School Year: **2021-22**

Arlington Heights Elementary

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Arlington Heights Elementary School	34-67447-6034367	May 5, 2021	September 28, 2021

Purpose and Plan Summary

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

X Schoolwide Program

X Additional Targeted Support and Improvement

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable and sustained improvement of student outcomes.

Summarize the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

Goal 1: Connected School Communities
Goal 2: Healthy Environments for Socio-Emotional Growth
Goal 3: Engaging Academic Programs
Goal 4: Clear Pathways to Bright Futures

Title I funded activities:

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);

- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);

- Are reasonable, necessary, and allocable cost to the program (2 CFR 200.404 - 200.405);

- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);

Site goals include actions, services and expenditures that meet the state and federal requirements. All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

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Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Arlington Heights Elementary School SPSA was developed in collaboration with parents, teachers, and the Leadership Team. Our School Site Council is comprised of parents, teachers, and staff. We have met to determine needs and develop goals and actions to address them. Our school Site council meets on the 2nd Tuesday of the month. So far we have met a total of 3 times. Teachers have also provided direct input as well as Parents of English learners meeting as an ELAC committee discussing the SPSA. During our end of 2020-2021 school year data analysis, staff continues to support prioritization of supplemental site funds towards STEAM, Technology and Literacy overall. However, targeted programmatic increase in student "connectedness to the learning community" and Social-Emotional Learning (i.e., SEL) proves critical, as quarantine and consequent

Distance Learning have impacted student connectedness per Parent Meeting/Empathy Gathering meetings in conjunction with Winter 2020 Survey Results. Additionally, as SBAC has been suspended for the 2019-2020 school year, 2018-2019 results provide guideposts for areas of the site academic program (i.e., Writing Domain) necessitating increased priority, as well.

At the end of our first month of instruction when the staff collaborated in its data conversation, preliminary district in-class formative and summative measures echo the same consistent gains; therefore, staff again found both the approach and priorities for supplemental funding continue to prove beneficial. Site Leadership met and worked with historical data in March 2021 including CA Dashboard and SBAC in preparation for beginning of the 2021-2022 year data analysis for the staff and learning community as a whole. School Site Council supports site prioritization of supplemental funds based on CA Dashboard and SBAC data for the last three years in its year-ending (May) and two beginning of the year meetings (i.e., August and September meetings) of the 2021-2022 school year. Additionally, during our Title I, May 18, 2021 meeting, we gathered input from parents and community members in planning for the 2021-2022 school year.

Empathy gathering:
Principal held empathy gathering meetings with each grade level parent group and 5th grade student group. The overwhelming need to reconnect students with school/education resounded in all meetings. The 5th grade students reiterated the need to get back to hands on, S.T.E.A.M. events/ challenges and school-wide activities like assemblies and field trips/camps.

Resource Inequities

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

Supplemental funding has been dedicated to the site's STEAM Initiative and school-wide literacy over the last 5 years correlating with overall student performance increases in ELA and Math (+17.6% and +13.4% respectively) over that same period. Based on data analysis, root cause analysis, review of budgets and review of schedules, the following resource inequities were identified:

1. Low-Socioeconomically Disadvantaged, English Learners and Homeless students continue to lack the resources and parent support to fluently access 21st Century Learning and technologies in a full distance learning model. Though the possibility remains that we could shift to modified in-person instruction in the 2021-2022 school year, the importance of fluently accessing 21st Century Learning skills and fluent techno-literacy simultaneously balancing the time commitment to work-life and primary student/child teaching support while at home.
2. Additional supplemental resources in Math are necessary to further align the site's Math, ELA and STEAM programs to better prepare our students and families for an ever changing world towards technology.
3. Writing overall is an area of relative weakness that requires programmatic adjustment and support.
4. Balancing Social-Emotional Learning and Academic Learning throughout the instructional day proves necessary to continue the site's implementation of programs to support student need ever more.
5. The site's ongoing allocation of materials to continue to support content area literacy along with increase of accessible technologies also proves necessary.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Connecting to School Community

LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

SPSA/Goal 1

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified,collaborative learning environment focused on academic success and the social/emotional well-being for each student.

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The implementation of the actions described in the 2019-20, were mostly interrupted in March due to the conversion to distance learning in response to COVID 19. SPSA actions/services and expenditures that have been effective in improving collaborative cultures, as evidenced by survey and student metrics:

Spring 2020 Staff, Student and Parent Surveys:
- 86% of students reporting "School climate is positive, nurturing and caring" as measured by the Spring 2019 Student Survey Results
- 82% of students reporting they strongly agree/ agree that the students feel that they are a part of the school community as measured by the Spring 2019 Student Survey Results

- 96.7% of parents reporting they strongly agree/ agree that the parents feel that school is a safe place for students as measured by the Spring 2019 Student Survey Results
- 92.3% of parents reporting they strongly agree/ agree that the parents feel that teachers are responsive to parents when they call or want to meet as measured by the Spring 2019 Student Survey Results

Survey results indicate that a stronger emphasis on social emotional learning than the Responsive Classrooms implementation proves necessary. Much more in-class connection with school-wide academic, attendance and character-based recognition will align the learning community's collaborative culture.

Furthermore, in the area of Student Attendance & Engagement:
On the Fall 2019 CA School Dashboard, Arlington Heights Elementary served a total student population of 315 students In the area of Academic Engagement, 15.6% of "All" students were chronically absent, which indicates "Yellow" on the CA State Dashboard. The "Low SES" subgroup were chronically absent at 19.1%. The site's overall attendance percentage for 2019-20 school year was 94.5%. The "Low SES" subgroup attended at 93.9%. This indicates a stronger emphasis on the connection with high engagement learning, achievement and attendance proves necessary. Spring 2020 data (initial COVID-19 impact on learning community) indicates that 40.7% of "non-Low SES" students in intermediate grades attended/engaged regularly, while 29.8% of their "Low SES" attended/engaged regularly. Primary grade "non-Low SES" attending/engaging at 61.9%, while "Low SES" primary grades students attended/engaged at 49.4% in the same period of time.
- A greater level of recognition at the classroom and individual student level for high attendance.
- More supplemental fund spending on incentives and awards for students with high and improved attendance.

In the area of Conditions and Climate on the 2019 CA State Dashboard, 2.4% of the student population was suspended at least once, which indicates "Green." However, the in the areas of Conditions and Climate CA School Dashboard indicates "Yellow" for Low SES students, "Green" for Students with Disabilities, and "Blue" for English Learners. Additionally there were 83 total Behavioral referrals for 2019- 2020 school year; of those, 10 Behavioral Referrals resulted in Home Suspension. In 2019-20, 2.89% of "All" students were home suspended. However, the "Low SES" subgroup indicates a 2.93% home suspension rate.
- The learning community will need a more expanded incentive and award recognition for students with improved behavior.
- The learning community will expand awards and incentives as a connection with Responsive Classrooms at the grade and class levels.

Just as the learning community's approach to 21st Century Learning Skills and STEAM Initiative target academic achievement for our learners, the high engagement and hands-on elements of this approach make a greater connection via authenticity, ingenuity and satisfaction. The continued implementation and budgetary allocation prove necessary to continue growth in both SPSA Goals.

School Site Council agreed in May 2021 that the Winter 19-20 data should be used for analysis and planning in lieu of the current survey as the new one did not have a large enough sample size to capture the work needed for the school site.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to support students and families through distance learning. The Arlington Heights Elementary learning community implemented strategies towards both Goal 1 and 2 as planned. However, to meet 2021-2022 goals toward each metric and the further development of our vision, adjustments in both Goals prove necessary as described.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes is actions are largely related to supporting distance learning, addressing learning loss and moving toward hybrid model of instruction. Continued prioritization of student learning and engagement through 21st Century Skills, the site's STEAM Initiative, and content area literacy will continue; however, additional supplemental resources aimed at improving student and family Connectedness to School as well as Creating Healthy Environments for Social Emotional Growth and creating Clear Pathways for a Bright Future will be increased. Whereas in the past a majority of our supplemental LCFF budget had been allocated at increasing technology and access to engaging academic programs on the school site, some of that funding plus additional Title 1 funding will be adjusted towards Connectedness and Creating Healthy Environments .

2020-21
Identified Need

Welcoming school environments that value all students and families provide a foundation for effective learning through identification of needs and supports (assets), caring staff will coordinate and connect students and families to targeted resources, to help them access the best opportunities our schools have to offer and thrive. Goal 2 Academic Engagement for our "Low SES" subgroup and Goal 1 are interwoven with continued need for that subgroup within Goal 2. Some of the budgetary expenditure for technology will be shifted towards incentives, awards and hands-on learning. Furthermore, more programmatic adjustment proves necessary not just for our LowSES population, but our Chronically Absent students and their families, as the two groups overlap. As a whole, more programmatic supports centered on creating connectedness and social emotional learning through high engagement learning, achievement and improving attendance. Furthermore, the site will emphasize a greater level of recognition at the classroom and individual student level for high attendance through expanded utilization of supplemental funding via LCFF & Title 1.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Winter 2019-20 School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree.	93.5% of parents surveyed strongly agree	93.5%+ of parents surveyed will strongly agree

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Winter 2019-20 School Survey - Overall rating of questions in the students feel that they are part of the community. Percent strongly agree/agree.	82% of students surveyed agree	85% of parents surveyed will agree
Winter 2019-20 School Survey - Overall rating of questions in the parents feel that school is a safe place for students. Percent strongly agree/agree	97% of parents surveyed strongly agree	97%+ of parents surveyed will strongly agree
Winter 2019-20 School Survey - Overall rating of questions in the teachers are responsive to parents when they call or want to meet. Percent strongly agree/agree.	92% of parents surveyed strongly agree	92%+ of parents surveyed will strongly agree
Winter 2019-20 School Survey - Overall rating of questions in the the Parent Involvement section. Percent strongly agree/disagree.	94% of parents surveyed strongly agree	94%+ of parent surveyed will strongly agree
2019-20 CA Dashboard - In the area of Student Engagement	15.6% of "All" students were chronically absent, which indicates "Yellow" on the CA State Dashboard	Decrease to 12.6% of "All" students chronically absent
2019-20 CA Dashboard - In the area of Student Engagement	19.1% of "LowSES" subgroup were chronically absent	Decrease to 16.1% overall attendance percentage for "LowSES" students
2019-20 End of Year Attendance (*to 3/13/2020 due to COVID-19)	94.5% overall attendance percentage for "All" students	Increase to 95.5% overall attendance percentage for "All" students
2019-20 CA Dashboard - In the area of Student Engagement	93.9% of "LowSES" subgroup attended	Increase to 94.9% overall attendance percentage for "LowSES" students
2019-20 CA Dashboard - In the area of Conditions & Climate	2.4% of "All" student population was suspended at least once, which indicates "Green."	Decrease to 1.4% of the student population suspended at least once
2019-20 CA Dashboard - In the area of Conditions & Climate (*to 3/13/2020 due to COVID-19)	2.9% of "LowSES" student population was suspended at least once, which indicates "Orange"	Decrease to 1.9% of "LowSES" student population suspended at least once

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
2019-2020 Behavior Analysis (*to 3/13/2020 due to COVID-19	83 total behavioral referrals (2019-20 school year figure)	Decrease by 7 behavioral referrals for the 2021-2022 school year

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Parent Involvement Develop a parent involvement policy to increase parent involvement in school activities and improve communication between school and community. Policy will be developed in collaboration with the Parent Teacher Club (PTC), School Site Council (SSC) and English Learner Advisory	X All Students English Learners Low-Income Students Foster Youth Other	Principal, School Site Council & District FACE Department	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries	2749	School year 2021-22

	Committee (ELAC) and approved by their members. Utilize the Strategic Planning Tactic 1 and corresponding Action Plans 1 and 2 to develop the parent involvement policy. Parent Liaison position created and funded at District level to further support and increase parent involvement.					
1.2	Increase communication per Parent/Staff Survey, Learning Support Team and School Site Council feedback via	X All Students English Learners Low-Income Students Foster Youth Other	Principal, School Site Council & Parent Liaison	Title I Part A Site Allocation 4000-4999: Books And Supplies	1500	School year 2021-22

		Family Events and Outreach					
1.3		Expand Attendance Campaign at site level including increasing connectedness for families through additional opportunities to recognize student and family achievements.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Site Leadership Team	Title I Part A Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	1500 1500	School year 2021-22
1.4		Expand Attendance Campaign at site level with direct communication and support for families, including additional hours for Attendance Clerk to support EL, Low SES and Chronically Absent students	All Students X English Learners X Low-Income Students Foster Youth X Other Chronically Absent Students	Principal & Grade Levels	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	7500	School year 2021-22

| 1.5 | Increased Engagement of Students and Families via STEAM events, challenges, and additional programs before and after school and during the Summer. | X All Students
English Learners
Low-Income Students
Foster Youth
Other | Principal & Grade Levels | Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures
Title I Part A Site Allocation 4000-4999: Books And Supplies | 10000

1000 | School year 2021-22 |
| 1.6 | | All Students
English Learners
Low-Income Students
Foster Youth
Other | | | | |

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Healthy Environments for Social-Emotional Growth

LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

SPSA/Goal 2

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student.

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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Survey results indicate that a stronger emphasis on social emotional learning than the Responsive Classrooms implementation proves necessary. Much more in-class connection with school-wide academic, attendance and character-based recognition will align the learning community's collaborative culture.

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- More supplemental fund spending on incentives and awards for students with high and improved attendance.

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- The learning community will need a more expanded incentive and award recognition for students with improved behavior.
- The learning community will expand awards and incentives as a connection with Responsive Classrooms at the grade and class levels.

Just as the learning community's approach to 21st Century Learning Skills and STEAM Initiative target academic achievement for our learners, the high engagement and hands-on elements of this approach make a greater connection via authenticity, ingenuity and satisfaction. The continued implementation and budgetary allocation prove necessary to continue growth in both SPSA Goals.

School Site Council agreed in May 2021 that the Winter 19-20 data should be used for analysis and planning in lieu of the current survey as the new one did not have a large enough sample size to capture the work needed for the school site.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting

students and families through distance learning. The Arlington Heights Elementary learning community implemented strategies towards both Goal 1 and 2 as planned. However, to meet 2021-2022 goals toward each metric and the further development of our vision, adjustments in all Goals prove necessary as described.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting students and families through distance learning.

Continued prioritization of student learning through 21st Century Skills, the site's STEAM Initiative, and content area literacy will continue; however, additional supplemental resources aimed at improving student and family Connectedness to School as well as Creating Healthy Environments for Social Emotional Growth will be increased. Whereas in the past a majority of our supplemental LCFF budget had been allocated at increasing technology and access to engaging academic programs on the school site, some of that funding plus additional Title 1 and LCFF funding will be adjusted towards Connectedness and Creating Healthy Environments including safety in regards to return to hybrid in-person instruction due COVID-19/Pandemic.

2020-21
Identified Need

Healthy Environments
Welcoming and school environments that value all students and families provide a foundation for effective learning. All district stakeholders will cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social emotional learning within the learning community. Additionally, the hands-on aspects to 21st Century Learning Skills:
- Critical thinking
- Creativity
- Collaboration
- Communication

in conjunction with social skills, operate as goals within Arlington Heights learning program. All Arlington Heights teachers are trained in Responsive Classrooms as the primary approach to students' developmental and social emotional needs. With the current struggles that our students have faced with COVID-19 pandemic shutdown, then Distance Learning then Modified In-person Hybrid learning for 3 months, our students need our 21st Century Learning skills S.T.E.A.M. and developmental based social emotional approach more than ever. Ensuring all students reconnect with their learning community, with education proves to be of utmost need.

We will return to our rich campus life approach to keep our students connected to the Arlington community through recognition drawings and assemblies, family events, robotics throughout the grades and STEAM/STEM school-wide.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Winter 2020 District Survey - School Culture Staff. Percent strongly agree/agree overall.	75% overall rating of all questions in the section.	80%+ overall rating of the section on Winter 2021-22 Survey
Winter 2020 District Survey - School Culture Parent. Percent strongly agree/agree overall.	88% overall rating of all questions in the section.	90%+ overall rating of the section on Winter 2021-22 Survey
Winter 2020 District Survey - School Culture Student. Percent strongly agree/agree overall.	76% overall rating of all questions in the section.	80%+ overall rating of the section on Winter 2021-22 Survey
Winter 2020 School Chronic Absenteeism.	15.6% of "All" students chronically absent.	Decrease to 12.6% of "All Students chronically absent in 2020-2021, additionally for the 2021-2022 School Year
Winter 2020 School Home Suspension Rate	2.9% of "All" students were suspended at least 1 day.	Decrease to 1.9% of "All" students suspended at least day in 2020-2021, additionally for the 2021-2022 School Year
Winter 2020 District Survey - Safety Staff. Percent strongly agree/agree overall.	75% overall rating of all questions in the section.	80%+ overall rating of the section on Winter 2021-22 Survey
Winter 2020 District Survey - Safety Parent. Percent strongly agree/agree overall.	89% overall rating of all questions in the section.	90%+ overall rating of all questions on Winter 2021-22 Survey
Winter 2020 District Survey - Safety Student. Percent strongly agree/agree overall.	92% overall rating of all questions in the section.	92%+ overall rating of all questions on Winter 2021-22 Survey

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

2.7	Increase funding for additional Staff time to directly support students through the learning day.	All Students English Learners Low-Income Students Foster Youth Other	Principal, Leadership, Secretary	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Centralized Services (District Only) 2000-2999: Classified Personnel Salaries	19,482 3000	School Year 2021-22
2.8	Attendance Improvement Program Develop attendance improvement strategies, improve parent communication, student incentives and assemblies to increase school attendance.	All Students English Learners Low-Income Students Foster Youth Other	Principal, Attendance Clerk, FACE Attendance Specialist	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School Year 2021-22

	Lanyard and Charm recognition system.					
2.9	Community Building Assemblies (wide and in the classroom) Implement school wide community building assembly. Weekly ARLI Caught Ya ticket drawings with student recognition held during lunches. Once a month we will hold an all school assembly to create a positive focus on citizenship, character education, classroom recognition, classroom community	X All Students English Learners Low-Income Students Foster Youth Other	Principal, PTC & Council Student	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation 4000-4999: Books And Supplies	2198 5000	School year 2021-22

	support and school spirit. During the assembly achievement and participation will be recognized. As needed, we will also teach school-wide expectations for recess rules and procedures.					

2.10	Increased Learning Support Teams collaboration and integration with larger site structure during student activities demonstrating Anti-Bullying, strong character, diversity, and a collaborative community.	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Other
			Principal, PTC, LST & Council Student	Title I Part A Site Allocation 4000-4999: Books And Supplies	12500	School year 2021-22

2.11	Expanding Student Council Activities community projects	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Staff	Title I Part A Site Allocation 4000-4999: Books And Supplies	1500	School year 2021-22
2.12	In development of an Arts program to align with our Sylvan Region S.T.E.A.M. initiative, the addition of after school clubs (including, but not limited to) • After School S.T.E.A.M. club • Robotics club	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Staff	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 4000-4999: Books And Supplies	14000 10000	School year 2021-22

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Engaging Academic Programs

LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

SPSA/Goal 3

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement in Math and English Language Arts.

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Though our implementation of S.T.E.A.M. (i.e., Science, Technology, Engineering, Art and Math) and 21st Century Learning skills school wide, our instruction targets communication, collaboration, critical thinking and creativity through a hands on approach, thus boosting achievement levels. Overall student performance in ELA, based on state and local assessments, has increased steadily for two consecutive years. Further analysis shows that grades 3-5 made significant improvement in ELA on SBAC in the last two years. The percentage of "All" students meeting or exceeding has grown 19.3% in the last two years. 2019 SBAC results for "All" students shows 39.7% are meeting or exceeding CA State grade level standards. Though there is an 8.4% gap between "All" students and "Low SES" students who represent 71% of the total SBAC testing population, the "Low SES student subgroup has grown 16.6% over the last two years. 2019 SBAC results for "Low SES" students show 31.3% are meeting or exceeding CA State grade level standards. Additionally, when looking at student group performance, we noted a gap between the performance of English Only students and those identified as English Learners who represent 8.1% of the total SBAC testing population with 21.5% meeting or

exceeding in ELA on the 2019 SBAC. The site's "Students with Disabilities" subgroup, who represent 9.3% of the total testing population, has also increased with 15.4% of students within that subgroup meeting or exceeding standards on SBAC ELA over the last two years, as well.

Overall student performance in Math, based on state and local assessments, has increased steadily for two consecutive years. Further analysis shows that grades 3-5 made significant improvement in Math on SBAC. The percentage of "All" students meeting or exceeding has grown 13.4% in the last two years. 2019 SBAC results for "All" students shows 31.9% are meeting or exceeding CA State grade level standards. Though there is an 5.9% gap between "All" students and "Low SES" students who represent 71% of the total SBAC testing population, the performance of "Low SES" student subgroup has Increased 10.3% in Math over the last two years. 2019 SBAC results for "Low SES" students show 26% are meeting or exceeding CA State grade level standards. Additionally, when looking at student group performance, we noted a gap between the performance of English Only students and those identified as English Learners who represent 8.1% of the total SBAC testing population with 9.1% meeting or exceeding in Math on the 2019 SBAC, which represents a decrease of 9.7% from the prior year. The site's "Students with Disabilities" subgroup, who represent 9.3% of the total testing population, increased with 15.4% of students within that subgroup meeting or exceeding standards on SBAC Math in over the last two years, as well.

2019-20 Winter MAP our students we expected that only 43.7% of our students would meet or exceeding standards but in reality we found that 53.6% of our students met or exceeded standards on the 2019 CAASPP test. That would represent a growth in math skills of over 10% from December to May based on the December MAP projections to the CAASPP results taken in May 2019.

Fall to Winter 2019-2020 MAP percentages for "All" students showed that 52.7% of students met targets or showed accelerated growth in ELA. In addition, 52.4% of "Low SES" students also met targets or showed accelerated growth. This represents an achievement gap discrepancy of less than a percent (i.e., .3%) between "All" students and "Low SES" students on MAP ELA. In 2019-20 Winter the EL subgroup population wasn't large enough to disaggregate.

Fall to Winter 2019-2020 MAP percentages for "All" students showed that 52.7% of students met targets or showed accelerated growth in Math. in addition, 41.2% of "Low SES" students also met targets or showed accelerated growth. This represents an achievement gap discrepancy of 1.8% between the performance of "All" students and "Low SES" students on MAP Math Winter 2019-20. In 2019-20 Winter the EL subgroup population wasn't large enough to disaggregate.

With both CAASPP ELA and MAP ELA performance the correlation between overall performance of "All" students has consistently grown in the last 3 years, plus the achievement gap between "All" students and "Low SES" students is less than 3% in ELA and Math on NWEA/MAP. The timeframe between this positive growth student performance data and our ongoing commitment to our S.T.E.A.M initiative correlates.

Additionally, SJUSD Winter 2019-2020 School Survey Results indicate in the area of High Expectations with 86.4% of Parents and 85% of students strongly/agree. In the area of (development/application of) Learning Strategies, students indicate 84.6% strongly/agree. Additionally, in the area of (development/application of) Growth Mindset, students indicate 87.5% strongly/agree. And,

in the area of (Creating/Maintaining a) Climate of Support for Academic Learning 84.6% of students strongly/agree. However, in the area of College and Career (information and readiness) only 54.3% of parents are informed about different career pathways and programs available in middle and high school levels. Yet, 93.6% of parents indicate that "Staff help make students feel that their schoolwork is important." And, only 53.8% of students surveyed indicate that they know what they want to be when they grow up. These results indicate that parents and students feel positively regarding their academics and learning at the elementary level in the Arlington Heights Learning Community; however, the school can do more to extend that strong feedback in College and Career (information and readiness).

School Site Council agreed in May 2021 that the Winter 19-20 data should be used for analysis and planning in lieu of the current survey as the new one did not have a large enough sample size to capture the work needed for the school site.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The difference between intended and actual expenditures resulted from our programs continuing in a distance learning model and converting to a hybrid learning model two-thirds through the school year. Many of the actions described were altered due to the pandemic. Resources have been altered to support the return to in-person, recognizing potential learning loss and social emotional needs that our students may have faced as a result of the pandemic.

Continuing with prioritization of budgeting towards our 5 year S.T.E.A.M. (i.e., Science, Technology, Engineering, Art and Math) implementation and 21st Century Learning skills school wide has produced positive growth in both ELA and Math for the two years prior to COVID-19 Closure. In order to support the Arlington Heights learning community in our full return to in-person learning, an increase in student supports, including but not limited to, high engagement learning programs, increasing high-interest leveled text, increased manipulatives to maintain hands-on learning, ongoing development of "techno-literacy" and challenging supplementary resources and supports for teachers and families. Additionally, in-class instructional assistants will be added to support small group instruction in both ELA and Math as our students can be directly supported through differentiated instruction and support to mitigate learning loss and close achievement gaps.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting students and families through distance learning.

Continuing with prioritization of budgeting towards our 5 year S.T.E.A.M. (i.e., Science, Technology, Engineering, Art and Math) implementation and 21st Century Learning skills school wide has produced positive growth in both ELA and Math for the two years

prior to COVID-19 Closure. In order to support the Arlington Heights learning community in a Distance Learning model, an increase in at home supports, including but not limited to, high engagement learning programs, increasing high-interest leveled text, increased manipulatives to maintain hands-on learning, ongoing development of "techno-literacy" and challenging supplementary resources and supports for families. Additionally, in-class instructional assistants to support small group instruction in both ELA and Math will be added for the 2021-2022 school year's SPSA when our students can be directly supported through modified in-person instruction on the school site.

2020-21
Identified Need

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes and actions are largely related to supporting distance learning, addressing learning loss and moving toward hybrid model of instruction. Our 5 year S.T.E.A.M. (i.e., Science, Technology, Engineering, Art and Math) implementation and 21st Century Learning skills school wide will continue through the 2020-2021 school year and into the 2021-2022 year, as originally planned. Though COVID-19 and consequent Distance Learning impacted our academic programs, Arlington Heights Elementary balanced Distance Learning & Hybrid instructional models. With the return to full in-person learning, Arlington Heights will support students in their return, giving them a rich instructional experience that heavily includes 21st Century Learning skills, S.T.E.A.M. initiative and ongoing development of techno-literacy to better prepare our students for an ever changing world.

Throughout Goals 3 & 4, the need for rigor, differentiation and engagement in mitigating any potential learning loss due to COVID-19 and consequent Distance Learning, continuance of our S.T.E.A.M. initiative with 21st Century Learning Skills is evidenced in instructional supports, supplemental programs, allocated time for staff to focus on student learning needs in Distance Learning along with an ongoing emphasis on technology throughout all areas of the site and instructional program.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
SBAC ELA Scores Overall (i.e., "All" students) 2019 CA School Dashboard	"All" students shows 39.7% are meeting or exceeding CA State grade level standards	44% of "All" students meet or exceed CA State Grade Level Standards
SBAC ELA Scores "Low SES" students 2019 CA School Dashboard	"Low SES" students show 31.3% are meeting or exceeding CA State grade level standards	36% of "Low SES" students meet or exceed CA State Grade Level Standards

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
SBAC Math Scores Overall (i.e., "All" students) 2019 CA School Dashboard	"All" students shows 31.9% are meeting or exceeding CA State grade level standards	37% of "All" students meet or exceed CA State Grade Level Standards
SBAC Math Scores "Low SES" students 2019 CA School Dashboard	"Low SES" students show 26% are meeting or exceeding CA State grade level standards	31% of "Low SES" students meet or exceed CA State Grade Level Standards
MAP ELA Scores Overall (i.e., "All" students) 2019-2020 Fall to Winter Growth	"All" students showed 52.7% are meeting targets or show accelerated growth in ELA	57% of "All students meet targets or show accelerated growth in ELA
MAP ELA Scores "Low SES" student subgroup 2019-2020 Fall to Winter Growth	"All" students showed 52.4% are meeting targets or show accelerated growth in ELA	57% of "Low SES" students meet targets or show accelerated growth in ELA
MAP Math Scores Overall (i.e., "All" students) 2019-2020 Fall to Winter Growth	"All" students showed 43% are meeting targets or show accelerated growth in Math	48% of "All students meet targets or show accelerated growth in ELA
MAP Math Scores "Low SES" student subgroup 2019-2020 Fall to Winter Growth	"All" students showed 41.2% are meeting targets or show accelerated growth in Math	46% of "Low SES" students meet targets or show accelerated growth in ELA
Winter School Survey 2019-20 High Expectations Parent Percent strongly agree/agree overall.	86.4% of Parents Strongly Agree/Agree	91% of Parents Strongly Agree/Agree
Winter School Survey 2019-20 High Expectations Student Percent strongly agree/agree overall.	85% of Students Strongly Agree/Agree	90% of Students Strongly Agree/Agree

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Winter School Survey 2019-20 Learning Strategies Student Percent strongly agree/agree overall.	84.6% of Students Strongly Agree/Agree	89% of Students Strongly Agree/Agree
Winter School Survey 2019-20 Growth Mindset Student Percent strongly agree/agree overall.	87.4% of Students Strongly Agree/Agree	87.4% of Students Strongly Agree/Agree
Winter School Survey 2019-20 College & Career Parent Percent strongly agree/agree about being informed regarding pathways and programs available in MS & HS.	54.3% of Parents Strongly Agree/Agree	59% of Parents Strongly Agree/Agree
Winter School Survey 2019-20 College & Career Parent Percent strongly agree/agree "Staff help make students feel that their schoolwork is important."	93.6% of Parents Strongly Agree/Agree	e +90% of Parents Strongly Agree/Agree
Winter School Survey 2019-20 College & Career Parent Percent strongly agree/agree "Staff help make students feel that their schoolwork is important."	93.6% of Parents Strongly Agree/Agree	+90% of Parents Strongly Agree/Agree
Winter School Survey 2019-20 College & Career Student Percent strongly agree/agree that they know what they want to be when they grow up	53.8% of Students Strongly Agree/Agree	58% of Students Strongly Agree/Agree

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Universal Access Implement Tier 1 interventions in core curriculum for Language Arts utilizing the universal access model for small group instruction.	X All Students English Learners Low-Income Students Foster Youth Other	Principal			School year 2021-22
3.2	Develop a school-wide recognition program for grade level reading growth in Reading A-Z, i-Ready, Accelerated Reader & Lexia to motivate students to increase independent reading. Develop an recognition	X All Students X English Learners X Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 4000-4999: Books And Supplies	6000	School year 2021-22

	program for K-1 students to meet grade level fluency and accuracy goals (text level reading passage and high frequency word list)					
3.3	Writing initiative based on historical writing goal based on CAASPP and district assessments (i.e., state and local measures) Staff development and support	X All Students X English Learners X Low-Income Students Foster Youth Other	Principal, Site Leadership Team	Title I Part A Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	3800 14500	School year 2021-22
3.4	Utilizing academic program to support student reading and language growth through specialized programs for	X All Students X English Learners X Low-Income Students Foster Youth Other	Principal, School Secretary, Site Leadership Team	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	4000	School year 2021-22

	primary and intermediate learners through Reading A-Z, Lexia and Accelerated Reader					
3.5	Implement classroom libraries to include a range of fiction and non-fiction text levels appropriate for student population to support guided reading and classroom novel studies. Increase diversity and equity in classroom libraries as well as high interest texts for students.	X All Students X English Learners X Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 4000-4999: Books And Supplies	17000	School year 2021-22
3.6	Supplement classroom libraries with leveled student readers at each	X All Students X English Learners X Low-Income Students Foster Youth Other	VP & School Secretary	LCFF Supplemental Site Allocation	1500 3000	School year 2021-22

	grade level to promote small group instruction (requires paper, toner, master roll, print shop budgetary increase, etc.)			4000-4999: Books And Supplies Title I Part A Site Allocation 4000-4999: Books And Supplies		
3.7	Student Intervention Review & Strategic Instruction in the Primary and Intermediate grades. Define and implement an assessment for Universal Screening at each grade level. Define and implement the process for providing academic assistance/intervention for students	X All Students English Learners Low-Income Students Foster Youth Other	Leadership & Grade Level Teams	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 4000-4999: Books And Supplies	8355 6700	School year 2021-22

performing below proficient.

Grade level teachers define the intervention plan and complete the first level of the Student Intervention Review process. Additionally, make data informed decisions grounded in research based instructional practices

Identify core group of At Risk students in 1st-3rd grade for additional support before, during and after school supported by teachers and align/acquire supplemental resources

		Implement supplemental after school and summer programs to reach student groups and support them in their academic and STEAM learning.					

3.8		Increase high interest, leveled books in the school library	X All Students
			  English Learners
			  Low-Income Students
			  Foster Youth
			  Other
				Leadership, Principal, ICT	Title I Part A Site Allocation 4000-4999: Books And Supplies	4000	School year 2021-22

3.9		Math Workshop & Problem Based Interactive Learning
		
		Incorporate math workshop model to increase differentiated learning.
		
		When writing about learning,
			X All Students
			  English Learners
			  Low-Income Students
			  Foster Youth
			  Other
				Leadership	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	3000	School year 2021-22

	students will explain the PBIL lesson component.					
3.10		All Students English Learners Low-Income Students Foster Youth Other				
3.11	English Language Learner Support and Tutoring	All Students English Learners Low-Income Students Foster Youth Other	Leadership Team	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	7000	School year 2021-22
3.12		All Students English Learners Low-Income Students Foster Youth Other				

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Clear Pathways to Bright Futures

LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

SPSA/Goal 4

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement in Math and English Language Arts.

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Though our implementation of S.T.E.A.M. (i.e., Science, Technology, Engineering, Art and Math) and 21st Century Learning skills school wide, our instruction targets communication, collaboration, critical thinking and creativity through a hands on approach, thus boosting achievement levels. Overall student performance in ELA, based on state and local assessments, has increased steadily for two consecutive years. Further analysis shows that grades 3-5 made significant improvement in ELA on SBAC in the last two years. The percentage of "All" students meeting or exceeding has grown 19.3% in the last two years. 2019 SBAC results for "All" students shows 39.7% are meeting or exceeding CA State grade level standards. Though there is an 8.4% gap between "All" students and "Low SES" students who represent 71% of the total SBAC testing population, the "Low SES student subgroup has grown 16.6% over the last two years. 2019 SBAC results for "Low SES" students show 31.3% are meeting or exceeding CA State grade level standards. Additionally, when looking at student group performance, we noted a gap between the performance of English Only students and those identified as English Learners who represent 8.1% of the total SBAC testing population with 21.5% meeting or

exceeding in ELA on the 2019 SBAC. The site's "Students with Disabilities" subgroup, who represent 9.3% of the total testing population, has also increased with 15.4% of students within that subgroup meeting or exceeding standards on SBAC ELA over the last two years, as well.

Overall student performance in Math, based on state and local assessments, has increased steadily for two consecutive years. Further analysis shows that grades 3-5 made significant improvement in Math on SBAC. The percentage of "All" students meeting or exceeding has grown 13.4% in the last two years. 2019 SBAC results for "All" students shows 31.9% are meeting or exceeding CA State grade level standards. Though there is an 5.9% gap between "All" students and "Low SES" students who represent 71% of the total SBAC testing population, the performance of "Low SES" student subgroup has Increased 10.3% in Math over the last two years. 2019 SBAC results for "Low SES" students show 26% are meeting or exceeding CA State grade level standards. Additionally, when looking at student group performance, we noted a gap between the performance of English Only students and those identified as English Learners who represent 8.1% of the total SBAC testing population with 9.1% meeting or exceeding in Math on the 2019 SBAC, which represents a decrease of 9.7% from the prior year. The site's "Students with Disabilities" subgroup, who represent 9.3% of the total testing population, increased with 15.4% of students within that subgroup meeting or exceeding standards on SBAC Math in over the last two years, as well.

2018-19 Winter MAP our students we expected that only 43.7% of our students would meet or exceeding standards but in reality we found that 53.6% of our students met or exceeded standards on the 2019 CAASPP test. That would represent a growth in math skills of over 10% from December to May based on the December MAP projections to the CAASPP results taken in May 2019.

Fall to Winter 2019-2020 MAP percentages for "All" students showed that 52.7% of students met targets or showed accelerated growth in ELA. In addition, 52.4% of "Low SES" students also met targets or showed accelerated growth. This represents an achievement gap discrepancy of less than a percent (i.e., .3%) between "All" students and "Low SES" students on MAP ELA. In 2019-20 Winter the EL subgroup population wasn't large enough to disaggregate.

Fall to Winter 2019-2020 MAP percentages for "All" students showed that 52.7% of students met targets or showed accelerated growth in Math. in addition, 41.2% of "Low SES" students also met targets or showed accelerated growth. This represents an achievement gap discrepancy of 1.8% between the performance of "All" students and "Low SES" students on MAP Math Winter 2019-20. In 2019-20 Winter the EL subgroup population wasn't large enough to disaggregate.

With both CAASPP ELA and MAP ELA performance the correlation between overall performance of "All" students has consistently grown in the last 3 years, plus the achievement gap between "All" students and "Low SES" students is less than 3% in ELA and Math on NWEA/MAP. The timeframe between this positive growth student performance data and our ongoing commitment to our S.T.E.A.M initiative correlates.

Additionally, SJUSD Winter 2019-2020 School Survey Results indicate in the area of High Expectations with 86.4% of Parents and 85% of students strongly/agree. In the area of (development/application of) Learning Strategies, students indicate 84.6% strongly/agree. Additionally, in the area of (development/application of) Growth Mindset, students indicate 87.5% strongly/agree. And,

in the area of (Creating/Maintaining a) Climate of Support for Academic Learning 84.6% of students strongly/agree. However, in the area of College and Career (information and readiness) only 54.3% of parents are informed about different career pathways and programs available in middle and high school levels. Yet, 93.6% of parents indicate that "Staff help make students feel that their schoolwork is important." And, only 53.8% of students surveyed indicate that they know what they want to be when they grow up. These results indicate that parents and students feel positively regarding their academics and learning at the elementary level in the Arlington Heights Learning Community; however, the school can do more to extend that strong feedback in College and Career (information and readiness).

School Site Council agreed in May 2021 that the Winter 19-20 data should be used for analysis and planning in lieu of the current survey as the new one did not have a large enough sample size to capture the work needed for the school site.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The difference between intended and actual expenditures resulted from our programs continuing in a distance learning model and converting to a hybrid learning model two-thirds through the school year. Many of the actions described were altered due to the pandemic. Resources have been altered to support the return to in-person, recognizing potential learning loss and social emotional needs that our students may have faced as a result of the pandemic.

Continuing with prioritization of budgeting towards our 5 year S.T.E.A.M. (i.e., Science, Technology, Engineering, Art and Math) implementation and 21st Century Learning skills school wide has produced positive growth in both ELA and Math for the two years prior to COVID-19 Closure. In order to support the Arlington Heights learning community in our full return to in-person learning, an increase in student supports, including but not limited to, high engagement learning programs, increasing high-interest leveled text, increased manipulatives to maintain hands-on learning, ongoing development of "techno-literacy" and challenging supplementary resources and supports for teachers and families. Additionally, in-class instructional assistants will be added to support small group instruction in both ELA and Math as our students can be directly supported through differentiated instruction and support to mitigate learning loss and close achievement gaps.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes and actions are largely related to supporting distance learning, addressing learning loss and moving toward hybrid model of instruction. Our 5 year S.T.E.A.M. (i.e., Science, Technology, Engineering, Art and Math) implementation and 21st Century Learning skills school wide will continue through the 2020-2021 school year and into the 2021-2022 year, as originally planned. Though COVID-19 and consequent Distance Learning impacted our academic programs, Arlington Heights Elementary will continue to balance Distance Learning & potential Hybrid

instructional models with 21st Century Learning skills, S.T.E.A.M. initiative and ongoing development of techno-literacy to better prepare our students for an ever changing world.

Throughout Goals 3 Engaging Academics & 4 Clear Pathways to a Bright Future, the need for rigor, differentiation and engagement in mitigating any potential learning loss due to COVID-19 and consequent Distance Learning, continuance of our S.T.E.A.M. initiative with 21st Century Learning Skills is evidenced in instructional supports, supplemental programs, allocated time for staff to focus on student learning needs in Distance Learning along with an ongoing emphasis on technology throughout all areas of the site and instructional program.

2020-21
Identified Need

Connected communities and personal relationships are foundational for learning. We will ensure each student is engaged and supported in a challenging and broad course of study that builds skills, knowledge and experiences preparing students to be critical thinkers who communicate effectively, collaborate and are civic minded.

We will regularly monitor student progress, using data to identify student needs and implement effective and innovative strategies to increase student achievement in Math and English Language Arts. As evidenced through COVID-19's impact on our society and consequent Distance Learning, the need to explicit instructional moves directed to maintaining student engagement throughout ELA, Math and Science proves critical. Our S.T.E.A.M. initiative, 21st Century Learning Skills, development of techno-literacy are all by design, as our students are presented a challenging, ever changing world while our learning program ensures their pathway is to a bright future where they aren't mere participants, but have the skills and experience to be leaders.

Additionally, we will increase connections between our current 3 main academic areas (i.e., ELA, Math & S.T.E.A.M/Science) with Middle School, High School pathways and programs towards more development of College and Career Readiness within our overall learning community.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
SBAC ELA Scores Overall (i.e., "All" students) 2019 CA School Dashboard	"All" students shows 39.7% are meeting or exceeding CA State grade level standards	44% of "All" students meet or exceed CA State Grade Level Standards
SBAC ELA Scores "Low SES" students 2019 CA School Dashboard	"Low SES" students show 31.3% are meeting or exceeding CA State grade	36% of "Low SES" students meet or exceed CA State Grade Level Standards

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
	level standards	
SBAC Math Scores Overall (i.e., "All" students) 2019 CA School Dashboard	"All" students shows 31.9% are meeting or exceeding CA State grade level standards	37% of "All" students meet or exceed CA State Grade Level Standards
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MAP ELA Scores Overall (i.e., "All" students) 2019-2020 Fall to Winter Growth	"All" students showed 52.7% are meeting targets or show accelerated growth in ELA	57% of "All students meet targets or show accelerated growth in ELA
MAP ELA Scores "Low SES" student subgroup 2019-2020 Fall to Winter Growth	"Low SES" students showed 52.4% are meeting targets or show accelerated growth in ELA	57% of "Low SES" students meet targets or show accelerated growth in ELA
MAP Math Scores Overall (i.e., "All" students) 2019-2020 Fall to Winter Growth	"All" students showed 43% are meeting targets or show accelerated growth in Math	48% of "All students meet targets or show accelerated growth in ELA
MAP Math Scores "Low SES" student subgroup 2019-2020 Fall to Winter Growth	"Low SES" students showed 41.2% are meeting targets or show accelerated growth in Math	46% of "Low SES" students meet targets or show accelerated growth in ELA
Winter School Survey 2019-20 High Expectations Parent Percent strongly agree/agree overall.	86.4% of Parents Strongly Agree/Agree	91% of Parents Strongly Agree/Agree

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Winter School Survey 2019-20 High Expectations Student Percent strongly agree/agree overall.	85% of Students Strongly Agree/Agree	90% of Students Strongly Agree/Agree
Winter School Survey 2019-20 Learning Strategies Student Percent strongly agree/agree overall.	84.6% of Students Strongly Agree/Agree	89% of Students Strongly Agree/Agree
Winter School Survey 2019-20 Growth Mindset Student Percent strongly agree/agree overall.	87.4% of Students Strongly Agree/Agree	92% of students Strongly Agree/Agree
Winter School Survey 2019-20 College & Career Parent Percent strongly agree/agree about being informed regarding pathways and programs available in MS & HS.	54.3% of Parents Strongly Agree/Agree	59% of Parents Strongly Agree/Agree

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Create strong foundational skills for all	X All Students English Learners Low-Income Students	Principal, Primary Grade Level Leads	Title I Part A Site Allocation	3000	School year 2021-22

		students to promote lifelong learning success, including but not limited to supplemental phonics and reading program like Heggerty & Read Naturally	Foster Youth X Other Students with Disabilities		5000-5999: Services And Other Operating Expenditures		
4.2		Create strong foundational skills for all students to promote lifelong learning success, including printing take home reading and writing materials. This includes copier lease, toner, print shop budget and paper	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Primary Grade Level Leads	Title I Part A Site Allocation 4000-4999: Books And Supplies	4000	School year 2021-22
4.3		Utilize and expand classroom technology to extend student techno-literacy	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Grade Level Leads	Title I Part A Site Allocation 4000-4999:	51000	School year 2021-22

	in ELA, Math & Science in alignment with our S.T.E.A.M. initiative			Books And Supplies		

4.4	Utilize manipulatives and materials to support student learning aligned to the site's S.T.E.A.M. initiative	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Other
			Principal, Grade Level Leads	Title I Part A Site Allocation 4000-4999: Books And Supplies	9050	School year 2021-22

4.5	Continue creating educational opportunities for Low SES & English Learners, thereby benefiting everyone in strengthening Science, Mathematics, and Art education-including staff serving specific populations and site as a whole.	X All Students
		X English Learners
		X Low-Income Students
		  Foster Youth
		  Other
			Principal	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	12500	School year 2021-22

	- Field Trips (away and in-school) - Hands-on science based materials - Conferences and Trainings for Staff and/or costs related to trainings and release time					
4.6	In support of the site's ongoing S.T.E.A.M. initiative and creating	X All Students X English Learners X Low-Income Students Foster Youth Other	Principal, Site Leadership Team	Title I Part A Site Allocation 1000-1999: Certificate	12500 950	School year 2021-22

opportunities for students. Staff Development around implementation of Project Lead the Way and 21st century learning				d Personnel Salaries Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures		

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$266,284.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF Supplemental Centralized Services (District Only)	$3,000.00
LCFF Supplemental Site Allocation	$31,680.00
Title I Part A Parent Involvement	$2,749.00
Title I Part A Site Allocation	$228,855.00

Subtotal of state or local funds included for this school: $266,284.00

Total of federal, state, and/or local funds for this school: $266,284.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	31,680	0.00
LCFF Supplemental Centralized Services (District Only)	3,000	0.00
Title I Part A Site Allocation	228,855	0.00
Title I Part A Parent Involvement	2,749	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	3,000.00
LCFF Supplemental Site Allocation	31,680.00
Title I Part A Parent Involvement	2,749.00
Title I Part A Site Allocation	228,855.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	56,355.00
2000-2999: Classified Personnel Salaries	32,731.00
4000-4999: Books And Supplies	142,248.00
5000-5999: Services And Other Operating Expenditures	34,950.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	3,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	26,982.00

4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	4,698.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	2,749.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	56,355.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	137,550.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	34,950.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	25,749.00
Goal 2	68,680.00
Goal 3	78,855.00
Goal 4	93,000.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Darryl Eisley	Parent or Community Member
Kahla Baker	Parent or Community Member
Dominique Purcell	Parent or Community Member
Chelsea Cornilsen	Classroom Teacher
Rafael Martinez	Principal
Melissa Schupp	Other School Staff
Katherine Shaffer	Classroom Teacher
Preston Murray	Parent or Community Member
Donna Lewis	Parent or Community Member
Lindsey Kellogg	Classroom Teacher

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

Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on May 5th, 2021.

Attested:

	Principal, Rafael Martinez on 5/5/2021
	SSC Chairperson, Darryl Eisley on 5/5/2021

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Budget By Expenditures

Arlington Heights Elementary School

Funding Source: LCFF Supplemental Centralized Services (District Only)   **$3,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	2000-2999: Classified Personnel Salaries	$3,000.00	Healthy Environments for Social-Emotional Growth	

LCFF Supplemental Centralized Services (District Only) Total Expenditures:	$3,000.00	
LCFF Supplemental Centralized Services (District Only) Allocation Balance:	$0.00	

Funding Source: LCFF Supplemental Site Allocation   **$31,680.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Expand Attendance Campaign at site level with direct communication and support for families, including additional hours for Attendance Clerk to support EL, Low SES and Chronically Absent students	2000-2999: Classified Personnel Salaries	$7,500.00	Connecting to School Community	Arlington Heights Elementary will continue to ensure that families feel connected to the school community by creating healthy environments for social emotional growth for students at every developmental level.
Increase funding for additional Staff time to directly support students through the learning day.	2000-2999: Classified Personnel Salaries	$19,482.00	Healthy Environments for Social-Emotional Growth	
Attendance Improvement Program Develop attendance improvement strategies, improve parent communication, student incentives and assemblies to increase school attendance. Lanyard and Charm recognition system.	4000-4999: Books And Supplies	$1,000.00	Healthy Environments for Social-Emotional Growth	

Arlington Heights Elementary School

Proposed Expenditure	Object Code	Amount	Goal	Action
Community Building Assemblies (wide and in the classroom) Implement school wide community building assembly. Weekly ARLI Caught Ya ticket drawings with student recognition held during lunches. Once a month we will hold an all school assembly to create a positive focus on citizenship, character education, classroom recognition, classroom community support and school spirit. During the assembly achievement and participation will be recognized. As needed, we will also teach school-wide expectations for recess rules and procedures.	4000-4999: Books And Supplies	$2,198.00	Healthy Environments for Social-Emotional Growth	
Supplement classroom libraries with leveled student readers at each grade level to promote small group instruction (requires paper, toner, master roll, print shop budgetary increase, etc.)	4000-4999: Books And Supplies	$1,500.00	Engaging Academic Programs	

LCFF Supplemental Site Allocation Total Expenditures:	$31,680.00
LCFF Supplemental Site Allocation Allocation Balance:	$0.00

Funding Source: Title I Part A Parent Involvement   **$2,749.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

Arlington Heights Elementary School

Parent Involvement Develop a parent involvement policy to increase parent involvement in school activities and improve communication between school and community. Policy will be developed in collaboration with the Parent Teacher Club (PTC), School Site Council (SSC) and English Learner Advisory Committee (ELAC) and approved by their members. Utilize the Strategic Planning Tactic 1 and corresponding Action Plans 1 and 2 to develop the parent involvement policy. Parent Liaison position created and funded at District level to further support and increase parent involvement.	2000-2999: Classified Personnel Salaries	$2,749.00	Connecting to School Community	Arlington Heights Elementary will continue to ensure that families feel connected to the school community by creating healthy environments for social emotional growth for students at every developmental level.

Title I Part A Parent Involvement Total Expenditures: $2,749.00

Title I Part A Parent Involvement Allocation Balance: $0.00

Funding Source: Title I Part A Site Allocation $228,855.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Increase communication per Parent/Staff Survey, Learning Support Team and School Site Council feedback via Family Events and Outreach	4000-4999: Books And Supplies	$1,500.00	Connecting to School Community	Arlington Heights Elementary will continue to ensure that families feel connected to the school community by creating healthy environments for social emotional growth for students at every developmental level.
Expand Attendance Campaign at site level including increasing connectedness for families through additional opportunities to recognize student and family achievements.	4000-4999: Books And Supplies	$1,500.00	Connecting to School Community	Arlington Heights Elementary will continue to ensure that families feel connected to the school community by creating healthy environments for social emotional growth for students at every developmental level.
	4000-4999: Books And Supplies	$5,000.00	Healthy Environments for Social-Emotional Growth	

	4000-4999: Books And Supplies	$10,000.00	Healthy Environments for Social-Emotional Growth
Develop a school-wide recognition program for grade level reading growth in Reading A-Z, i-Ready, Accelerated Reader & Lexia to motivate students to increase independent reading.	4000-4999: Books And Supplies	$6,000.00	Engaging Academic Programs
Develop an recognition program for K-1 students to meet grade level fluency and accuracy goals (text level reading passage and high frequency word list)			
Writing initiative based on historical writing goal based on CAASPP and district assessments (i.e., state and local measures)	4000-4999: Books And Supplies	$3,800.00	Engaging Academic Programs
Staff development and support			
Utilizing academic program to support student reading and language growth through specialized programs for primary and intermediate learners through Reading A-Z, Lexia and Accelerated Reader	5000-5999: Services And Other Operating Expenditures	$4,000.00	Engaging Academic Programs
Implement classroom libraries to include a range of fiction and non-fiction text levels appropriate for student population to support guided reading and classroom novel studies. Increase diversity and equity in classroom libraries as well as high interest texts for students.	4000-4999: Books And Supplies	$17,000.00	Engaging Academic Programs

Student Intervention Review & Strategic Instruction in the Primary and Intermediate grades. Define and implement an assessment for Universal Screening at each grade level. Define and implement the process for providing academic assistance/intervention for students performing below proficient. Grade level teachers define the intervention plan and complete the first level of the Student Intervention Review process. Additionally, make data informed decisions grounded in research based instructional practices Identify core group of At Risk students in 1st-3rd grade for additional support before, during and after school supported by teachers and align/acquire supplemental resources Implement supplemental after school and summer programs to reach student groups and support them in their academic and STEAM learning.	1000-1999: Certificated Personnel Salaries	$8,355.00	Engaging Academic Programs
Increase high interest, leveled books in the school library	4000-4999: Books And Supplies	$4,000.00	Engaging Academic Programs
Math Workshop & Problem Based Interactive Learning Incorporate math workshop model to increase differentiated learning. When writing about learning, students will explain the PBIL lesson component.	5000-5999: Services And Other Operating Expenditures	$3,000.00	Engaging Academic Programs
English Language Learner Support and Tutoring	1000-1999: Certificated Personnel Salaries	$7,000.00	Engaging Academic Programs

	1000-1999: Certificated Personnel Salaries	$14,500.00	Engaging Academic Programs
	4000-4999: Books And Supplies	$3,000.00	Engaging Academic Programs
	4000-4999: Books And Supplies	$6,700.00	Engaging Academic Programs
Create strong foundational skills for all students to promote lifelong learning success, including but not limited to supplemental phonics and reading program like Heggerty & Read Naturally	5000-5999: Services And Other Operating Expenditures	$3,000.00	Clear Pathways to Bright Futures
Create strong foundational skills for all students to promote lifelong learning success, including printing take home reading and writing materials. This includes copier lease, toner, print shop budget and paper	4000-4999: Books And Supplies	$4,000.00	Clear Pathways to Bright Futures
Utilize and expand classroom technology to extend student techno-literacy in ELA, Math & Science in alignment with our S.T.E.A.M. initiative	4000-4999: Books And Supplies	$51,000.00	Clear Pathways to Bright Futures
Utilize manipulatives and materials to support student learning aligned to the site's S.T.E.A.M. initiative	4000-4999: Books And Supplies	$9,050.00	Clear Pathways to Bright Futures
Continue creating educational opportunities for Low SES & English Learners, thereby benefiting everyone in strengthening Science, Mathematics, and Art education- including staff serving specific populations and site as a whole. -Field Trips (away and in-school) -Hands-on science based materials -Conferences and Trainings for Staff and/or costs related to trainings and release time	5000-5999: Services And Other Operating Expenditures	$12,500.00	Clear Pathways to Bright Futures

Arlington Heights Elementary School

In support of the site's ongoing S.T.E.A.M. initiative and creating opportunities for students. Staff Development around implementation of Project Lead the Way and 21st century learning	1000-1999: Certificated Personnel Salaries	$12,500.00	Clear Pathways to Bright Futures	
	5000-5999: Services And Other Operating Expenditures	$950.00	Clear Pathways to Bright Futures	
Increased Learning Support Teams collaboration and integration with larger site structure during student activities demonstrating Anti-Bullying, strong character, diversity, and a collaborative community.	4000-4999: Books And Supplies	$12,500.00	Healthy Environments for Social-Emotional Growth	
Expanding Student Council Activities community projects	4000-4999: Books And Supplies	$1,500.00	Healthy Environments for Social-Emotional Growth	
In development of an Arts program to align with our Sylvan Region S.T.E.A.M. initiative, the addition of after school clubs (including, but not limited to) -After School S.T.E.A.M. club -Robotics club	1000-1999: Certificated Personnel Salaries	$14,000.00	Healthy Environments for Social-Emotional Growth	
Increased Engagement of Students and Families via STEAM events, challenges, and additional programs before and after school and during the Summer.	5000-5999: Services And Other Operating Expenditures	$10,000.00	Connecting to School Community	Arlington Heights Elementary will continue to ensure that families feel connected to the school community by creating healthy environments for social emotional growth for students at every developmental level.
	5000-5999: Services And Other Operating Expenditures	$1,500.00	Connecting to School Community	Arlington Heights Elementary will continue to ensure that families feel connected to the school community by creating healthy environments for social emotional growth for students at every developmental level.
	4000-4999: Books And Supplies	$1,000.00	Connecting to School Community	Arlington Heights Elementary will continue to ensure that families feel connected to the school community by creating healthy environments for social emotional growth for students at every developmental level.

Arlington Heights Elementary School

Title I Part A Site Allocation Total Expenditures:	$228,855.00
Title I Part A Site Allocation Allocation Balance:	$0.00
Arlington Heights Elementary School Total Expenditures:	$266,284.00