Student Wellness, De-escalation training, Title 1, ACSA etc. to build teachers' and staff capacity.	Goal 1 English Language Arts Goal 2 Mathematics Goal 5 Suspension Goal 4 Chronic Absenteeism (K-8)	$	$8,000	$
5633 Maintenance Agreement	MAINTENANCE AGREEMENT - 419 Low Income, Foster Youth, English Learner: 1. To service copy machines for teachers to make copies including student supplemental resources, assignments, activities, etc.	Goal 1 English Language Arts Goal 2 Mathematics	$ 1,000 Low-Income Foster Youth English Learner	$	$
5713 Printing - District	PRINTING (DISTRICT) - 501 School-Wide: 1. To provide supplemental materials for parent engagement events, i.e. Academic Nights, etc.	Goal 1 English Language Arts Goal 2 Mathematics Goal 6 Parent-Family Engagement	$	$800	$
2410 Clerk/Bil Clerk - Reg	BILINGUAL CLERK - 419 Foster Youth	Goal 4 Chronic Absenteeism (K-8)	$ 8,868	$	$

ARROWHEAD ELEMENTARY SCHOOL

| | 1. Will reach out to families in order to increase attendance at parent activities.
2. Communicate with the ATLAS Departments regarding Foster Youth enrollments.
3. Work with school Counselor to provide school supplies and other items to meet family needs.

English Learner
1 Will provide interpretation and/or translations services, when needed.
2. Provide primary language support to families on a daily basis.
3. Will prepare parent communication letters, make phone calls in order maintain and/or increase home-school communication.

Low-Income
1. Prepares monthly attendance reports.
2. Provides factual information regarding department or school matters over the phone or in person.
3. Schedules appointments as needed.
4. Assists in compiling attendance records, verifying absences, registering students and handling record transfers. | Goal 6 Parent-Family Engagement | English Learner

Foster Youth

Low-Income | | |
| 2414 Techncl/Fincl/Offc - Reg (Micro-Comp Spec) | MICRO-COMPUTER SPECIALIST (4 hrs) - 419

Low-Income: | Goal 1 English Language Arts
Goal 2 Mathematics | X **Changes Were Made** | $ | $ |

	1. Troubleshoot and resolve user and computer/device and LAN equipment problems at school site. 2. Perform minor computer and peripheral equipment repairs, replacements and installations and make appropriate computer repair referrals. 3. Distribution of technology. 4. Maintain an up-to-date inventory of all district issued technology, toner, and other technology related items. 5. Install programs into computers and devices according to District standards. 6. Set up network workstations. If this position is to become vacant, the funds will be transferred to cover salary of Program Facilitator (PF) in order to decrease amount of salary for PF that is covered by 501 funds.		$ 27,354 Low-Income		
3000-3999 Employee Benefits	EMPLOYEE BENEFITS - 419/501	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 Chronic Absenteeism (K-8) Goal 5 Suspension Goal 6 Parent-Family Engagement	$ 47,870 Low-Income English Learner Foster Youth	$33,854	$

Total Costs	$ 134,564	$ 126,994	$ 10,280
Total Allocation	$ 134,562.94	$ 126,993.92	$ 10,280

Possible Future Expenditures: LCAP, Title I, and CSI

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	LCAP 419 Cost	Title I 501 Cost	CSI 523 Cost
5220 Inservice/Conference	School-Wide: • Inservice and Business Expenses (including the costs for registration, travel, and incidentals)to attend training/conferences such as(but not limited to): AVID , Visible Learning, GATE, Kagan, Student Wellness, De-escalation training, Title 1, ACSA ect.	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners	$8,000 English Learner Foster Youth Low-Income	$10,000	$

4210 Other Books	Update the schoolwide and classroom libraries with current literature so students enjoy reading. Increase reading proficiency by doing novel studies in the classroom. Include parents in novel studies. This will assist in school wide growth of meets/ Exceeds in ELA and Math.	Goal 1 English Language Arts Goal 2 Mathematics Goal 2 Mathematics Goal 6 Parent-Family Engagement	$2,000 English Learner Foster Youth Low-Income	$4,000	$
5851 Assemblies/Non-Classified Experts	Schoolwide • Provide students with opportunities to make real-world connections with standards taught. • Expose students to college and career pathways	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 Chronic Absenteeism (K-8) Goal 5 Suspension	$$3,000 English Learner Foster Youth Low-Income	$3,000	$

2118 Rec Aide Regular	Schoolwide • To create a safe environment for our scholars • To increase student supervision and monitor student behavior during class breaks, lunch period, and before and after school. • To increase awareness of PBiS through expectation by location and social skills. Enforce school rules and safety regulations, security, discipline, and activity rules. Assist in preventing/stopping fights and other potentially dangerous situations. Keep accurate records. Writing referrals. Report instances of accidents to site administrator. • Support parent engagement activities by providing babysitting.	Goal 4 Chronic Absenteeism (K-8) Goal 5 Suspension Goal 6 Parent-Family Engagement	$10,000 Foster Youth Low-Income English Learner	$	$
5713 Printing - District	Schoolwide • Printing to support classroom instruction, intervention, extension, and remediation.	Goal 1 English Language Arts Goal 2 Mathematics Goal 2 Mathematics	$	$1,000.00	$

4340/4410/4440/4450/5841 -Computer Equipment/Accessories/Warranty	Schoolwide To assist student learning and teach 21st Century Technology Common Core Standards • Items such as (but limited to): Mac Pro, laptops, document camera, printers, microphones, amplification system, technology carts. • Warranty for any new technology purchased.	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners	$12,300 English Learner Foster Youth Low-Income	$10,000	$
1140 Certificated Teaching - Sub	CERTIFICATED TEACHING (SUB) Schoolwide • To conduct instructional rounds to ensure best practices are used • To provide release time to allow time for grade/intervention team collaboration, instructional rounds, data chats, ect. • Provide direct instruction during tiered intervention. • Assist with progress monitoring, universal screener assessments for tiered intervention. Low-Income • Provide release time for teachers to attend professional development activities including (but not limited to): collaboration, planning time, data chats, instructional rounds, trainings/workshops/conferences.	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners	$5,000	$10,000	$

4310 Instructional Materials/Supplies	Schoolwide • Intervention materials such as (but not limited to): ELA/ELD/Math supplemental materials. • AVID materials such as (but not limited to): pencil pouches/boxes, highlighters, binders, notebooks, agendas, Nicky folders, markers, collage pennants, calendars, ect. • Print rich room environment items. • Southwest and/or Office Depot classroom supplies	Goal 1 English Language Arts Goal 2 Mathematics	$	X **Changes Were Made** $	$2,000
Total:			$40,300	$38,000	$2,000

English Learner Plan
ARROWHEAD ELEMENTARY SCHOOL
2022-2023

PROGRAMS AT THIS SITE: STRUCTURED ENGLISH IMMERSION, DUAL IMMERSION,
MAINTENANCE BILINGUAL, TRANSITIONAL BILINGUAL

GOALS:

ELPAC Increase the percentage of English Learner students making progress toward English proficiency by 15% moving from 10% to 25%, as measured by the 2021 ELPAC assessment.	**RECLASSIFICATION** Increase the percentage of English Learner students being reclassified by 6.5% of our current EL population of 65 students, moving from 3.5% to 10%, as measured by the SBCUSD school site data dashboard.
ELA Increase CAASPP ELA distance from standard by 15 points moving from 49.1 distance from standard to 34.1 distance from standard, as measured by the CA Dashboard.	**MATH** Increase CAASPP Math distance from standard by 15 points moving from 57.1 distance from standard to 42.1 distance from standard, as measured by the CA Dashboard.

STRATEGIES/ACTIVITIES

STUDENT ACHIEVEMENT STRATEGIES/ACTIVITIES	PARENT ENGAGEMENT STRATEGIES/ACTIVITIES
419 Personnel: Program Facilitator • Testing Coordinator or IELPAC and ELPAC. • Monitors LATs as part of the MTSS process. • Monitors Reclassified students' grades for intervention purposes. Plan for and coordinate English Learner Advisory Council. Micro-Computer Specialist • Instruct users in the use of computers/devices, software and peripherals. Recreation Aides • To create a safe environment for our scholars • To increase student supervision and monitor student behavior during class breaks, lunch period, school events, and before and after school.	419 Personnel: Program Facilitator • Works with teachers and parents to complete English Learner Reclassification Forms. Bilingual Clerk • Will provide interpretation and/or translations services, when needed. • Provide primary language support to families on a daily basis. • Will prepare parent communication letters, make phone calls in order maintain and/or increase home-school communication. Micro-Computer Specialist • Instruct users in the use of computers/devices, software and peripherals. Recreation Aides • Support parent engagement activities by providing babysitting.
501 Personnel: Program Facilitator • Assist in providing professional development to build staff capacity around ELD standards, integrated, and designated ELD.	501 Personnel: Certificated Teaching (Sub) • Provide release time for teacher to monitor and analyze English Learner progress on language development.

PROFESSIONAL DEVELOPMENT	INSTRUCTIONAL SUPPLIES/TECHNOLOGY
Multilingual Programs will provide professional development and support with: • Language and Literacy Tool • Integrated and Designated ELD • Accelerated ELD plan The site will provide: • Refresher on language objectives • Reclassification criteria • ELPAC	Technology under $500 such as (but not limited to): • laptops • device storage Computer Accessories such as (but not limited to):cords, bulbs, headphones, earbuds, keyboards, adaptors, ink/toner

For more complete information on our SPSA and Title I program, please attend our School Site Council meetings.

Additionally, the following describes and explains the curriculum in use at our school, the forms of academic assessment used to measure student progress, and achievement levels of the challenging state academic standards:

CURRICULUM IN USE:
ELD: Wonders ELD • Wonders ELA/ELD Teacher Editions • ELA/ELD Scope and Sequence from Wonders • Content curricula (science, social studies)
ELEMENTARY: Wonders ELD • Wonders ELA/ELD Teacher Editions • ELA/ELD Scope and Sequence from Wonders • Content curricula (science, social studies)
SECONDARY: Houghton Mifflin Collections • Levels 1— iLit • Level 2,3— English 3D
DUAL/MAINTENANCE BILINGUAL: Wonders ELD • Wonders ELA/ELD Teacher Editions • ELD Scope and Sequence for Maintenance Bilingual/Dual Immersion programs • Content curricula (science, social studies)
FORMS OF ACADEMIC ASSESSMENTS USED TO MEASURE STUDENT PROGRESS:
ELD portfolio, curriculum embedded assessments, CAASPP, district aligned assessments, NWEA, ELPAC, STAR, and TELL.

PLAN DE ESTUDIANTES APRENDICES DE INGLÉS
ARROWHEAD ELEMENTARY SCHOOL
2022-2023

PROGRAMAS EN ESTA ESCUELA: INMERSIÓN ESTRUCTURADA EN INGLÉS, INMERSIÓN DUAL,
MANTENIMIENTO BILINGÜE, BILINGÜE TRANSICIONAL

METAS:

ELPAC Aumentar el porcentaje de estudiantes de inglés que progresan hacia el dominio del inglés en un 15% moving from 10% al 25%, según las mediciones de la evaluación ELPAC de 2021.	**RECLASSIFICATION** Aumentar el porcentaje de estudiantes de inglés que son reclasificados en un 6.5% de nuestra actual población EL de 65 estudiantes, pasando del 3.5% al 10%, según las mediciones del tablero de datos de las escuelas del SBCUSD.
ELA Aumentar la distancia en la CAASPP de inglés del estándar por 15 puntos pasando de 49.1 distancia del estándar a 34.1 distancia del estándar, según las mediciones del Tablero de Datos de California.	**MATH** Aumentar la distancia en la CAASPP de matemáticas del estándar por 15 puntos pasando de 57.1 distancia del estándar a 42.1 distancia del estándar, según las mediciones del Tablero de Datos de California.

ESTRATEGIAS/ACTIVIDADES

ESTRATEGIAS/ACTIVIDADES PARA EL LOGRO DE LOS ESTUDIANTES	**ESTRATEGIAS/ACTIVIDADES DE PARTICIPACIÓN DE LOS PADRES**
419 Personal: Facilitador del programa • Coordinador de Pruebas de IELPAC y ELPAC. • Monitorea LATs como parte del proceso MTSS. • Supervisa las calificaciones de los estudiantes reclasificados con fines de intervención. Planificar y coordinar el Consejo Asesor de Aprendices de Inglés. Especialista en microcomputadoras • Instruir a los usuarios en el uso de computadoras/dispositivos, software y periféricos. Ayudantes de recreación • Para crear un ambiente seguro para nuestros estudiantes • Para aumentar la supervisión de los estudiantes y monitorear el comportamiento de los estudiantes durante recesos de clase, período de almuerzo, eventos escolares y antes y después de la escuela.	419 Personal: Facilitador del programa • Trabaja con maestros y padres para completar los formularios de reclasificación de aprendices de inglés. Auxiliar bilingüe • Proporcionará servicios de interpretación y/o traducción, cuando sea necesario. • Proporcionar apoyo en el idioma principal a las familias diariamente. • Preparará cartas de comunicación con los padres, hará llamadas telefónicas para mantener y/o aumentar la comunicación entre el hogar y la escuela. Especialista en microcomputadoras • Instruir a los usuarios en el uso de computadoras/dispositivos, software y periféricos. Ayudantes de recreación • Apoyar las actividades de participación de los padres proporcionando cuidado de niños.
501 Personal:	501 Personal:

Facilitador del programa	Empliado Certificada (Sub)
• Ayudar a proporcionar desarrollo profesional para desarrollar la capacidad del personal en torno a los estándares ELD, ELD integrado y designado.	• Proporcionar tiempo libre para que el maestro controle y analice el progreso de los aprendices de inglés en el desarrollo del lenguaje.
CAPACITACIÓN PROFESIONAL	**SUMINISTROS DE ENSEÑANZA**
El departamento de Programas multilingües brindarán desarrollo profesional y apoyo con: • Herramienta de lenguaje y alfabetización • ELD integrado y designado • Plan ELD acelerado El sitio proporcionará: • Actualización sobre los objetivos lingüísticos • Criterios de reclasificación • ELPAC	Tecnología de menos de $ 500 como (pero no limitada a): • portátiles • almacenamiento de dispositivos Accesorios informáticos como (entre otros): cables, bombillas, auriculares, auriculares, teclados, adaptadores, tinta/tóner

Para una información más completa sobre nuestro SPSA y el programa de Título I, por favor asista a las reuniones del Consejo Escolar.

Además, lo siguiente describe y explica el currículo en uso en nuestra escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes, y los niveles de logro de los desafiantes estándares académicos del estado:

CURRÍCULUM EN USO:
ELD: ELD Maravillas • Ediciones para Maestros de ELA/ELD • ELA/ELD de Maravillas• Contenido Curricular (ciencia, ciencias sociales)
PRIMARIA: ELD Maravillas • Ediciones para Maestros de ELA/ELD Maravillas • Alcance y secuencia de ELA/ELD Maravillas • Contenido Curricular (ciencia, ciencias sociales)
SECUNDARIA: Colecciones de Houghton Mifflin • Nivel 1— iLit • Niveles 2,3— English 3D
DUAL: ELD de Maravillas • Ediciones para Maestros de ELA/ELD de Maravillas • Alcance y secuencia de ELD para la Educación Bilingüe Alternativa (ABE) / Programas de Inmersión Dual • Contenido Curricular (ciencia, ciencias sociales)
FORMAS DE EVALUACIÓN ADADÉMICA UTILIZADAS PARA MEDIR EL PROGRESO DE LOS ESTUDIANTES:
Portafolio de ELD, evaluaciones integradas al currículum, CAASPP, evaluaciones de distrito, NWEA, ELPAC, STAR y TELL.

Site Plan for African American Success

The following areas have been set as improvement targets* for African American student success by the San Bernardino City Unified School District Board of Education:

- 3rd Grade ELA
- Math in Grades 4, 5, and 8
- College & Career Readiness (via success in integrated math I and other options)
- Advanced Course Enrollment and Success Rates
- Student and Family Engagement

The Department of Equity and Targeted Student Achievement (ETSA) is currently *piloting* several systems of support to help our District reach these targets. The figure below lists some of the supports we can provide now to assist schools with early implementation. Schools may opt in to any of the supports listed below, or they may design their own supports to ensure African American students reach the targets. The support labeled *AA Improvement Plan Data Monitoring* is a District-wide expectation. Guidance and training will be provided by ETSA.

If you would like ETSA support, please select one or more of the options below by marking X by the support(s) of your choice.

Mark X	Support (click link for more details)	Overview	Target(s)	Grade Levels
X	Gap-Closing Teaching PD	Teachers will understand achievement gaps, brain-based learning, African American history, and the skills and mindsets of gap-closing teachers.	• All Targets	• PK-12
	Equity Student Success Conferences	Collaborative conference model that brings stakeholders together to plan for and progress-monitor student success.	• College & Career Readiness/ IM1	• High School
X	AAPAC Parent Empowerment PD	Principals and front office staff will use a process to identify AA parents who will lead the site AAPAC.	• Family Engagement	• PK-12
X	AA Improvement Plan Data Monitoring	Sites will frequently report the percentage of AA students meeting/exceeding standards.	• ELA and math	• 3, 4, 5, 8, and HS IM 1
	Other:			

*BP 6012.1: The Targeted Instructional Improvement Plan, adopted 10-16-07. Also see the 2019 Improvement Plan for African American Student Achievement.

ARROWHEAD ELEMENTARY SCHOOL
School-Parent and Family Engagement Policy
2022-2023

With approval from the local governing board, ARROWHEAD ELEMENTARY SCHOOL shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents and updated periodically to meet the changing needs of parents and the school. (20 U.S.C. § 6318[b][1])

This policy is distributed and made available to the community in the following manner:

The policy is distributed and made available to the community in the following manner: Arrowhead's Website, ParentSquare, and a hardcopy available upon request. The policy is also reviewed at parent meetings, such as SSC, ELAC, etc. The parent involvement policy is always available to parents in the front office. Parents are continually encouraged to volunteer at school events such as open house, assemblies, and school meetings.

The school-level policy shall describe the means for how each school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

(a) Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents and family members of their school's participation in the Title I, Part A program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

The annual meeting will be completed as follows:

At the beginning of the school year, during Open House, all families are provided a detailed overview of the school's Title I program, including program requirements as they apply to a school-wide setting, the instructional program, intervention programs, and the parents' rights to be an active participant in the school's Title I program. Invitations are extended throughout the school year for activities such as SSC, ELAC, student recognition assemblies, as well as other family events.

(b) Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

The school offers flexible meetings as follows:

There are multiple opportunities for parents to participate in Title I related activities at Arrowhead Elementary the School Site Council (SSC), English Learner's Advisory Committee (ELAC), and African American Parent Advisory Council (AAPAC), Family Nights, and Open House. Meetings are arranged to accommodate the parents to ensure the best opportunity for participation. In addition to on-site meetings, we are working with the district Family Engagement Office on a variety of other ways to increase parent-family involvement, including webinars, with the goal of increasing family educational capital and improving staff and family relationships. Parent meetings are offered on various days of the week, at various times, in order to create multiple opportunities for parents to participate. School Site Council (SSC) , English Learner's Advisory Committee (ELAC), and African American Parent Advisory Council (AAPAC) will be offered in a hybrid model (in-person and via Google Meet).

(c) Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school-wide program plan. (20 U.S.C. § 6318[c][3])

The school involves parents/family in the joint planning, review, and improvement of the Title I Program and school Parent-Family Engagement Policy in the following way(s):

SSC meetings
ELAC meetings
AAPAC meetings
Open House
Parent surveys

(d) The school provides parents of participating children with the following:

i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

The school will provide this information and opportunities in the following way:

ParentSquare Parent notices Parent Meetings School webpage Pastries with the Principal

(e) If the school-wide program plan is not satisfactory to the parents of participating children, parent comments regarding the plan will be submitted when the school makes the plan available to the LEA. (20 U.S.C. § 6318[c][5])

2.2 To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and LEA assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

(a) The school shall provide assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])
The school will assist parents-family in understanding academic standards, assessments, and how to monitor their child's achievement in the following ways:

The school helps parents to understand the standards, assessments, and student achievement through informational meetings (ELAC and SSC), parent newsletters, parent-teacher conferences, communication with teacher (via phone, letters, ParentSquare, Google Classroom, and/or in-person). Parents can also make 1:1 appointments with teacher or administration, in order to further discuss and understand their child's academic needs. The school will utilize staff and parent surveys to determine needs and support strategies to increase parent understanding of their student's academics.

(b) The school shall provide materials and training to help parents to work with their children to improve their children's achievement, **in the following ways:** (20 U.S.C. § 6318[e][2])

Parents are provided with various opportunities to learn how to support and improve their child's success. Some of the opportunities provided include SSC and ELAC meetings, parent workshops, and other academic events.

(c) The school shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, **in the following ways:** (20 U.S.C. § 6318[e][3])

The school will work with parents in developing ways to enrich the home-school partnership and inform staff of parent contributions such as, utilizing staff and parent surveys to determine needs, increase parent volunteer opportunities, and provide a variety of training opportunities for parents. The site will maintain open communication and access to provide regular, on-going feedback to parents regarding school related events, student achievement, etc.

(d) The school shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, **in the following ways**: (20 U.S.C. § 6318[e][4])

Parents are given opportunities to participate in surveys to assist with identifying program strengths and growth areas, as well as offering suggestions for needed information and trainings. In addition, the site works with the Family Engagement Office and their staff to provide important resources to our families, as well as, coordinate with district departments, such as Categorical Programs Department, Multilingual Programs Department, Student Wellness and Support Services Department, etc., to provide additional resources.

(e) The school shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

The school does this by

Arrowhead Elementary provides translated documents by employing a bilingual clerk, who translates all parent communications into Spanish. Arrowhead Elementary also utilizes district translators for languages other than Spanish. Families also receive notifications in English and Spanish through at least three forms of communication via ParentSquare, Google Classroom, school webpage, updates via email and/or flyers to our parents.

(f) The school shall provide such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

Feeder Middle Schools provide the opportunity to tour the campus for orientation.

Availability of counselor and other staff members to assist incoming students who are having difficulty in the transition.

Site staff coordinates with the community relations workers at the Family Engagement Office, to provide activities and support, as requested.

Through the Family Engagement Office, other district departments and state and local agencies, such as the Department of Rehabilitation, we have access to a variety of resources to make sure that all families have access to information, training, and support, regardless of language proficiency, disability, or permanence of residency.

Arrowhead Elementary staff and the Family Engagement Office support student learning by helping families to make sure that their children understand the connection between their current learning and later personal, academic, and career opportunities; that their children are doing work above and beyond what their teachers require, based on their child's individual goals and passions; that families are aware of the school's grade-level family engagement goals; that they volunteer, as possible; that they attend meetings or otherwise communicate their thoughts and desires regarding their children's education to their child's teacher(s), counselor or administrator.

The school will actively solicit parents for input and feedback in the development of parent engagement activities, via surveys.

2.3 In carrying out the parent and family engagement requirements of this part, LEAs and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under 20 U.S.C. § 6311 in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

2.4 As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

(a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

(b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

i. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; (20 U.S.C. § 6318[d][2][A])

ii. Frequent reports to parents on their children's progress; (20 U.S.C. § 6318[d][2][B])

iii. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and (20 U.S.C. § 6318[d][2][C])

iv. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

2.5 Each LEA or school receiving funds under Part E of Title IV shall inform parents and organizations of the existence of Title IV. (20 U.S.C. § 6318[g])

San Bernardino City Unified School District does not receive Title IV, Part E funds.

ARROWHEAD ELEMENTARY SCHOOL
School-Parent Compact
Shared Responsibilities for High Student Academic Achievement
2022-2023

This school parent compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

(a) Describe the **school's responsibility** to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards.

> - Provide high-quality curriculum and instruction, in a supportive and effective learning environment that enables the participating students to meet the State's content standards.
> - Communicate high expectations for every student.
> - Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
> - Provide parents opportunities to volunteer and participate in their student's classes, and to observe classroom activities.
> - Provide parents with frequent reports on their children's progress. This may be done through progress reports, phone calls home, or meet with parents to maintain communication with parents regarding their child's progress with academics, behavior, and homework.
> - Provide parents reasonable access to staff through the following means: Email, Phone calls, Google classroom, Google meets, Remind, Grade Level Team Meetings, etc..
> - Offer parents the opportunity to participate in decision-making with the site, through the following opportunities: School Site Council (SSC), English Language Advisory Committee (ELAC), African-American Parent Advisory Council (AAPAC), Surveys, Coffee with the principal, etc.
> - Provide Parent PBiS Workshops

(b) The ways in which each **parent will be responsible** for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

> - Assure that my child attends school every day on time, gets adequate sleep, regular medical attention, and proper nutrition.
> - Provide a quiet place for my child to complete his/her homework.
> - Monitor my child's time spent watching T.V and playing video games, and social media
> - Participate in school related activities, parent conferences, and special activities (if able).
> - Communicate with my child daily to become more informed about his/her school progress.
> - Attend all Parent Conferences, as requested by teachers or site staff.
> - Know and support school PBiS rules.
> - Keep school informed in event of address/phone changes and emergency contact list.
> - Respect the school, staff, students, families, and community.
> - Regularly check my child's Aeries, to monitor grades during grade reporting periods.
> - Provide an appropriate place and setting, to fully engage in any school work.

(c) (c) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

i. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; (20 U.S.C. § 6318[d][2][A])
Conferences will take place as follows:

Conferences occur after Trimester 1 (October 26, 2023-November 3, 2023) and Trimester 2 (February 22, 2024 - March 1, 2024). Parents are invited to meet with teacher to discuss student progress.

ii. Frequent reports to parents on their children's progress; **are provided as follows** (20 U.S.C. § 6318[d][2][B])

- Parents/Guardians will receive their student's report card each semester.
- Teachers assign tasks via google classroom, where students are able to access the material at school and at home.
- Teachers have the ability to grade, make comments/suggestions, and/ provide aide through the google classroom assignments.
- Teacher may provide progress reports upon request within 48 hrs. of request

iii. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; **is provided as follows**: (20 U.S.C. § 6318[d][2][C])

- Teachers and administrators all have district provided emails that are available through the Arrowhead Elementary Website.
- Parents are given the school number to leave messages that will be returned within 24 hours of receipt.
- The Board of Education encourages parents/guardians and interested members of the community to visit the schools and view the educational program. To ensure minimum interruption of the instructional program, the Superintendent or designee has established procedures which facilitate visits during regular school days. Visits during school hours should be first arranged with the teacher and principal or designee no later than 24 hours prior to the time of the scheduled visit and should be for a maximum of 20 minutes. If a conference is desired, an appointment should be set with the teacher/team during the teacher's prep time. To ensure the safety of students and staff and avoid potential disruptions, all visitors shall register immediately upon entering any school building or grounds when school is in session (PC1250).
- All gates and entrances are LOCKED and SECURED when instruction begins at 8:50 A.M. Any and all visitors MUST check-in at the front office during school hours. Visitors must wear a visitor's pass at all times.

iv. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

Parents/family members and staff members have regular two-way communication in the following ways:

Teacher/Parent Email
Teacher/Parent Meetings
Parent phone calls
Class dojo/Parent Square

Students will be responsible for improving their academic achievement.

1. Attend school regularly and on time.
2. Bring necessary materials, completed assignments, and homework to class.
3. Work to make school a safe place for everyone, by following all school and classroom/PBiS rules and using equipment in a safe manner.
4. Be active in learning new things, by completing and turning in all assignments on time, doing my best at all times, and attending and participating in tutoring programs, if needed.
5. Communicate often with my parents and teachers about school experiences, so they can help me be successful in school, by taking progress reports and all notes home to my parents and clarifying information with my teachers.
6. Respect the school, classmates, staff, families, and community.
7. Be responsible for materials provided by the school and come to school with all necessary materials.
8. Refrain from using cellphone or other personal electronic devices while on campus.

Description of Centralized Services
Include Direct Services
For Categorical Programs

A centralized service is an activity funded by a school allocation, but administered by the LEA central office. Even though the services may be directed by the LEA, and possibly housed at the central office, the services are provided directly to students at the school site and thus, would be charged to the 85 percent of the District's total Title I allocation. Goals are met through administrative support and direct instructional support. The total amount for each categorical program is aligned with the Consolidated Application.

School Goal #1: Provide positions that support the management of the program through administrative costs that support the site program goals.

Actions to be Taken to Reach Goal #1 (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date/ Completion Date	Funding Source (itemize for each source)
One Microcomputer Specialist position to support all schools by increasing student access to school libraries and reading materials, improve students' ability to conduct research and complete projects	On-going	Title I
One District Research Analyst to support all schools by providing student data to sites and teachers.	On-going	Title I

School Goal #2: Provide direct instructional and professional development to support schools.
The following actions and related expenditures support school goals and will be performed as centralized services.
Examples of centralized services that are within the 85 percent of the District's total Title I allocation, direct services limitation, and may serve as professional development, include:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., categorical and fiscal personnel, English learners, and family engagement resource center
- Increase learning opportunities such as before/after school intersession and intervention programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress
- Teacher professional development activities for multiple schools
- Shared costs of staff members (i.e., content coaches) who provide professional development/coaching services to multiple schools
- Support Services for Homeless and Foster Youth

The School Site Council (SSC) has analyzed and discussed the planned program improvements contained in the site's School Plan for Student Achievement (SPSA). In addition, the SSC has discussed how Federal categorical monies (Title I), appropriated to the District, are provided to the sites in the form of direct services that assist in supporting program goals, related actions, and expenditures that raise the academic performance of students not yet meeting state standards. The description, discussion and adoption of centralized services, within the site's SPSA, can be found in the SSC minutes.

Program Support and Assistance
In order to assist schools in meeting the challenging academic performance standards, expected of all students, Title I-funded, central office staff provides a number of district and school-level services that support program planning, implementation and evaluation. The staff collects, organizes, and analyzes data for all district-level reports, applications, and budgets. The information collected is shared with appropriate district-level personnel and school councils.

District and school-level records are collected and retained on file, in the Categorical Programs Department, for the required time span of five years. Records maintained by the Categorical Programs Department include targeted information, budgets, School Plans for Student Achievement, School-wide Program authorization information, Recommendations and Assurances, and fiscal histories.

Central office staff serves as the School-wide Program District Learning Support Team, to provide technical assistance to all schools, as the schools develop comprehensive needs assessments, identify targeted needs, and develop School-wide Targeted Assistance Program plans. In order to build capacity, in-depth professional development is delivered as well as an understanding of how to monitor and evaluate programs.

Direct Services
Direct services, as reflected in site budgets and School Plans for Student Achievement, are centrally coordinated. Direct Services to program participants include school-linked services, Student services, content and academic coaches, language tutors, Resource Teacher, Program Specialists, and required disaggregation of Title IX data (Gender, Ethnicity, Socioeconomically Disadvantaged Students, Students with Disabilities, Gifted and Talented/Advanced Learners, and English Learners).

School-linked Services staff works with school personnel and parents, in order to identify attendance problems, and provide support to the family, so that absent students can return to school as quickly as possible. Family support services from School-linked Services may include emergency food, clothing, health care, counseling, and community referrals. Additionally, school-linked services provide support for foster youth and homeless youth.

Academic Program Specialists and content Coaches provide professional development and work directly at schools to ensure that each student has equitable access to high quality teaching and learning, as well as intervention that enables them to reach grade-level standards.

The Accountability and Education Technology Department supports the technology initiatives to ensure that students have full access to educational technology.

English learners have adequate base/core program resources to provide each student with appropriate learning opportunities in various program models. The provision of such general fund resources is not contingent on the receipt of State or federal categorical funds. The funds supplement, but do not supplant existing resources, at the school site.

Direct services to English Learners are centrally coordinated, through the English Learners Department, with the supplemental support of Title III funds. Title III provides ongoing training for teachers and language tutors who work with English Learners, throughout the year. Additionally, professional development on the use of instructional strategies to assist English learners in language proficiency and academic content is provided to administrators, teachers, and appropriate staff. Educational Assistants III, as well as college interns are assigned to schools with small and scattered numbers of English Learners, and thus ensure primary language instruction support and assistance with English Language Development and SDAIE instruction in grades K-12, throughout the entire district.

Informational meetings are planned, organized, and conducted by staff members in the Elementary and Secondary Instruction, Equity and Targeted Student Achievement Department, English Learners Department, and Categorical Programs Department, in order to share program guidelines and procedures with appropriate district and school-level personnel (principals, teachers, program facilitators, support teachers, community resource workers, health aides, family support workers, parent volunteer coordinators, family outreach workers, aides, library assistants, and tutors), as well as parent advisory groups. Professional development training activities are planned, implemented, and evaluated for the purpose of improving student achievement, job-related knowledge and instructional skills.

Additionally, District Advisory Council meetings, which address Title I issues, are organized and held monthly. Council members participate in the development and update of the LEA Plan, Parent and Family Engagement Policy, and progress monitoring, associated with both. Centralized staff members are available to assist schools in developing Site-Level Parent and Family Engagement Policies and School-Parent Compacts with parents. In addition to advisory council activities, a number of district-wide parent training sessions are implemented, in order to help parents, assume the responsibilities of active participation in the education of their children.

All elementary, middle, and high schools, receiving Title I funds, complete annual program evaluations through monitoring documents and parent surveys. Categorical Programs Department staff trains and advises school sites, and School Site Councils, in program evaluation, data-driven instructional planning processes, and the School Plan for Student Achievement cycle of development.

Successful Policies and Practices
Shared Responsibility for Improvement

Strategy: Ensure that the following practices have the greatest likelihood of benefiting all students, including Student Group, as they work toward meeting proficient and advanced levels of achievement.

Strategy	Person(s) Responsible	Task/Activities
Site Specific Professional Development and teacher collaboration	District Office Site Administrators Teachers	• Provide time, on a regular basis, for teachers to meet in appropriate, grade-level teams for the purpose of analyzing data, reviewing and aligning instructional practices, and planning next steps
Instructional Rounds and Regular Walk-through observations	Administration Teachers	• Schedule time for Instructional Rounds and the feedback process • Schedule regular walk-through observations and provide meaningful feedback to teachers
Protect student instructional time in core subject areas by minimizing interruptions	Administration Teachers Support Staff	• Time is built into the daily schedule for intervention/ support classes, as well as school site extended learning classes/curriculum

Shared Responsibility for Improvement

Strategy: Ensure that the State, District and school site share the responsibility for improvement of academic achievement

Department	Tasks/Activities
Categorical Programs Department	• Provide sites with technical assistance and support in the area of categorical funding/budget, and development of the School Plan for Student Achievement (SPSA) • Ensure that the SPSA aligns with the District Federal LCAP Addendum, District Community Engagement Plan and the District Local Control and Accountability Plan (LCAP) • Provide site with technical assistance and support in the area of School Site Council roles and responsibilities
District Instructional Departments Special Education Department English Learner Department Human Resources	• Continue training staff on components and implementation of Multi-Tiered Support System (MTSS) • Provide teachers with meaningful professional development and training of staff in research-based strategies that will increase student achievement when working with students with disabilities or English learners • Provide training on data analysis of State and Local assessments • Provide teachers with a mentoring program such as: the Teacher Induction Program for New Teachers, PAR and/or Non-Induction for Experienced Teachers to increase their skills, Common Core Demonstration Teachers, and site level subject/grade level teacher support • Provide course work to earn postsecondary credit while still in high school, such as Advanced Placement, International Baccalaureate, and dual or concurrent enrollment.
District Accountability And Educational Technology Department	• Provide access to the results of State and Local assessment data • Provide training on State and Local assessment administration • Provide assessment schedules
Instructional Departments Positive Youth Development Student Wellness & Support Services	• Provide Positive Behavior Interventions and Support (PBiS) training focused Tier One, Tier Two, and Tier Three systems of behavior support and Restorative Justice • Provide counseling, school-based mental health programs, mentoring services and implement strategies that are outside of the academic subject areas that assist students in social emotion learning.

College and Career	• Provide opportunities for postsecondary education and success in the workforce
California Department of Education	• State representatives will provide technical assistance to the LEA

School Site Council Membership, Elementary (SSC)

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.[1] The make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Term Elected
Dr. Alejandro Cisneros	X				Permanent
Jill Sullivan		X			21/22 -22/23
Jessica Lyons-Castañeda		X			21/22 -22/23
James Bilek		X			20/21-21/22
Brian Palo			X		21/22 -22/23
Emily Grimes				X	21/22 -22/23
Erika Mendez				X	21/22 -22/23
Tiara Smith				X	21/22 -22/23
Nayely Arias				X	21/22 -22/23
Nancy Amaya				X	21/22 -22/23
Numbers of members of each category:	**1**	**3**	**1**	**5**	

EC Section 65000[a]

English Learner Advisory Committee (ELAC)

Requirement

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an English Learner Advisory Committee (ELAC)

Composition Requirements

Elections

1. Parents or guardians of English learners must have an opportunity to elect the parent members to serve on the ELAC or subcommittee.
2. Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).
3. Parents of English learners comprise at least the same percentage of the ELAC membership as English learners constitute of the school's total student population. For example, if 25 percent of the students in a school are English learners, then parents/guardians of English learners must comprise 25 percent of the ELAC membership.
4. Other members of the ELAC can be parents/guardians, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained.

Name of Members	Principal	Parents of an English Learner	Classroom Teacher	Other School Staff	Parent or Community Member	Term Elected
Maria Ordaz	X					
Jesisica Lyons			X			21/22-22/23
Kadi Regalado				X		21/22-22/23
Nora Murillo		X				21/22-22/23
Lorena Morales		X				21/22-22/23
Flor Avellaneda		X				21/22-22/23
Nuria Bernal		X				21/22-22/23
Yuri Banuelos		X				21/22-22/23
Numbers of members of each category:	1	5	1	1	0	

- California *Education Code,* sections 35147 (c), 52176 (b), and (c), 62002.5, 64001 (a)
- *California Code of Regulations*, Title 5, Section 11308 (b), (c), and (d)

School Plan for Student Achievement
Certification

I certify that I have proof-read this document to ensure that it is free of grammatical and typographical errors.

Maria Ordaz

Print Name	Signature

I certify that I have proof-read this document to ensure that it is free of grammatical and typographical errors.

Armida Martinez

Print Name	Signature

X   Check here to submit completed plan to Categorical Programs Department.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditure(s) 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 School 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):**

		Flor Avellaneda	*Flor Avellaneda*
X	English Learner Advisory Committee	Name of ELAC Chair	
			Signature
	Other committees established by the school or district (list):		
		Name of Chair	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on 5/2/22.

Attested:

Dr. Alejandro Cisneros		5/6/22
Typed Name of School Principal	Signature of School Principal	Date

Jill Sullivan		5/06/22
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Board Certification

SAN BERNARDINO CITY
UNIFIED SCHOOL DISTRICT
Making Hope Happen

Agenda Item Details

Meeting	Jun 21, 2022 - Regular Meeting of the San Bernardino City Unified School District Board of Education
Category	10. Action Items
Subject	10.4 Approval of School Plans for Student Achievement, 2022-2023
Type	Action
Preferred Date	Jun 21, 2022
Absolute Date	Jun 21, 2022
Fiscal Impact	No
Budgeted	No
Recommended Action	Approval of the School Plans for Student Achievement, 2022-2023

Prepared by: Kimbre Sargent, 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 attached schools.

School Plans for Student Achievement - Sites.pdf (15 KB)

San Bernardino 22-23_SPSA_sections.zip (38,990 KB)

Motion & Voting

Approval of the School Plans for Student Achievement, 2022-2023

Motion by Barbara Flores, second by Danny Tillman.
Final Resolution: Motion Carries
Yea: Gwen Dowdy-Rodgers, Scott Wyatt, Barbara Flores, Abigail Rosales-Medina, Danny Tillman, Mayra Ceballos

School Plans for Student Achievement

Schoolwide Programs Elementary Schools

Ramona Alessandro
Anton
Arrowhead
Barton
Belvedere
Bradley
Brown
Cole
Cypress
Davidson
Del Rosa
Dominguez
Emmerton
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
Thompson
Urbita
Vermont
Warm Springs
Wilson
Wong

Schoolwide Programs: Middle Schools
Arrowview
Chavez
Curtis
Del Vallejo
Golden Valley
King
Paakuma
Richardson
Rodriguez
Serrano
Shandin Hills

Schoolwide Programs: High Schools
Arroyo Valley
Cajon
Indian Springs
Middle College
Pacific
San Andreas
San Bernardino
San Gorgonio
Sierra

Targeted Assistance Programs
Alternative Learning Center
Harmon
Virtual Academy

San Bernardino City Unified School District
2022-2023 SPSA Modification

School: Arrowhead ES_	Principal: María Ordaz	Date: __11/29/2022_
Check all that apply: ☑ LCAP ☐ Title I ☐ CSI	**Title I and CSI** SSC Approval Date:_11/29/2022_ **LCAP** SSC Review Date: _11/29/2022__	**Check One:** ☐ TAS ☑ SWP
Type of modification:	☐ Revision of the SPSA Content AND Budget ☐ Revision of the SPSA Content Only ☑ Revision of the Budget Only ☐ Other___	
Check the reason(s) for Budget modification:	☐ New Allocation ☑ Salary Savings (vacant positions, unused personnel costs, etc.) ☑ Movement of funds from one activity to one or more other activity(ies) ☐ Other___ ☐ N/A	
Check the reason(s) for Content modification:	☑ New need identified through data analysis ☐ Change of an evidenced-based strategy/activity ☐ Clarification of content ☐ Other Adding an additional object code/expense ☐ Other___ ☐ N/A	

María Ordaz _____ 11/29/2022
Print Name of the Principal   **Signature of the Principal**   **Date**

Kimbre Sargent _____ 01/13/2023
Print Name of the Categorical   **Signature of the Categorical**   **Date**
Programs Director   **Programs Director**

Revised 9/14/2022

Directions: Please complete the SPSA Modification table below for all content and budget changes. **Rows can be added for multiple modifications.** For your reference, an example is included at the end of this document.

Approval of the SPSA is required by SSC if changes are made in Title I or CSI. Please send this completed form, along with the SSC Minutes and the Agenda that reflect the Approval/Review of the changes, to your assigned Program Specialist. Board approval of SPSA Modifications is required prior to implementation.

From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
419-2414 Micro-Computer Specialist	**419-1140** Certificated Teaching (Sub) Already in the SPSA? ☐ Yes ☑ No	Revised **419-1140** $5,000 Revised **419-2414** $19,654	To provide additional support to the site's intervention plan.	Certificated Teaching (Sub) for teachers to: 1. Provide direct instruction during tiered intervention. 2. Release time for teachers to allow time for grade/intervention team collaboration, instructional rounds, data chats, etc. 3. Provide release time for teachers to attend professional development activities including training, workshops, conferences, etc.

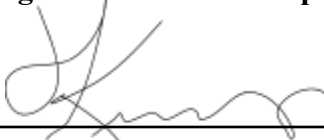## Agendas and Minutes Have been submitted to your Program Specialist

☑   Yes

Date Submitted: _January 12, 2023__

Categorical Programs Use Only:

Board Approval Date:	Analysis of the need for Board Approval for this modification:	Modification Board Approval Date:
	N/A	

Revised 9/14/2022

San Bernardino City Unified School District
2022-2023 SPSA Modification

School: Arrowhead ES	**Principal:** Maria Ordaz	**Date:** September 20, 2022
Check all that apply: ☑ LCAP ☐ Title I ☑ CSI	**Title I and CSI** SSC Approval Date: October 25,2022 **LCAP** SSC Review Date: October 25, 2022	**Check One:** ☐ TAS ☑ SWP
Type of modification:	☑ Revision of the SPSA Content AND Budget ☐ Revision of the SPSA Content Only ☐ Revision of the Budget Only ☐ Other___	
Check the reason(s) for Budget modification:	☐ New Allocation ☑ Salary Savings (vacant positions, unused personnel costs, etc.) ☑ Movement of funds from one activity to one or more other activity(ies) ☐ Other___ ☐ N/A	
Check the reason(s) for Content modification:	☑ New need identified through data analysis ☐ Change of an evidenced-based strategy/activity ☐ Clarification of content ☑ Adding an additional object code/expense ☐ Other___ ☐ N/A	

Maria Ordaz   October 25, 2022
Print Name of the Principal   **Signature of the Principal**   **Date**

Kimbre Sargent
Print Name of the Categorical   **Signature of the Categorical**   **Date**
Programs Director   **Programs Director**

Directions: Please complete the SPSA Modification table below for all content and budget changes. **Rows can be added for multiple modifications.** For your reference, an example is included at the end of this document.

Approval of the SPSA is required by SSC if changes are made in Title I or CSI. Please send this completed form, along with the SSC Minutes and the Agenda that reflect the Approval/Review of the changes, to your assigned Program Specialist. Board approval of SPSA Modifications is required prior to implementation.

From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
419-2414 Micro-Computer Specialist	**419-2430** Classified Additional Duty Already in the SPSA? ☐ Yes ☑ No	Revised **419-2430** $2,700 Revised **419-2414** $24,654	The Micro-Computer Specialist position became vacant,as of Aug. 12, 2022. There is a need to have additional coverage in the front office to service our students and families. Therefore, additional duty is needed so that part time clerical staff can work additional hours, when needed.	Additional duty for clerical staff to: 1. Reach out to families in order to increase attendance at parent activities. 2. Work with the school Counselor to provide school supplies and other items to meet family needs. 3. Provide interpretation and/or translation services when needed. 4. Prepare parent communication letters, make phone calls in order to maintain and/or increase home-school communication.
523-4310 Instructional Materials	**523-1140** Certificated Teaching (Sub) Already in the SPSA? ☐ Yes ☑ No	Revised **523-1140** $240.00 Revised **523-4310** $10,040	To provide additional support during Universal Access.	Certificated Teaching (Sub) for teachers to: 1. Provide direct instruction during tiered intervention. 2. Assist with progress monitoring, universal screener assessments for tiered intervention..

Agendas and Minutes Have been submitted to your Program Specialist

Revised 9/14/2022

☑   Yes

Date Submitted: _January 12, 2023__

Categorical Programs Use Only:

Board Approval Date:	Analysis of the need for Board Approval for this modification:	Modification Board Approval Date:
	This is not a material change as the intent is to provide additional support for intervention. Orginially this was going to be done with supplemental materials, but will not be provided through direct instruction.	N/A

Revised 9/14/2022

Arrowhead Elementary School / Escuela Primaria Arrowhead
SSC Meeting (Agenda) de la sesión del SSC
Tuesday April 18, 2023/ el 18 de abril, 2023
9:15 am - 10:00 am
Room B9 / salón B9 or Google Meet joining info

Video call link: https://meet.google.com/mmc-ochw-haj

Or dial: (US) +1 219-321-0442 PIN: 607 041 862#

I. Call to Order and Welcome / Bienvenida e inicio de la sesión

II. Roll Call / Pase de lista

III. Reading and Approval of Minutes / Lectura y aprobación del acta

IV. Committee Reports / Informe de los comités
 a. DAC
 b. DELAC
 c. DAAAC

V. Old Business / Asuntos anteriores

VI. New Business / Asuntos nuevos

 a. 2022-2023 SPSA Modifications with increase limit of Title I (501) in 4310 / 2022-2023 modificaciones del SPSA con el aporte sobre el con límite de aumento de Título I (501)

VII. Public Comment / Comentarios públicos

VIII. Adjournment/ Levantar la sesión

Arrowhead Elementary School
SSC Meeting Minutes
Tuesday April 18, 2023
9:15 am - 10:00 am
Room B9 or Google Meet joining info

Video call link: https://meet.google.com/mmc-ochw-haj

Or dial: (US) +1 219-321-0442 PIN: 607 041 862#

I.   Call to Order and Welcome: Mrs. Castañeda called the meeting to order at 9:19am.

II. Roll Call:
     Present: Dr. Cisneros, Principal; Jessica Lyons-Castañeda, Teacher/Chairperson; Jill
     Sullivan, Teacher; Stephanie Young, Classified/Other; Holly Sutton, Parent; Nayely
     Arias, Parent
     Absent: Heather Roybal, Teacher; Nancy Amaya, Parent; Lorena Carreon, Parent; Mary
     Anne Sutton, Parent
     Guests: Armida Martinez, PF/Guest; Anahid Lopez, Parent Volunteer Worker/Guest
     Quorum Met: YES (6/10 members present)

III. Reading and Approval of Minutes: April 11, 2023-All members and guests were
     provided with a copy of the minutes in English. Time was given to review the minutes.
     Dr. Cisneros made a motion to approve the minutes from April 11, 2023 as presented.
     Ms. Jill Sullivan seconded the motion. Changes that need to be made are the spelling of
     Mrs. Castañeda on pg. 3 and removal of Lyons in all hyphenated locations.
     VOTE: 6 Yeas, 0 Nays, 0 Abstain-motion carried.

IV. Committee Reports: None to report
     a. DAC
     b. DELAC
     c. DAAAC

V.   Old Business: None

VI. New Business
     a. **2022-2023 SPSA Modifications with increase limit of Title I (501) in 4310**: Dr. Cisneros
         informed the council of modifications that need to be made to Arrowhead Elementary
         School's SPSA (School Plan for Student Achievement). He reminded those in attendance that
         the SPSA is a living document that guides decision-making and delineates the school's focus
         for the school year. Currently, Arrowhead Elementary School is recommending the following
         changes to the SPSA: Title I funds (501) in 4310 - it is to reflect the use of $5,000 from the
         mid-year adjustment. Dr. Cisneros informed the committee members that the purpose of the
         monies was the increase in possible future expenditures to Instructional Materials and
         Supplies.

A motion to approve the *2022-2023 SPSA modification* was made by Dr. Cisneros. Jessica Castañeda second the motion. There was no additional discussion.
VOTE: 6 Yeas, 0 Nays, 0 Abstain-motion carried.

VII.   Public Comment: None

VIII.   Adjournment: The meeting was adjourned at 9:30am.

San Bernardino City Unified School District
2022-2023 SPSA Modification

School: Arrowhead ES_	**Principal:** Alejandro Cisneros	**Date:** __4/18/23_
Check all that apply: ● LCAP ● Title I ● CSI	**Title I and CSI** SSC Approval Date:_4/18/23_ **LCAP** SSC Review Date: ___	**Check One:** ● TAS ● SWP
Type of modification:	● Revision of the SPSA Content AND Budget ● Revision of the SPSA Content Only ● Revision of the Budget Only ● Other___	
Check the reason(s) for Budget modification:	● New Allocation ● Salary Savings (vacant positions, unused personnel costs, etc.) ● Movement of funds from one activity to one or more other activity(ies) ● Other___ ● N/A	
Check the reason(s) for Content modification:	● New need identified through data analysis ● Change of an evidenced-based strategy/activity ● Clarification of content ● Other Adding an additional object code/expense ● Other___ ● N/A	

Alejandro Cisneros _____ 4/18/2023
Print Name of the Principal   **Signature of the Principal**   **Date**

Cheryl Togashi   *Cheryl Togashi*   4-27-2023
Print Name of the Categorical   **Signature of the Categorical**   **Date**
Programs Director   **Programs Director**

Directions: Please complete the SPSA Modification table below for all content and budget changes. **Rows can be added for multiple modifications.** For your reference, an example is included at the end of this document.

Approval of the SPSA is required by SSC if changes are made in Title I or CSI. Please send this completed form, along with the SSC Minutes and the Agenda that reflect the Approval/Review of the changes, to your assigned Program Specialist. Board approval of SPSA Modifications is required prior to implementation.

From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
501-	**501-4310 Instructional Materials & Supplies** Already in the SPSA? ● Yes ● No	Revised **501-4310 Instructional Materials & Supplies** $5,000	Increased in future expenditures to Instructional Materials and Supplies. Utilizing additional allocation.	Schoolwide -Instructional materials and supplies such as Intervention materials such as (but not limited to): ELA/ELD/Math.

Agendas and Minutes Have been submitted to your Program Specialist

- Yes

   Date Submitted:__April 24, 2023__

Categorical Programs Use Only:

Board Approval Date:	Analysis of the need for Board Approval for this modification:	Modification Board Approval Date:
	N/A	

School Site Council Sign-in Monday May 2, 2022

1. Dr. Maria Ordaz, Principal _*(signature)*_

2. Jessica Lyons-Castañeda, Teacher _*(signature)*_

3. Jill Sullivan, Teacher _*(signature)*_

4. James Bilek, Teacher _*(signature)*_

5. Brian Palo, Classified _online Via Google meet._

6. Emily Grimes, Parent _____

7. Erika Mendez, Parent _____

8. Tiara Smith, Parent _____

9. Nayely Arias, Parent _on phone via Google meet._

10. Nancy Amaya, Parent _____

11. Armida Martinez, Program Facilitator _*(signature)*_

12. Guest: _____

13. Guest: _____

14. Guest: _____

15. Guest: _____

16. Guest: _____

Arrowhead Elementary School
SSC Meeting Agenda
Monday March 14, 2022
Time: 3:00pm   Location: A1

I.   Call to Order and Welcome

II. Roll Call

III. Reading and Approval of Minutes

IV. Committee Reports
     a. DAC
     b. DELAC
     c. DAAAC

V.   Old Business

VI. New Business

     a. <u>SPSA Monitoring #2</u>: Present summary of District and Site Formative Student Data for ELA,
         Math, and Title I Intervention Programs including English Learners, African American, and
         ATSI identified student groups (example: NWEA, iReady, Learning Center program
         assessments, universal screener data, chronic absenteeism, suspensions, etc.)
     b. Complete the 2021-2022 Program Evaluation -**LCAP**, **Title I, and CSI Planned
         Expenditures: Strategies/Activities**
     c. Draft 2022-2023 School Plan for Student Achievement SPSA
     d. Review final 2021-2022 LCAP Budget Allocation
     e. Review and approve final 2021-2022 Title I Budget Allocation

VII. Public Comment

Arrowhead Elementary School
SSC Meeting Minutes
Monday March 14, 2022
Time: 3:00pm   Location: A1

I.   Call to Order and Welcome

II.   Roll Call

III.   Reading and Approval of Minutes

IV.   Committee Reports
       a. DAC
       b. DELAC
       c. DAAAC

V.   Old Business

VI.   New Business

       a. <u>SPSA Monitoring #2</u>: Present summary of District and Site Formative Student Data for ELA,
           Math, and Title I Intervention Programs including English Learners, African American, and
           ATSI identified student groups (example: NWEA, iReady, Learning Center program
           assessments, universal screener data, chronic absenteeism, suspensions, etc.)

       District and Site Formative for the NWEA:

Language Arts Reading

	FALL				WINTER			
Grade	# tested	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Growth
K	29	131.7	5.5	21	139.7	8.0	10	8
1st	27	147.3	8.6	7	156.0	9.5	5	9
2nd	22	160.0	13.5	4	160.9	16.7	1	1

Arrowhead Elementary School
SSC Meeting Agenda
May 2, 2022
Time: 3:15 pm Location: A1

I.   Call to Order and Welcome

II.   Roll Call

III.   Reading and Approval of Minutes from April 13, 2022

IV.   Committee Reports
        a. DAC
        b. DELAC
        c. DAAAC

V.   Old Business

VI.   New Business

        a. Review, update, and approve the 2022-2023 School-Parent and Family Engagement
           Policy and School-Parent Compact
        b. Present and approve the 2022-2023 SBCUSD Centralized Services
        c. Present the Tentative 2022-2023 LCAP Budget
        d. Present and approve the Tentative 2022-2023 Title I Budget
        e. Present and approve the Tentative 2022-2023 CSI Budget *(as applicable)*
        f. Present and approve the Final 2022-2023 School Plan for Student Achievement
           (SPSA), including the Possible Future Expenditures

VII.   Public Comment

VIII.   Adjournment

Arrowhead Escuela Primaria
Agenda de la sesión del Consejo Escolar
2 de mayo de 2022
3.15 p.m. Salón: A1

I. Bienvenida e inicio de la sesión

II. Pase de lista

III. Lectura y aprobación del acta desde el 13 de abril

IV. Informe de los comités

   a. DAC
   b. DELAC
   c. DAAAC

V. Asuntos anteriores

VI. Asuntos nuevos

   a. Repasar, actualizar y aprobar la Política de la Participación de los Padres y las
      Familias de la Escuela y el Pacto entre la Escuela y los Padres 2022-2023

   b. Presentar y aprobar los Servicios Centralizados del SBCUSD 2022-2023

   c. Presentar el presupuesto tentativo del LCAP 2022-2023

   d. Presentar y aprobar el presupuesto tentativo del Título I 2022-2023

   e. Presentar y aprobar el presupuesto tentativo del CSI 2022-2023

   f. Presentar y aprobar el Plan Escolar para el Rendimiento Estudiantil (SPSA)
      2022-2023 final, incluyendo los Posibles futuros gastos

VII. Comentarios públicos

VIII. Levantar la sesión

Arrowhead Elementary School
SSC Meeting Minutes
May 2, 2022
Time: 3:15 pm Location: A1

I. Call to Order and Welcome: *Meeting called to order at 3:18pm*
II. Roll Call: *Dr. Maria Ordaz, Principal; James Bilek, Teacher Member; Jessica Lyons-Castañeda, Teacher Member; Jill Sullivan, Teacher Member; Brian Palo, Classified Staff Member; Nayeli Arias, Parent Member; Armida Martinez, Program Facilitator-Guest*
III. Reading and Approval of Minutes from April 13, 2022: *Minutes read, revision needed "Agenda" to "minutes"* ==*Motion for approval: 1st-Jill Sullivan; 2nd-Brian Palo Approved Votes: 5 yes; 0 no   Quorum Met: Yes*==
IV. Committee Reports

   a. DAC: *None to report*
   b. DELAC: *None to report*
   c. DAAAC: *None to report*
V. Old Business: *None*
VI. New Business

   a. Review, update, and approve the 2022-2023 School-Parent and Family Engagement Policy and School-Parent Compact-*Changes to reflect update in Remind to Parent Square as parent communicator; all verbiage regarding distant learning to in school learning; conference dates to reflect 2022-2023 calendar*

==*Motion for approval: 1st-Jill Sullivan; 2nd-Brian Palo Approved Votes: 5 yes;0 no Quorum Met: Yes*==

   b. Present and approve the 2022-2023 SBCUSD Centralized Services: *Less Indirect and Centralized funding $10, 776.74 A centralized service is an activity funded by a school allocation, but administered by the LEA central office. Even though the services may be directed by the LEA, and possibly housed at the central office, the services are provided directly to students at the school site and thus, would be charged to the 85 percent of the District's total Title I allocation. Goals are met through administrative support and direct instructional support. The total amount for each categorical program is aligned with the Consolidated Application. School Goal*

#1: Provide positions that support the management of the program through administrative costs that support the site program goals. School Goal #2: Provide direct instructional and professional development to support schools.

c. Present the Tentative 2022-2023 LCAP Budget: *Tentative budget totalling $134, 562.94; Number of students funded 257; Entitlement-$71,844.96; Sub-total entitlement-$71,844.96; Unduplicated student count additional funding-$73,494.73*

d. Present and approve the Tentative 2022-2023 Title I Budget: *Tentative budget totalling $ 126,993.92; Number of students funded 257; Entitlement-$125,461.22; Parent involvement-$1,532.70; Sub-total entitlement-$126,993.92; Professional Development-$12,699.39*

e. Present and approve the Tentative 2022-2023 CSI Budget: *Tentative budget totalling $10,776.74*

f. Present and approve the Final 2022-2023 School Plan for Student Achievement (SPSA), including the Possible Future Expenditures: *Items discussed in detail included-*

Planned Expenditures	Strategies/ Activities	419/501/523 Cost
1910/1190 Program Facilitator	**PROGRAM FACILITATOR - 419/501** Low Income, Foster Youth, -PBiS implementation: assist in providing resources to implement PBIS school- wide to reduce suspension rate. -Professional Development: Assist in providing professional development to build staff capacity. **English Learner:** - Testing Coordinator of Initial and Summative ELPAC -Works with teachers and parents to complete English Learner Reclassification Forms. -Monitors LATs as part of the MTSS process. - Assist in providing professional development to build staff capacity around ELD standards, integrated, and designated ELD. -Monitors Reclassified students' grades for intervention purposes. Plan for and coordinate the English Learner Advisory Council. **School-Wide:** -Serve as Admin Designee -Oversee Learning academy and monitor student growth through data reflection of NWEA data of one year growth.	419-$40,472 501-$60,709

	-Organize, facilitate, and maintain records for parent advisory meetings. -Coordinate all state and local testing including: CAASPP. CAST, NWEA, progress monitoring, universal screeners, formative assessment, etc. -Oversees William's Walkthrough and associated tasks, such and making sure that all classrooms have textbooks and technology needed. -Plan for and coordinate School Site Council. -Provides professional development for teachers on topics such as (but not limited to): reading and math intervention strategies, data analyzes, ect. - Provides Tier 2 and 3 support and modeling for teachers and Resident Subs in the Learning Academy. -Participates in the Professional Development Team. ANY 501 FUNDS THAT MAY BECOME AVAILABLE, DUE TO THE TRANSFER OF SALARY TO 419, FOR: 5220 INSERVICE/ CONFERENCES 1. Inservice and Business Expenses (including the costs for registration, travel, and incidentals) to attend training/conferences pertaining to ELD 1140 CERTIFICATED TEACHING (SUBS) 1. To provide release time for teachers to attend professional development activities including collaboration, planning time, data chats, instructional rounds, training, workshops, conferences, etc. 2. Provide release time for teachers to plan implementation of skills learned, reflect on lessons, and plan any adjustments needed	
1130/1230/ 1930 Additional Duty	CERTIFICATED ADDL DUTY - 501 School-Wide: 1. Provide an opportunity for teachers to participate in before and/or after school tutoring, intersession, summer school, extended school year program for students that are at-risk of retention and/or below grade level. 2. To allow teachers to collaborate, share strategies, and support the school focus in math, writing, AVID, teacher clarity, etc. 3. To plan, prepare for, and hold parent academic nights.	501-$2,800
1140- Certificate d teaching- Sub	CERTIFICATED TEACHING (SUB) - 501 School-Wide: 1. To conduct instructional rounds to ensure best practices are used 2. Release time for teachers to allow time for grade/ intervention team collaboration, instructional rounds, data chats, etc. 3. Provide direct instruction during tiered intervention. 4. Assist with progress monitoring, universal screener assessments for tiered intervention. 5. Provide release time for teachers to attend professional development activities including training, workshops, conferences, etc. 6. Provide release time for teacher to monitor and analyze English Learner progress on language development for students receiving additional support.	501-$18,000
2118- Rec-Aide Regular	REC AIDES (2.5 hrs) - 419 Low Income, Foster Youth, English Learner: 1. To create a safe environment for our scholars 2. To increase student supervision and monitor student behavior during class breaks, lunch period, as well as before and after school. 3. To increase awareness of PBiS through expectation by location and social skills. Enforce school rules and safety regulations, security, discipline, and activity rules. 4. Assist in preventing/ stopping fights and other potentially dangerous situations.	419-$7,200

	5. Keep accurate records, write referrals. Report instances of accidents to the site administrator. 6. Support parent engagement activities by providing childcare.	
4310- Instructional Materials/ Supplies	INSTRUCTIONAL MATERIALS 1000 FUNCTION 419 = $1,800 501 = $1,131 School-Wide: 1. Intervention materials such as ELA/ELD/Math supplemental materials, etc. 2. AVID materials such as pencil pouches/boxes, highlighters, binders, notebooks, agendas, Nicky folders, markers, collage pennants, calendars, etc. 3. Print rich room environment items. 2495 FUNCTION 501 = $1,700 1. To provide materials that support building parent capacity. 523 = $8,200 1. Intervention materials such as ELA/ELD/Math supplemental materials, etc.	419-$1,800 501-$2,831 523-$10,280
5220- Inservices/ Conferences	INSERVICE/CONFERENCE - 501 School-Wide: 1. Inservice and Business Expenses (including the costs for registration, travel, and incidentals) to attend training/conferences such as AVID, Visible Learning, GATE, Kagan, Student Wellness, De-escalation training, Title 1, ACSA etc. to build teachers' and staff capacity.	501-$8,000
5633- Maintenance Agreements	MAINTENANCE AGREEMENT - 419 Low Income, Foster Youth, English Learner: 1. To service copy machines for teachers to make copies including student supplemental resources, assignments, activities, etc.	419-$1,000
5713- Printing District	PRINTING (DISTRICT) - 501 School-Wide: 1. To provide supplemental materials for parent engagement events, i.e. Academic Nights, etc.	501-$800
2410- Clerk/ Bilingual Clerk	BILINGUAL CLERK - 419 Foster Youth -Will reach out to families in order to increase attendance at parent activities. -Communicate with the ATLAS Departments regarding Foster Youth enrollments. -Work with the school Counselor to provide school supplies and other items to meet family needs. English Learner -Will provide interpretation and/or translations services, when needed. -Provide primary language support to families on a daily basis. -Will prepare parent communication letters, make phone calls in order to maintain and/or increase home-school communication. Low-Income -Prepares monthly attendance reports. - Provides factual information regarding department or school matters	419-$8,868

	over the phone or in person. - Schedules appointments as needed. -Assists in compiling attendance records, verifying absences, registering students and handling record transfers.	
2414- Regular Micro Computer Specialist	MICRO-COMPUTER SPECIALIST (4 hrs) - 419 Low-Income: 1. Troubleshoot and resolve user and computer/device and LAN equipment problems at school site. 2. Perform minor computer and peripheral equipment repairs, replacements and installations and make appropriate computer repair referrals. 3. Distribution of technology. 4. Maintain an up-to-date inventory of all district issued technology, toner, and other technology related items. 5. Install programs into computers and devices according to District standards. 6. Set up network workstations. If this position is to become vacant, the funds will be transferred to cover salary of the Program Facilitator (PF) in order to decrease amount of salary for PF that is covered by 501 funds.	419-$27,354
3000-3999	EMPLOYEE BENEFITS - 419/501	419-$47,870 501-$33,854

Possible Future Expenditures: *Budgets Cost- 419-$40,300; 501-$38,000; 523-$2,000*

Planned Expenditure Object Code	Strategies/Activities	419/501/523 Cost
5220- Inservices Conference	School-Wide: -Inservice and Business Expenses (including the costs for registration, travel, and incidentals)to attend training/conferences such as(but not limited to): AVID , Visible Learning, GATE, Kagan, Student Wellness, De-escalation training, Title 1, ACSA ect .	419-$8,000 501-$10,000
4210- Other Books	Update the schoolwide and classroom libraries with current literature so students enjoy reading. Increase reading proficiency by doing novel studies in the classroom. Include parents in novel studies. This will assist in school wide growth of meets/ Exceeds in ELA and Math.	419-$2,000 501-$4,000
5851- Assemblies	Schoolwide -Provide students with opportunities to make real-world connections with standards taught. -Expose students to college and career pathways	419-$3,000 501-$3,000

2118- Rec Aide Regular	Schoolwide -To create a safe environment for our scholars -To increase student supervision and monitor student behavior during class breaks, lunch period, and before and after school. -To increase awareness of PBiS through expectation by location and social skills. Enforce school rules and safety regulations, security, discipline, and activity rules. Assist in preventing/stopping fights and other potentially dangerous situations. Keep accurate records. Writing referrals. Report instances of accidents to the site administrator. -Support parent engagement activities by providing babysitting.	419-$10,000
4340/4410/ 4440/4450/ 5841 Comp. Equip. Accessories Warranty	Schoolwide To assist student learning and teach 21st Century Technology Common Core Standards -Items such as (but limited to): Mac Pro, laptops, document camera, printers, microphones, amplification system, technology carts. -Warranty for any new technology purchased.	419-$12,300 501-$10,000
1140 Certificated Teaching Sub	CERTIFICATED TEACHING (SUB) Schoolwide -To conduct instructional rounds to ensure best practices are used -To provide release time to allow time for grade/intervention team collaboration, instructional rounds, data chats, ect. -Provide direct instruction during tiered intervention. -Assist with progress monitoring, universal screener assessments for tiered intervention. Low-Income -Provide release time for teachers to attend professional development activities including (but not limited to): collaboration, planning time, data chats, instructional rounds, trainings/workshops/conferences.	419-$5,000 501-$10,000
4310 Instructional Materials/ Supplies	Schoolwide -Intervention materials such as (but not limited to): ELA/ELD/Math supplemental materials. -AVID materials such as (but not limited to): pencil pouches/boxes, highlighters, binders, notebooks, agendas, Nicky folders, markers, college pennants, calendars, ect. -Print rich room environment items. -Southwest and/or Office Depot classroom supplies	523-$2,000

VII.　Public Comment: *None*

VIII.　Adjournment: *Meeting adjourned at 4:06pm Motion to adjourn 1st-Jill Sullivan; 2nd-Jessica Lyons-Castañeda*

Arrowhead Escuela Primaria
Agenda de la sesión del Consejo Escolar
2 de mayo de 2022
3.15 p.m. Salón: A1

I. Bienvenida e inicio de la sesión

II. Pase de lista

III. Lectura y aprobación del acta desde el 13 de abril

IV. Informe de los comités

   a. DAC
   b. DELAC
   c. DAAAC

V. Asuntos anteriores

VI. Asuntos nuevos

   a. Repasar, actualizar y aprobar la Política de la Participación de los Padres y las Familias de la Escuela y el Pacto entre la Escuela y los Padres 2022-2023

   b. Presentar y aprobar los Servicios Centralizados del SBCUSD 2022-2023

   c. Presentar el presupuesto tentativo del LCAP 2022-2023

   d. Presentar y aprobar el presupuesto tentativo del Título I 2022-2023

   e. Presentar y aprobar el presupuesto tentativo del CSI 2022-2023

   f. Presentar y aprobar el Plan Escolar para el Rendimiento Estudiantil (SPSA) 2022-2023 final, incluyendo los Posibles futuros gastos

VII. Comentarios públicos

VIII.	Levantar la sesión