

School Year: **2023-24**



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	February 28, 2023	August 8, 2023

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)

Schoolwide Program

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.

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Arlington Heights Elementary School met the criteria for the following student groups:

1. Black or African Americans
2. English Learners
3. Students with Disabilities
4. Two or More Races

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Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

What did your data show (disaggregated by student group)?

Guidance	
Data Analysis	<p>Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups.</p> <p>Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.</p>

California Dashboard indicators:

Arlington Heights met the criteria necessitating Targeted Support and Improvement for the following subgroups and indicators:

- African American, English Learners, Students With Disabilities, Two Or More (races).

Preliminary California Assessment of Performance and Progress Spring 2022:

Students Met and Exceeded in ELA. Students Met and Exceeded in Math

3rd grade - 20% 3rd grade - 14%.

4th grade - 45.1% 4th grade - 19.23%

5th grade - 36.84% 5th grade - 21.05%

Smarter Balance Subgroup Summary Spring 2022

Targeted Support and Improvement Subgroups ELA : Targeted Support and Improvement Subgroups Math:

"All": 37%(included as a baseline). "All": 19% (included as a baseline)

"Black/African Am.": 29% "Black/African Am.": 0%

"EL": 25% "EL": 25%

"LowSES": 38% "LowSES": 17%

"SWD": 20% "SWD": 13%

District Climate Survey Results Spring 2022 District Climate Survey Results Spring 2023

Parent Number of participation 80 Parent Number of participation 139

Student number of participation 15 Student number of participation 47

2021/2022 2022/2023 2022/2023

High Expectations/Caring Relationships: Parents - 95%, Students - 87% Caring Relationship (school has a climate that is caring) Parents - 88%. Students - 60%.

Participation/Engagement/Motivation: Parents - 81%, Students - 79% Student Engagement (students are interested in what they are learning) Parents - 88%, Students - 52%.

Safety: Parents - 91%, Students - 74% Safety (school is a safe place for all students) Parents - 84%, Students - 55 %.

School Culture/Sense of Belonging: Parents - 92%, Students - 67% School Culture/Sense of Belonging (adults at school treat students respectfully) Parents - 89% Students - 67%.

Academic Progress: Parents - 90%, Students - 93% Academic progress (questions and concerns about school work are addressed) Parents - 89%, Students - 73%.

Parent Involvement Family and Staff Engagement (the school offers families opportunities to be involved in school and classroom activities)

School Decision Making: Parents - 84%, Staff - 88% School Decision Making (school seeks input when making

decisions) Parents - 70.9%, Staff - 75%.

Since COVID 19 Pandemic altered all aspects of society, including education and household stability, much of the data analysis reflects the two full academic years since the 2020-2021 hybrid education format, as we are now in the 2022-2023 school year.

2022-2023 District Level Academic Data:

iReady Reading and Math was administered 3 times during the 2021-2022 school year for 1st and 2nd grade students, while 3rd - 5th grade students took it in the Fall and Winter and the CAASPP test in the Spring. Kindergarten opted not to have the students take the iReady diagnostic, but gathered other academic data including reading levels. Spring scores for iReady, CAASPP, and text levels have not been calculated and distributed at this time. Below are the results by grade level. The first percentage is the score of students at grade level for the Fall and the second percentage is the score of students at grade level for the Winter.

iReady Scores -

Reading

Approaching and At Grade Level: 2021/2022: 2022/2023

Kindergarten- Fall: 1.8%, Winter: 1.8%, Spring 10.5%, Fall: 1.8%, Winter 1.8%.

1st Grade- Fall: 7.6%, Winter: 21.2%, Spring 22.7%, Fall: 1.6%, Winter: 6.6%.

2nd Grade- Fall: 41.4%, Winter: 48.3%, Spring 53.4%, Fall: 27.9%, Winter: 14.5%.

3rd Grade- Fall: 14.3%, Winter: 32.7%, Fall: 44.5%, Winter: 62.9%.

4th Grade - Fall: 20%, Winter: 38%, Fall: 47.2%, Winter: 56.3%.

5th Grade - Fall: 22%, Winter: 29.3%, Fall: 40.4%, Winter: 69.2%.

Math:

Approaching and At Grade Level: 2021/2022: 2022/2023

Kindergarten- Fall: 0% Winter: 0% Spring 0% Fall: 28% Winter 38%

1st Grade- Fall: 6% Winter: 17% Spring 24% Fall: 4% Winter: 14%

2nd Grade- Fall: 6% Winter: 14% Spring 24% Fall: 6% Winter: 20%

3rd grade - Fall: 0% Winter: 4.1% Fall: 44.4% Winter: 61.2%

4th grade - Fall: 8% Winter: 20% Fall: 25.4% Winter: 40%

5th grade - Fall: 9.8% Winter: 14.6% Fall: 46.2% Winter: 57.7%.

Targeted Support and Improvement Subgroups Reading Results: Targeted Support and Improvement Subgroups Math Results:

"All" students increased by 14.9% (included as a baseline) "All" students increased by 14.2% (included as a baseline)

"Black/African Am." increased by 29.2% "Black/African Am." increased by 41.7%

"White" increased by 7.3% "White" increased by 5.8%

"EL" increased by 8% "EL" increased by 8%

"LowSES" increased by 16.5% "LowSES" increased by 23.1%

"SWD" increased by 20% "SWD" increased by 20%

Text Level Scores - Running record reading assessments are done by the TK-2nd grade teachers at the beginning of the year and at the end of each trimester. The scores below will indicate the percent of students at or above grade level. The first percentage is beginning of the year and the second percentage is from the end of the 2nd trimester (March).

2021/2022: 2022/2023

TK/K- Fall: 0%, Winter: 1.96% Fall: 1.6%, Winter: 6.6%.

1st- Fall: 19.56% Winter: 22.22% Fall: 11.1%, Winter: 16.7%.

2nd- Fall: 50%, Winter: 57.45% Fall: 27.9%, Winter: 14.5%.

Based on "All" grade levels and "All" Targeted Support and Improvement subgroups demonstrating improved results from Fall to Winter in both ELA and Math, we anticipate the same performance results in CAASP.

Attendance:

Attendance in 2021/2022 was a very difficult element to track and accurately measure the year with a variety of required absences through health protocols due to the continued COVID 19 Pandemic. There was a continued positive push by the school to connect families and eliminate barriers for students being present and on-time. As of the end of the 2021

calendar year (December 2021), the Chronically Absent attendance percentages were as follows:

Overall Chronically Absent: 40.8%

Two groups that have higher percentages than the overall student population are Low SES at 45.8% and Black/African American at 44.4%. Due to the large number of Chronically Absent students, we will be building in specific targeted interventions for the student body, while also specifically targeting these two subgroups with higher percentages.

Attendance in 2022/2023 was still challenging to track, as many families that struggled to bring students to be present and on-time still struggled; however, the site's Homeless population grew 33%, which added more students who experience unstable home circumstances. As of the end of the calendar year (December 2022), the Chronically Absent attendance percentages were as follows:

Overall Chronically Absent: 44.7%

Due to the large number of Chronically Absent students, we will continue building supports specific to our Targeted Support and Intervention subgroups: (see attendance rates below)

90.2% of "All" Students (as a baseline)

87.3% of "Black/African Am."

89.6% of "LowSES"

91.8% of "EL"

90.9% of "SWD"

Suspension Data

Targeted Support and Improvement subgroup results:

1.01% of "All" students suspended (included as a baseline)

1.69% of "Black/African Am." students suspended

0.55% of "White" students suspended

1.38% of "LowSES" students suspended

0.0% of "EL" students suspended

1.47% of "SWD" students suspended

Suspensions continue to be a "last resort" discipline model, indicated by the low number of suspension data. However, we will continue to utilize Restorative Practices and Responsive Classroom strategies. Within our Targeted Support and Improvement subgroups, specifically "Black/African American," "LowSES," and "Students with Disabilities," are suspended at a higher rate than the "All" student population. These disproportionate suspension rates necessitate prioritization within the site's SEL program, including Culturally Responsive practices.



Root Cause Analysis

What did your root causes analysis reveal?

Guidance	
Root Cause Analysis	<p>Root cause analysis follows directly from areas identified during data analysis.</p> <p>Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.</p>

Site leadership including; administration, elected leadership team members, School Site Council and our English Learner Advisory Committee participated in data analysis to develop a deeper understanding of the data sources identified above and create recommendations based on identification of the root causes. Generally there is a study in the change of data over time, but due to the pandemic, very little reliable data came out of the 19-20 and 20-21 school years. That is why the educational partners looking at data decided to instead focus on 2021/2022 and 2022/2023 data as a way to get to know the students and their needs and to build upon demonstrated areas of strengths and identified places that need growth.

Based on an analysis of state and local data, the following root causes contributing to the results were identified by educational partners:

- The impact of COVID 19 on student and family connectedness with school, economic instability of families due to economic factors within society as a whole impacting student support at home and low attendance rates.

In response to this data, we will implement the following evidence-based actions, interventions, practices, programs, services, and/or resources to address the needs of our Targeted Support and Improvement subgroups:

- Consultant provided professional development in core Mathematics principally in foundational numeracy and core instruction
- Ongoing professional development targeting English Language Learners
- Academic intervention in both ELA and Mathematics
- SEL for identified student groups on a school-wide classroom based approach to monitor the progress of our actions for our targeted student groups, we will collect and monitor the following data:
- iReady ELA and mathematics trimester results
- Teacher feedback and observations
- Ongoing formative assessment in ELA and Mathematics
- Referral and suspension data

iReady:

- Data is similar to or higher than data from 21-22 school year. Many believe that to be from a lack of engagement during distance learning still impacts foundational learning, thereby yielding very low academic data when compared to pre-pandemic data for the learning community.
- Beginning of the year data is extremely low in comparison to pre-pandemic scores on iReady. Math is noticeably lower than reading scores.
- Mid year data shows huge growth for all grade levels.

Our Whole Group collaborations will disaggregate grade level data by Targeted Support and Improvement Subgroups, then focus on our marginalized students within classes. The success of these students proves paramount to the success of our

Text level:

- Beginning of the year data is much lower than pre-pandemic scores.
- Although growth was made, a larger increase was expected.
- TK/Kinder had a much lower number of students able to even receive a score due to lack of foundational skills.

Primary Grades will continue using Heggerty for foundational literacy. All grades will utilize Okapi book room within small group ELA instruction.

District Survey:

- Student scores were lower than previous years while staff scores were higher than previous years.

Staff Preservice will include analysis and collaboration around key District Survey results for improvement

Attendance rates:

- Overall attendance is lower than previous years.
- Chronic absentee numbers have seen a significant jump since the pandemic, and the community hasn't really rebounded to pre COVID 19 attendance levels. Absenteeism impacts academic and climate data.

Suspension rates:

- Targeted Support and Improvement subgroups are suspended at a higher rate than "All" students
- "Black/African American," "Low SES," and "Students with Disabilities" are suspended at a disproportionate rate

These disproportionate suspension rates necessitate a greater emphasis on Inclusion and Responsive Teaching practices, especially for our marginalized students.

School and Learning Community Areas of Focus based on data:

- Build on academic growth made this year. Return to pre-pandemic academic levels or within 5% during the 2023-2024 school year by creating common agreements around instructional practices.

This includes continued Mathematics training for K-3rd grade teachers (4th & 5th grades added in the 2024-2025 school year), collaboration and professional development focused on small group instruction, engagement strategies, and accelerated learning building on foundational skills.

- Return the Chronic Absentee numbers below 20% through attendance improvement campaigns with the community.

The site will work with district resources to engage families in discussion and plans to ensure students are at school and on time.

- Improve student response scores on District Climate Survey. When meeting with students, many spoke about things that they enjoyed about school and connected to the learning community. They were craving the pre-pandemic sense of community and normalcy that those events (field trips, rallies, events, etc.) brought to their school experience.

Continued focus on engaging families and utilizing community resources to enhance student experience during the day and after school is critical in improving school climate. Increase all student response percentages by 5% or more.

- Add a greater emphasis on Inclusion and Culturally Responsive Teaching Practices within the site's Responsive Classrooms Social Emotional Learning approach to building classroom communities.

Connecting Targeted Support and Improvement subgroups within their the classroom communities proves a priority at the site level.

Resource Inequities

What resource inequities did you discover?

Guidance	
Resource Inequities	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

Supplemental funding has been dedicated to the site's STEAM Initiative and school-wide literacy correlating with overall student performance increases in ELA and Math. The school plans to provide release time for teachers to participate in on-going math professional development at the site level as well as support STEAM and 21st Century Skills related activities. Additional staff collaboration will be used to focus around Targeted Support and Improvement subgroups, thereby benefitting the "All" students in the site learning community.

Based on data analysis, root cause analysis, review of budgets and review of schedules, the following resource inequities were identified:

1. African American, English Learners, Students With Disabilities, Two Or More (races) students in addition to Homeless students continue to lack the resources and parent support to fluently access 21st Century Learning and technologies outside of the school day. The importance of fluently accessing 21st Century Learning skills and fluent techno-literacy for students to develop independence creatively accessing learning.
2. Additional supplemental resources in Math and STEAM programs to further prepare our students for an ever changing future requiring the ability to think critically and apply mathematics to the world around them.
3. Balancing Social-Emotional Learning, Inclusivity and Academic Learning throughout the instructional day proves necessary to continue the site's implementation of programs to support student need ever more. Expanding Culturally Responsive teaching practices within the site Responsive Classrooms SEL approach will ensure elimination of inequities for our Targeted Support and Improvement subgroups.
4. The site's ongoing allocation of materials to continue to support content area literacy along with increase of accessible technologies also proves necessary for Targeted Improvement and Support subgroups and the site learning community as a whole.

Input from Educational Partners

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 the Fall of 2022-2023 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 2021 & Winter 2022 Survey Results. Additionally, as CAASPP results provide guideposts for areas of the site academic program (i.e., Writing Domain) necessitating increased priority, as well. Beginning of the year academic data showed many students are lacking in fundamental skills and the need for core academic instruction that integrates differentiation and engagement strategies seamlessly is of critical importance.

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 Spring 2022 including iReady/text level and CAASPP in preparation for beginning of the 2022-2023 year data analysis for the staff and learning community as a whole. School Site Council supports site prioritization of supplemental funds based on current iReady and text level data current CA Dashboard and CAASPP data in two beginning of the year meetings (i.e., September and October meetings) of the 2022-2023 school year. Additionally, our parent liaison brought back feedback gathered from other educational partners including our Parent Teacher Club.

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, writing program, and mathematics consultancy which accounts for our sites overall learning program. However, targeted support and improvement subgroups, especially those falling into multiple categories (LowSES, African Amer./Black, SPED, etc.) experience more hardships and resource inequities. Based on data analysis, root cause analysis, review of budgets and review of schedules, the following resource inequities were identified:

1. Targeted support and improvement subgroup students continue to lack the resources and skills that create a gap in data in comparison to "All" students. A continued focus on differentiation and use of multiple resource supports will focus on the growth of these students.

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. Professional development and collaboration around Math are necessary to address the low success rate of "All" students in Math.
3. Writing overall is an area of relative weakness that requires programmatic adjustment and support. Additional time and resources given in the 21-22 school year yielded growth in writing, so a continued focus can help maintain that growth.
4. Balancing Social-Emotional Learning and Academic Learning throughout the instructional day proves necessary to continue the site's implementation of programs to support students ever more. Student positive connection and engagement requires additional resources.
5. The site will prioritize attendance recognition and incentives specific to our targeted support and improvement subgroups, such as African American students
6. The site's ongoing allocation of materials to continue to support content area literacy along with increase of accessible technologies also proves necessary.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.4%	1.26%	1.12%	4	4	4
African American	8.3%	8.81%	10.36%	24	28	37
Asian	3.8%	5.03%	5.04%	11	16	18
Filipino	%	1.26%	0.84%		4	3
Hispanic/Latino	30.5%	32.08%	30.81%	88	102	110
Pacific Islander	%	0.31%	0.28%		1	1
White	46.7%	41.19%	42.02%	135	131	150
Multiple/No Response	9.3%	10.06%	9.52%	27	32	34
	Total Enrollment			289	318	357

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	65	76	95
Grade 1	50	58	54
Grade 2	43	53	57
Grade3	44	49	49
Grade 4	44	44	53
Grade 5	43	38	49
Total Enrollment	289	318	357

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	23	31	44	8.00%	9.7%	12.3%
Fluent English Proficient (FEP)	10	12	19	3.50%	3.8%	5.3%
Reclassified Fluent English Proficient (RFEP)	2			8.7%		

Arlington Heights Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

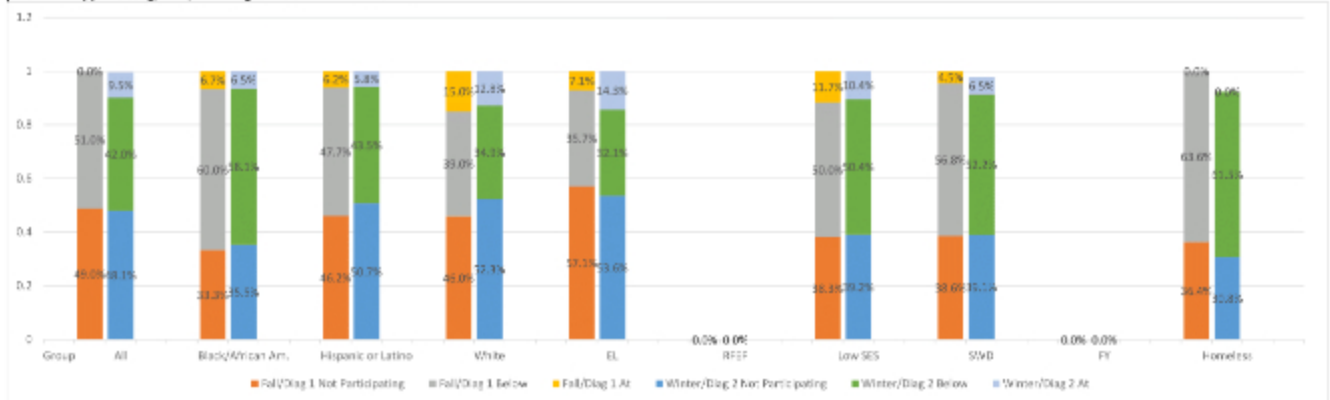
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	230	94	98	0	111	97	22			
Black/African Am.	31	10	18	2	11	18	2			
Hispanic or Latino	69	30	31	4	35	30	4			
White	109	46	39	15	57	38	14			
EL	28	16	10	2	15	9	4			
RFP	2	0	0	1	0	0	1			
Low SES	125	46	60	14	49	63	13			
SWD	46	17	25	2	18	24	3			
FY	3	1	1	1	1	2	0			
Homeless	13	4	7	0	4	8	0			

Arlington Heights Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	231	40.0%	51.0%	0.0%	48.1%	42.0%	9.5%			
Black/African Am.	31	33.3%	60.0%	6.7%	35.5%	58.1%	6.5%			
Hispanic or Latino	69	46.2%	47.7%	6.2%	50.7%	43.5%	5.8%			
White	109	46.0%	39.0%	15.0%	52.3%	34.9%	12.8%			
EL	28	57.1%	35.7%	7.1%	53.6%	32.1%	14.3%			
RFP	2	0.0%	0.0%	100.0%	0.0%	0.0%	50.0%			
Low SES	125	38.3%	50.0%	11.7%	39.2%	50.4%	10.4%			
SWD	46	38.6%	56.8%	4.5%	39.1%	52.2%	6.5%			
FY	3	33.3%	33.3%	33.3%	33.3%	66.7%	0.0%			
Homeless	13	36.4%	63.6%	0.0%	30.8%	61.5%	0.0%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

†Below = Approaching, One, or Two grade levels below standard



Arlington Heights Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

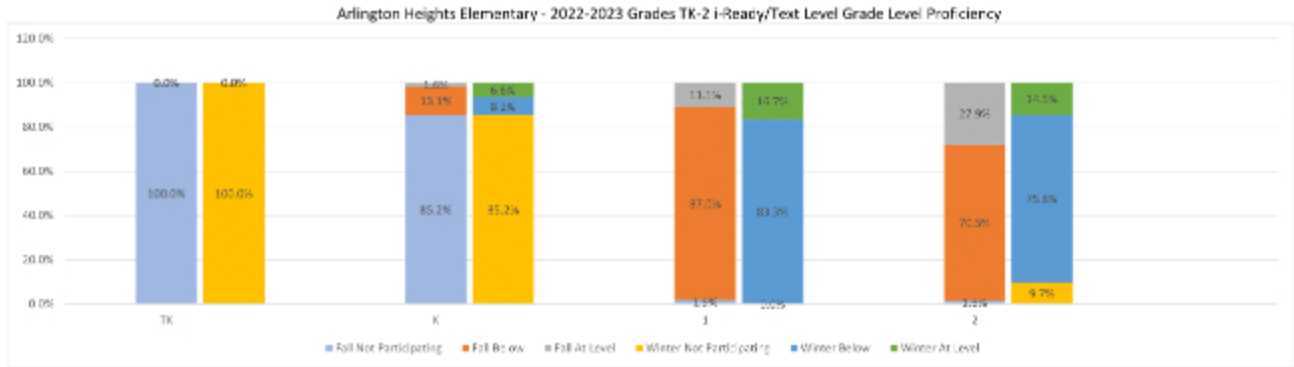
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	53	40	0	0	53	0	0			
K	61	52	8	1	52	5	4			
1	54	1	47	6	0	45	9			
2	62	1	43	17	6	47	9			

Arlington Heights Elementary -2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	53	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
K	61	85.2%	13.1%	1.6%	85.2%	8.2%	6.5%			
1	54	1.9%	87.0%	11.1%	0.0%	83.3%	16.7%			
2	62	1.6%	70.5%	27.9%	9.7%	75.8%	14.5%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard



Arlington Heights Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

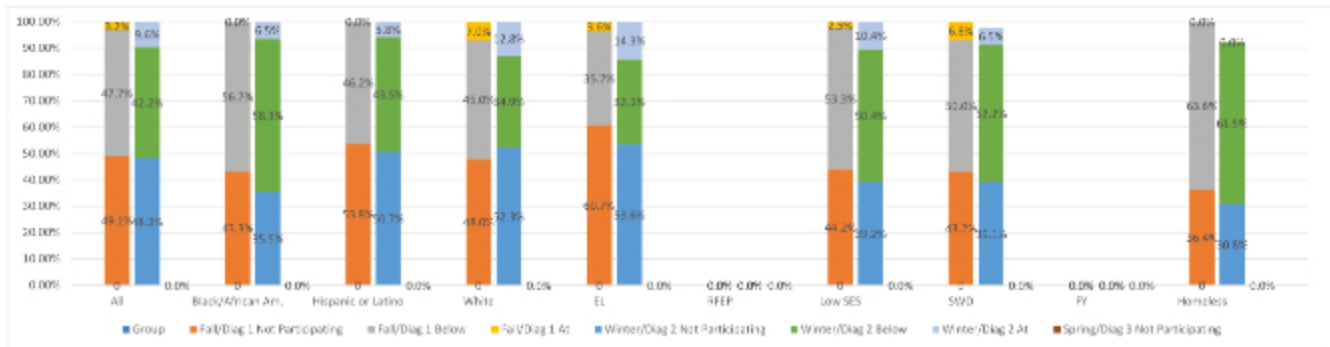
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	230	106	103	7	118	105	7			
Black/African Am.	31	13	17	0	14	17	0			
Hispanic or Latino	69	35	30	0	39	30	0			
White	109	48	45	7	55	47	7			
EL	28	17	10	1	16	11	1			
RFP	2	0	1	0	0	1	0			
Low SES	125	53	64	3	56	66	3			
SWD	46	19	22	3	19	23	3			
FY	3	1	2	0	1	2	0			
Homeless	13	4	7	0	4	8	0			

Arlington Heights Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	231	45.1%	47.7%	3.2%	51.1%	45.5%	3.0%			
Black/African Am.	31	43.3%	56.7%	0.0%	45.2%	54.8%	0.0%			
Hispanic or Latino	69	53.8%	46.2%	0.0%	56.5%	43.5%	0.0%			
White	109	48.0%	45.0%	7.0%	50.5%	43.1%	6.4%			
EL	28	60.7%	35.7%	3.6%	57.1%	39.3%	3.6%			
RFP	2	0.0%	100.0%	0.0%	0.0%	50.0%	0.0%			
Low SES	125	44.2%	53.3%	2.5%	44.8%	52.8%	2.4%			
SWD	46	43.2%	50.0%	6.8%	41.3%	50.0%	6.5%			
FY	3	33.3%	66.7%	0.0%	33.3%	66.7%	0.0%			
Homeless	13	36.4%	63.6%	0.0%	30.8%	61.5%	0.0%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard



Arlington Heights Elementary - 2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	53	40	0	0	53	0	0			
K	61	55	4	2	54	5	2			
1	54	9	43	2	9	43	2			
2	62	2	56	3	2	57	3			

Arlington Heights Elementary -2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	53	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
K	61	90.2%	6.6%	3.3%	88.5%	8.2%	3.3%			
1	54	16.7%	79.6%	3.7%	16.7%	79.6%	3.7%			
2	62	3.3%	91.8%	4.9%	3.2%	91.9%	4.8%			

*Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard

Arlington Heights Elementary - 2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency



Conclusions based on this data:

1. i-Ready 2022-2023 Fall to Winter:
Reading Targeted Support and Improvement results by subgroup-
44.1 % Fall to 59 % of "All" students at grade level.
33.3 % Fall to 62.5 % of "Black/African Am." students at grade level.
44.9 % Fall to 52.2 % of "White" students at grade level.
24 % Fall to 32 % of "EL" students at grade level.
40.7 % Fall to 57.2 % of "LowSES" students at grade level.
28 % Fall to 48 % of "SWD" students at grade level.

Math:

- 2022/2023 Targeted Support and Improvement results by subgroup-
- 38.6 % Fall to 52.8 of "All" students at grade level.
 - 12.5 % Fall to 54.2 % of "Black/African Am." students at grade level.
 - 42 % Fall to 47.8 % of "White" students at grade level.
 - 24 % Fall to 32 % of "EL" students at grade level.
 - 29.5 % Fall to 52.8 % of "LowSES" students at grade level.
 - 24 % Fall to 44 % of "SWD" students at grade level.

Based on this data, "All" students (Targeted Support and Improvement subgroups) grew in both ELA and Math from Fall to Winter. We consider our focused Math PD "Engage Math" to be a solid contributing factor to Mathematics results, but we need to maintain our ELA instructional reading practices moving forward.



**Spring 2023
District Climate Survey Results by School**

Arlington Heights

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Caring Relationships						
Pct Strongly Agree/Agree						
A) School has a climate that is caring.	129	88.37%	47	59.57%	4	25.00%
B) There are students and staff on campus who listen to students when they have something to say.	130	84.62%	46	73.91%	4	75.00%
C) There is an adult from the school who checks on how students are doing.	130	71.54%	46	50.00%	4	100.00%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	130	80.00%	46	65.22%	4	25.00%
E) Staff feels supported to do their job well in meeting the needs of all students.					4	25.00%
F) Staff feels part of an effective team.					4	25.00%
Family and Staff Engagement						
Pct Strongly Agree/Agree						
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	128	92.19%			4	100.00%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	129	86.82%			4	75.00%
C) The school offers families opportunities to be involved in school and classroom activities.	130	83.85%			4	75.00%
D) The school keeps families well-informed about school activities.	130	92.31%			4	75.00%
E) The staff at our school listens to family concerns about issues.	128	85.94%			4	75.00%
F) The staff at school are helpful and welcoming when families come to school or call.	129	94.57%			4	75.00%
G) The school and families are partners in promoting positive behavior for my student.	127	91.34%			4	75.00%
H) Families who speak a language other than English receive general information about our school in their home language.	129	92.25%			4	75.00%
I) Staff receive information about upcoming events and important information about the school.					4	100.00%
School Decision Making						
Pct Strongly Agree/Agree						
A) School seeks input when making important decisions.	127	70.87%	47	63.83%	4	75.00%
B) Important school decisions reflect diverse input.	128	72.66%	46	60.87%	4	50.00%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	129	72.87%				
D) The principal and staff listen to concerns of other staff members about issues.					4	25.00%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					4	25.00%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					4	50.00%
G) Our school uses data from this survey to inform site decision making.					4	50.00%
H) Staff voice matters in decision making.					4	0.00%
Safety						
Pct Strongly Agree/Agree						
A) Concerns about student safety are taken seriously.	129	83.72%	47	55.32%	4	25.00%
B) Concerns about student safety are addressed in a timely manner at my school.	125	85.60%	45	62.22%	4	25.00%
C) My school is a safe place for all students.	128	86.72%	46	67.39%	4	25.00%
D) My school is a safe place for all staff.					4	25.00%
E) Students know what staff member to go to if they have a safety concern.	129	90.70%	45	64.44%	4	75.00%
F) Students know school safety protocols.	129	89.15%	46	80.43%	4	75.00%
G) I feel safe sharing different viewpoints and perspectives at my school.	128	80.47%	45	57.78%	4	50.00%
Sense of Belonging						
Pct Strongly Agree/Agree						
A) School staff respects student diversity.	127	88.98%	46	67.39%	4	100.00%
B) Adults at my school treat students respectfully.	129	93.02%	45	60.00%	4	50.00%
C) Students are respectful to each other at school.	129	59.69%	45	35.56%	4	0.00%
D) Students have opportunities to socialize with other students often at school.	128	89.06%	45	73.33%	4	100.00%
E) Students have an adult on campus they trust.	129	87.60%	45	82.22%	4	100.00%
F) Students trust other students at school.	129	83.72%	45	86.67%	4	50.00%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	130	74.62%	43	55.81%	4	75.00%
H) School staff reflects student diversity.	130	77.69%	44	56.82%	4	25.00%
Academic Progress						
Pct Strongly Agree/Agree						
A) Families and students understand how assignments and tests are graded.	130	89.23%	45	73.33%	4	50.00%
B) Questions and concerns about schoolwork are addressed.	130	91.54%	46	69.57%	4	100.00%
C) Student grades reflect their knowledge of the material.	130	88.46%	45	66.67%	4	100.00%
D) Adults at my school believe all students can be successful.	130	91.54%	44	72.73%	4	75.00%
E) Students feel comfortable and unjudged to ask their teacher for help.	130	90.00%	45	68.89%	4	100.00%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	130	93.85%	44	77.27%	4	100.00%
G) Teachers at my school go out of their way to help all students.	130	87.69%	44	43.18%	4	100.00%
H) Students receive timely and regular feedback on their learning.	129	89.92%	43	74.42%	4	100.00%
I) Staff at my school provides resources or ideas that help families support their students at home.	130	82.31%			4	75.00%
High Expectations						
Pct Strongly Agree/Agree						
A) Students are challenged academically at school.	130	76.15%	45	55.56%	4	100.00%
B) School recognizes and celebrates the academic success of all students.	130	89.23%	44	56.82%	4	100.00%
C) Adults on campus motivate students to do their best.	130	90.00%	44	72.73%	4	100.00%
D) School provides additional academic support when students are struggling.	130	78.46%	44	59.09%	4	50.00%

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Student Engagement						
A) Students are interested in what they are learning.	130	88.46%	46	52.17%	4	50.00%
B) Students have access to classes and activities that meet their interests and talents.	130	82.31%	44	52.27%	4	75.00%
C) Students understand how to complete their schoolwork.	130	87.69%	45	71.11%	4	100.00%
D) Students complete assignments on time.	129	79.07%	44	45.45%	4	50.00%
E) Students are motivated to do their schoolwork.	129	73.64%	44	54.55%	4	75.00%

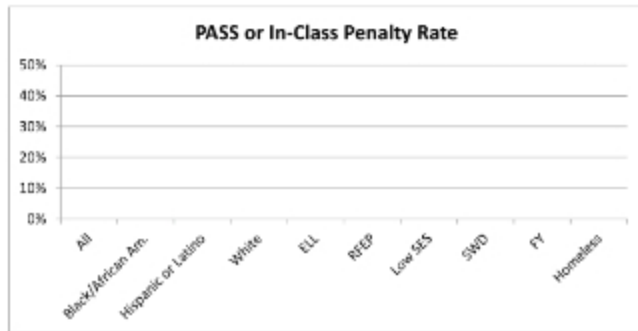
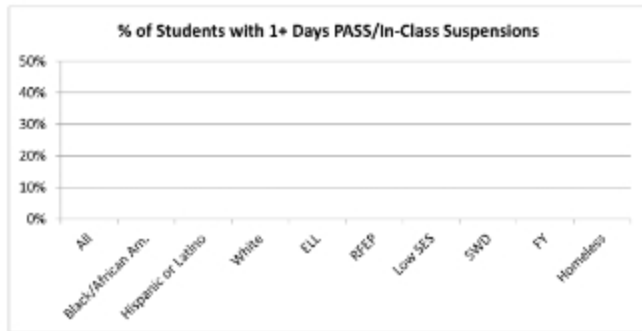
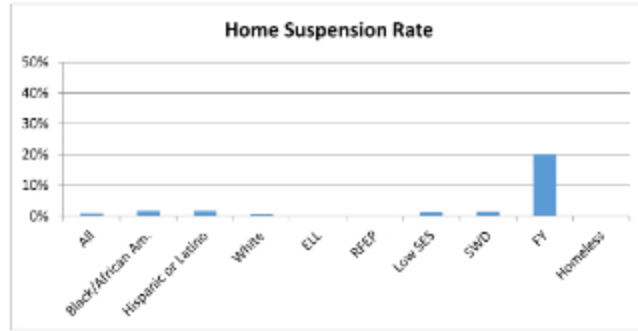
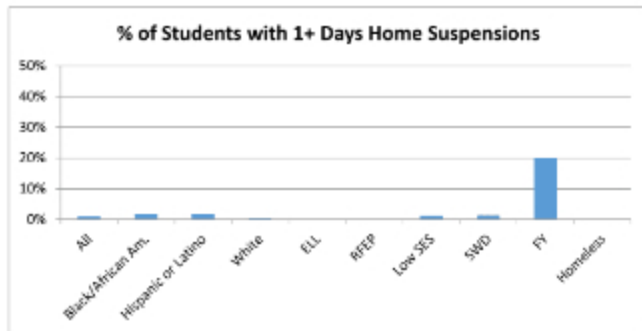
	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
College and Career Readiness						
A) Students are encouraged to take the required courses needed to be prepared for college and career.	123	48.78%	45	53.33%	4	25.00%
B) Students and families know what classes they will have to take and pass to graduate from high school.	120	52.50%	43	34.88%	4	25.00%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.	121	56.20%	45	53.33%	4	25.00%
D) School offers college and career programs.	118	28.81%	45	31.11%	4	25.00%
E) Students participate in programs to learn about different jobs, careers, and colleges.	119	34.45%	44	20.45%	4	25.00%
F) Students are prepared for the next step of their educational experience.	121	58.68%	45	51.11%	4	25.00%
G) Staff are optimistic about the future of their career in San Juan Unified.					4	25.00%
H) There are equitable opportunities for advancement in the district.					4	50.00%

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Customer Satisfaction						
A) I would recommend my school to other families.	129	79.84%	46	71.74%	4	50.00%
B) San Juan Unified School District is a district that I would recommend to other families.	129	81.40%	45	71.11%	4	50.00%

Arlington Heights Elementary 2022-2023 Suspension Data

Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions					PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	398	4	1.01%	4	4	1.01%	0	0.00%	0	0.00%
Black/African Am.	59	1	1.69%	1	1	1.69%	0	0.00%	0	0.00%
Hispanic or Latino	117	2	1.71%	2	2	1.71%	0	0.00%	0	0.00%
White	181	1	0.55%	1	1	0.55%	0	0.00%	0	0.00%
ELL	52	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
RFEP	10	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Low SES	218	3	1.38%	3	3	1.38%	0	0.00%	0	0.00%
SWD	68	1	1.47%	1	1	1.47%	0	0.00%	0	0.00%
FY	5	1	20.00%	1	1	20.00%	0	0.00%	0	0.00%
Homeless	20	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%



* Low SES: Low SES includes low income students and students whose parents have not completed high school.

** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

Arlington Heights Elementary - I-Ready Diagnostic 2 ELA Proficiency Level by Group

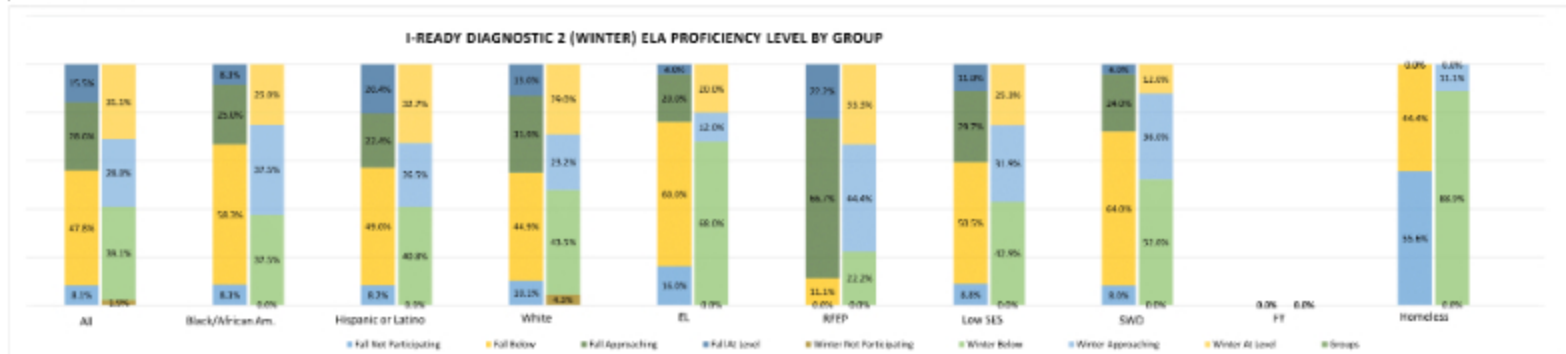
Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	161	13	77	46	25	3	63	45	50				
Black/African Am.	24	2	14	6	2	0	9	3	6				
Hispanic or Latina	49	4	24	11	10	0	20	13	16				
White	69	7	31	22	9	3	30	16	20				
EL	25	4	15	5	1	0	17	3	5				
BFEP	9	0	1	6	2	0	2	4	3				
Low SES	91	8	46	27	10	0	38	29	23				
SWD	25	2	14	6	1	0	13	4	3				
FY	1	0	1	0	0	0	0	0	0				
Homeless	9	5	4	0	0	0	8	1	0				

Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	161	8.1%	47.8%	28.6%	15.5%	1.8%	39.1%	28.0%	31.1%				
Black/African Am.	24	8.3%	58.3%	25.0%	8.8%	0.0%	37.5%	37.5%	25.0%				
Hispanic or Latina	49	8.2%	49.0%	22.4%	20.4%	0.0%	40.8%	26.5%	32.7%				
White	69	10.1%	44.9%	31.9%	13.0%	4.3%	45.5%	23.2%	29.0%				
EL	25	16.0%	60.0%	20.0%	4.0%	0.0%	68.0%	12.0%	20.0%				
BFEP	9	0.0%	11.1%	66.7%	22.2%	0.0%	22.2%	44.4%	33.3%				
Low SES	91	8.8%	50.5%	29.7%	11.0%	0.0%	42.9%	31.9%	25.3%				
SWD	25	8.0%	56.0%	24.0%	4.0%	0.0%	52.0%	36.0%	12.0%				
FY	1	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%				
Homeless	9	55.6%	44.4%	0.0%	0.0%	0.0%	88.9%	11.1%	0.0%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below - Two grade levels or more below standard

**Approaching - One grade level below standard



Arlington Heights Elementary - I-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade

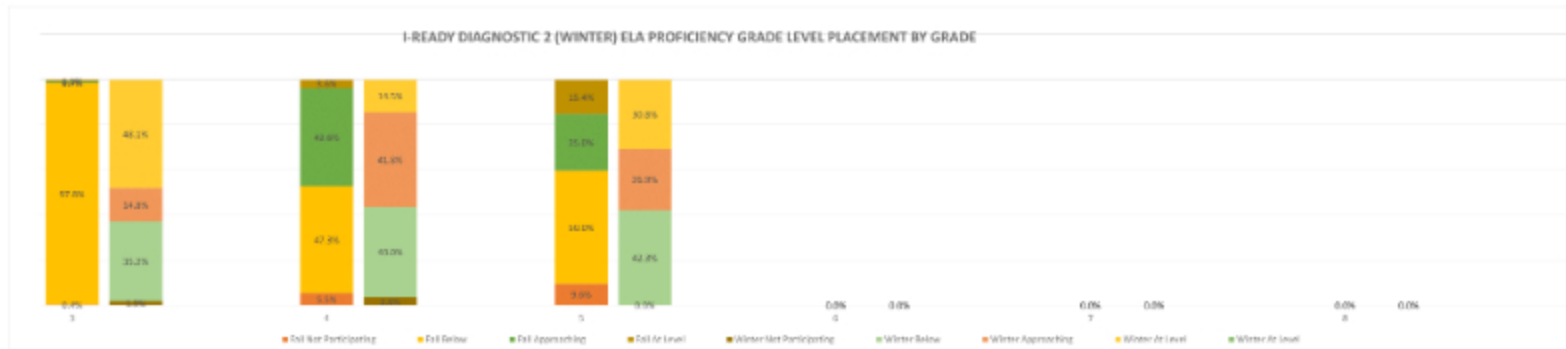
Grade	Fall/Diagnostic 1 I-Ready Grade Level Placement					Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	54	5	25	5	15	1	19	5	25				
4	55	5	28	24	2	2	22	23	8				
5	52	5	28	13	8	6	22	14	35				
6	0	0	0	0	0	0	0	0	0				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Fall/Diagnostic 1 I-Ready Grade Level Placement					Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	54	9.3%	46.3%	16.7%	27.8%	1.9%	35.2%	14.8%	48.1%				
4	55	9.1%	47.3%	43.6%	3.6%	3.6%	40.0%	41.8%	14.5%				
5	52	9.6%	50.0%	25.0%	15.4%	0.0%	42.3%	26.9%	30.8%				
6	0												
7	0												
8	0												

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching = One grade level below standard



Arlington Heights Elementary - I-Ready Diagnostic 2 Math Proficiency Level by Group

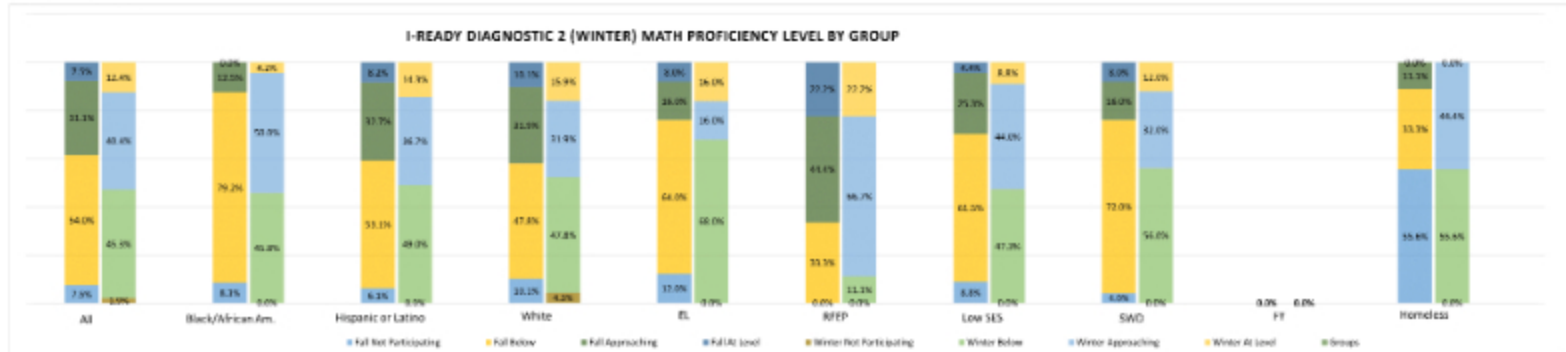
Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	161	12	87	50	12	3	71	65	20				
Black/African Am.	24	2	19	3	0	0	11	12	1				
Hispanic or Latina	49	3	25	15	4	0	24	18	7				
White	69	7	31	22	7	3	33	22	11				
EL	25	3	15	4	2	0	17	4	4				
BFEP	9	0	3	4	2	0	1	6	2				
Low SES	91	8	56	23	4	0	43	40	8				
SWD	25	1	18	4	2	0	14	8	3				
FY	1	0	1	0	0	0	1	0	0				
Homeless	9	5	3	1	0	0	5	4	0				

Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	161	7.5%	54.0%	31.1%	7.5%	1.9%	45.3%	40.6%	12.4%				
Black/African Am.	24	8.3%	79.2%	32.5%	0.0%	0.0%	45.8%	50.0%	4.2%				
Hispanic or Latina	49	6.1%	51.1%	32.7%	8.2%	0.0%	49.0%	36.7%	14.3%				
White	69	10.1%	47.8%	31.9%	10.1%	4.3%	47.8%	31.9%	15.9%				
EL	25	12.0%	60.0%	16.0%	8.0%	0.0%	68.0%	16.0%	16.0%				
BFEP	9	0.0%	33.3%	44.4%	22.2%	0.0%	11.1%	66.7%	22.2%				
Low SES	91	8.8%	61.5%	25.3%	4.4%	0.0%	47.3%	44.0%	8.8%				
SWD	25	4.0%	72.0%	16.0%	8.0%	0.0%	56.0%	32.0%	12.0%				
FY	1	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%				
Homeless	9	55.6%	33.3%	33.3%	0.0%	0.0%	55.6%	44.4%	0.0%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below - Two grade levels or more below standard

**Approaching - One grade level below standard



Arlington Heights Elementary - i-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade

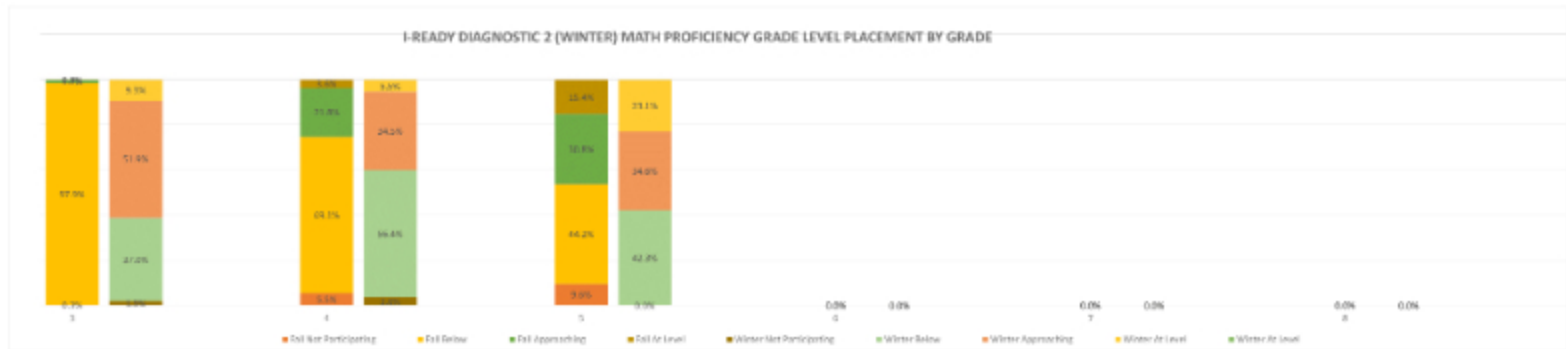
Grade	Fall/Diagnostic 1 i-Ready Grade Level Placement					Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	54	4	28	22	2	1	20	28	5				
4	55	5	38	12	2	2	31	19	5				
5	52	5	23	16	8	6	22	18	12				
6	0	0	0	0	0	0	0	0	0				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Fall/Diagnostic 1 i-Ready Grade Level Placement					Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	54	7.4%	48.1%	40.7%	3.7%	1.9%	37.0%	51.9%	9.3%				
4	55	5.5%	69.1%	21.8%	3.6%	3.6%	56.4%	34.5%	5.5%				
5	52	9.6%	44.2%	30.8%	15.4%	6.0%	42.3%	34.6%	23.1%				
6	0												
7	0												
8	0												

Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching = One grade level below standard



Conclusions based on this data:

1. Grades 3-8 iReady 2022-2023 Fall to Winter:

Targeted Support and Improvement results by subgroup:

3rd -5th Grade iReady ELA,

44.1% Fall to 59.1% "All" students "Approaching" or "At Grade Level".

33.3% Fall to 62.5 % of "Black/African Am." students "Approaching" or "At Grade Level".

44.9% Fall to 52.2% of "White" students "Approaching" or "At Grade Level".

24% Fall to 32% of "EL" students "Approaching" or "At Grade Level".

30.7% Fall to 57.2% of "LowSES" students "Approaching" or "At Grade Level".

28% Fall to 48% of "SWD" Approaching" or "At Grade Level".

Targeted Support and Improvement results by subgroup:

3rd - 5th Grade iReady Math,

38.6% Fall to 52.8% of "All" students "Approaching" or "At Grade Level".

12.5% Fall to 54.2% of "Black/African Am." students "Approaching" or "At Grade Level".

42% Fall to 47.8% of "White" students "Approaching" or "At Grade Level".

24% Fall to 32% of "EL" students "Approaching" or "At Grade Level".

29.7% Fall to 52.8% of "LowSES" students "Approaching" or "At Grade Level".

24% Fall to 44% of "SWD" students "Approaching" or "At Grade Level".

Based on this data, overall the 3rd Grade thru 5th Grade students improved in ELA and Math based on i-Ready Fall to Winter diagnostics. 3rd thru 5th Grade students are approaching the district's LCAP goal of 55% in ELA and Math;

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: 2022-23

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

What data did you use to monitor progress and how often?

Attendance data, iReady, student office referrals, suspensions, counseling referrals, empathy gathering, parent, student, staff survey

What worked and didn't work? Why? (monitoring)

Whole group, "one size fits all" teaching didn't work for students who came in with many needs in both academics and social emotional learning. Having an eight hour a week MTSS counselor provided little help to students and families with mental and emotional needs during the school day. Empathy gathering attendance data, parent, student and staff surveys worked very well. Hiring additional staff to support students during both structured and unstructured time helped to build connectedness with students and staff. Having a Parent Liaison as a connection between parents and school was also a great resource. Prioritizing time and funds to bring activities and events on campus is absolutely necessary when trying to increase school connectedness. Attendance

programs and communications also helped encourage families to have students at school and on-time. This will be additionally important as the start time for next year is moving up.

What modification(s) did you make based on the data? (evaluation)

Continue to have our counselor meet with small groups "Lunch Bunch" and partner with teachers providing social and emotional lessons for classes (when available). Attention to the families needs made for more meaningful interactions. Making those adjustments proved beneficial in engaging families and increasing interactions. Utilizing the parent liaison to contact families was also a valuable way to communicate and gather feedback for families. Additional time with the attendance clerk let us work with district staff to support families through attendance meetings and programs to increase accountability in attendance.

2022-23

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Spring School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree.	Meaningful Participation Overall Ratings: Parents: 80 Students: 15 Staff: 8	Meaningful Participation Overall Ratings: Parents: Increase 2% Students: Increase 2% Staff: Increase 2%
Spring School Survey - Overall rating of questions in tin school culture/sense of belonging	Caring Relationships (school has climate that is caring) Parent: 88.37% Student: 59.57% Student Engagement (students are engaged in what they are learning) Parent: 88.46%. Student: 52.17% Safety: (School is a safe place for all students) Parent: 83.77% Student: 55.32%	Caring Relationships (school has climate that is caring) Parent: 90% Student: 61% Student Engagement (students are engaged in what they are learning) Parent: 90%. Student: 54% Safety: (School is a safe place for all students) Parent: 85% Student: 57%

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

	<p>Sense of Belonging (Adults at school treat students respectfully) Parents: 88.98% Student: 67.39%</p> <p>Academic Progress (Questions and concerns about school work are addressed) Parents: 89.23% Students: 73.33%</p> <p>Family and Staff Engagement (The school offers families opportunities to be involved in School Decision Making and classroom activities) Parent: 92.19% Student:</p> <p>Customer Satisfaction: (I would recommend my school to other families) Parent: 79.84% Student:71.74%</p>	<p>Sense of Belonging (Adults at school treat students respectfully) Parents: 90% Student: 69%</p> <p>Academic Progress (Questions and concerns about school work are addressed) Parents: 91% Students: 75%</p> <p>Family and Staff Engagement (The school offers families opportunities to be involved in School Decision Making and classroom activities) Parent: 94% Student:</p> <p>Customer Satisfaction: (I would recommend my school to other families) Parent: 81% Student:73%</p>
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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	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 LCFF Supplement	3213 7965	School year 2023-24

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

tal Site Allocation 2000-2999: Classified Personnel Salaries

	further support and increase parent involvement.					
1.2	Increase communication per Parent/Staff Survey, Learning Support Team and School Site Council feedback via Family Events, Family STEAM Challenges, and Outreach, including additional Secretarial Hours	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 LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	1200 4952	School year 2023-24
1.3	Expand Attendance Campaign at site level including increasing connectedness for families through additional opportunities to recognize student and	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Site Leadership Team	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1200	School year 2023-24

	family achievements.					
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	2500	School year 2023-24
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	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1000 1000	School year 2023-24

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.

In order to decrease the suspension rate for African American students our site will focus on Restorative justice practices to help teachers change how they handle discipline problems. This approach will foster a school culture based on trust and open communication, in lieu of discipline.

Annual Review

SPSA Year Reviewed: 2022-23

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

What data did you use to monitor progress and how often?

iReady, student office referrals, suspensions, counseling referrals, empathy gathering, parent, student, staff survey

What worked and didn't work? Why? (monitoring)

Additional student support from MTSS for mental and emotional needs worked however we need more of it.
Additional two hour attendance clerk has helped with the school wide attendance plan.

What modification(s) did you make based on the data? (evaluation).

Continued focus on school environment that reaches the whole child. Differentiated instruction focused on the fundamentals helped achieved a lot of academic growth school wide. With a focus still needed on students' experience and connectedness with all educational partners, things like STEAM challenges, family events, newsletters and communications, student assemblies, and more will all improve the environment that students and families need in their elementary experience.

2022-23

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. 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. Upon return to the classroom (post COVID 19), the students demonstrated many academic and social emotional needs. In order to meet those needs, engagement is a primary focus to connect students in the classroom and on campus.

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.

However, based on Targeted Support and Improvement subgroups attendance and suspension results, Arlington's traditionally rich campus life approach to keep students connected requires focusing in regard to Targeted Support and Improvement subgroups. Attendance and suspension gaps between subgroups (i.e., attendance rate of 87.3% for "Black/African Am." compared to 90.2% of "All" students & suspension rate of 1.67% for "Black/African Am." students compared to 1.44% of "All" students specifically) necessitates increased work around Inclusion and culturally responsive teaching practices within our larger Responsive Classrooms Social Emotional Learning (i.e., SEL) school-wide approach.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Attendance Rate Data	<p>Attendance</p> <p>Targeted Support and Improvement subgroups data:</p> <p>90.2% of "All" students attendance rate</p> <p>87.3% of "Black/African Am." attendance rate</p> <p>91,1% of "White" students attendance rate</p> <p>89.6% of "LowSES" students attendance rate</p> <p>91.8% of "EL" students attendance rate</p> <p>90.9% of "SWD" students attendance rate</p>	<p>Targeted Support and Improvement subgroups data (% increase varies by subgroup based on 2022-2023 baseline):</p> <p>92.2% of "All" students attendance rate</p> <p>89.3% of "Black/African Am." attendance rate</p> <p>93,1% of "White" students attendance rate</p> <p>91.6% of "LowSES" students attendance rate</p> <p>93.8% of "EL" students attendance rate</p> <p>92.9% of "SWD" students attendance rate</p>
Suspension Data	<p>Suspension</p> <p>Targeted Support and Improvement subgroups data:</p> <p>1.44% of "All" students suspended</p> <p>1.67% of "Black/African Am." students suspended</p> <p>0.53% of "White" students suspended</p> <p>2.67% of "LowSES" students suspended</p> <p>0.0% of "EL" students suspended</p> <p>3.85% of "SWD" students suspended</p>	<p>Decrease Targeted Support and Improvement student subgroups (% decrease varies by subgroup based on 2022-2023 baseline):</p> <ul style="list-style-type: none"> .45% of "All" students suspended .68% of "Black/African Am." students suspended .54% of "White" students suspended 1.68% of "LowSES" students suspended <p>0.0% of "EL" students suspended</p> <ul style="list-style-type: none"> 2.86% of "SWD" students suspended

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	X All Students English Learners Low-Income Students Foster Youth	Principal, Leadership, Secretary	LCFF Supplemen tal Site Allocation	13000 3412	School year 2023-24
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	support students through the learning day.	Other		2000-2999: Classified Personnel Salaries LCFF Supplemental Centralized Services (District Only) 2000-2999: Classified Personnel Salaries		
2.8	Attendance Improvement Program Develop attendance improvement strategies, improve parent communication , student incentives and assemblies to increase school attendance. Lanyard and Charm recognition system along	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Attendance Clerk, District Attendance Specialist	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School year 2023-24

	with certificates and assemblies.					
2.9	Improve and diversify classroom libraries by selecting books that support inclusivity and SEL learning.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, PTC & Council Student	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School year 2023-24
2.10	Increase collaboration and professional development amongst staff around whole child practices and SEL that support culturally responsive and engaging instruction through texts and resources.	X All Students X English Learners X Low-Income Students Foster Youth X Other TSI student subgroups	Principal, PTC, LST & Council Student	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	3000 1143	School year 2023-24

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.

Annual Review

SPSA Year Reviewed: 2022-23

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

What data did you use to monitor progress and how often?

I-ready, student office referrals, suspensions, counseling referrals, empathy gathering, parent, student, staff survey

What worked and didn't work? Why? (monitoring)

District provided TK-2nd grade IA's worked, additional Intervention teacher, and ELO funds to fund an additional upper grade IA has enable us to target students who are two grade levels behind as well as small group instruction. With additional staffing and limited space it made coordinating a little difficult and limiting pulling out students during core instruction.

What modification(s) did you make based on the data? (evaluation)

Continue to focus on STEAM as school returns to "normal." Increase focus on materials and professional development on small group and hands-on instruction. Collaboration around writing instruction based on data from previous years. This collaboration model was found to be successful and will be used in other instructional areas. Data was reviewed to create small groups.

2022-23

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24								
CAASP ELA Scores Overall CA School Dashboard	Met & Exceeded: 3rd grade - 20% 4th grade - 45.1% 5th grade - 36.84%	Increase by 5%								
CAASP Math Scores Overall CA School Dashboard	Met & Exceeded: 3rd grade - 14% 4th grade - 19.23% 5th grade - 21.5%	Increase by 5%								
K - 1 Text Levels K - 2 iReady Reading/Math	At Grade Level K-1 Text Levels: K - 6.6% 1st grade - 16.7% Approaching and at Grade Level iReady Levels: <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Reading</td> <td style="width: 50%;">Math</td> </tr> <tr> <td>K - 1.8%</td> <td>38%</td> </tr> <tr> <td>1st grade - 6.6%</td> <td>14%</td> </tr> <tr> <td>2nd grade - 14.5%</td> <td>20%</td> </tr> </table>	Reading	Math	K - 1.8%	38%	1st grade - 6.6%	14%	2nd grade - 14.5%	20%	Increase by 2%
Reading	Math									
K - 1.8%	38%									
1st grade - 6.6%	14%									
2nd grade - 14.5%	20%									

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Transitional Kindergarten	Transitional Kindergarten Write their name with the correct letters letter names letter sounds reading 10 site words Count to 30 Recognize numbers 0-10	Transitional Kindergarten Write their name with the correct letters - 9% Letter names - 75% Letter sounds - 75% Reading 10 site words - 65% Count to 30 - 80% Recognize numbers 0-10 correctly - 90%
Kindergarten ELA Kindergarten Math	Kindergarten ELA Letter names Letter sounds Sight Words Concepts of print Text Level A	Kindergarten ELA Letter names: 75% Letter sounds: 75% Benchmark Sight Words: 70% Concepts of print: 70% Text Level: 70% at D Kindergarten MATH Identify numbers 0-50: 70% Counting Cardinality: 70%
iReady ELA iReady Math	iReady ELA at or above grade level for 3rd - 5th grade 3rd grade - 62.9% 4th grade - 56.3% 5th grade - 69.2% IReady Math at or above grade level for 3rd - 5th grade 3rd grade - 61.2% 4th grade - 40% 5th grade - 57.7%	iReady ELA 5% increase in proficiency levels iReady Math 5% increase in proficiency levels

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	<p>Universal Access</p> <p>Implement Tier 1 interventions in core curriculum for Language Arts utilizing the universal access model for small group instruction.</p>	<p>X All Students</p> <p>English Learners</p> <p>Low-Income Students</p> <p>Foster Youth</p> <p>Other</p>	Principal			School year 2023-24
3.2	<p>ELA instruction and engagement initiative based on historical reading and writing data on CAASPP and district assessments (i.e., State and local measures)</p> <p>Differentiated programs like Step Up to</p>	<p>X All Students</p> <p>X English Learners</p> <p>X Low-Income Students</p> <p>Foster Youth</p> <p>Other</p>	Principal, Site Leadership Team	Title I Part A Site Allocation 4000-4999: Books And Supplies	1000	School year 2023-24

	Writing and Heggerty					
3.3	<p>Math instruction and engagement initiative based on historical math data on CAASPP and district assessments (i.e., State and local measures)</p> <p>Staff development and support</p>	<p>X All Students X English Learners X Low-Income Students Foster Youth Other</p>	Principal, Site Leadership Team	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	69000	School year 2023-24
3.4	Utilizing academic program to support student skills in Mathematical thinking and numeracy through differentiated programs like Happy Numbers	<p>X All Students X English Learners X Low-Income Students Foster Youth Other</p>	Principal, School Secretary, Site Leadership Team	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	2900	School year 2023-24

3.5	Enhance book room, classroom libraries and school library that include level texts that are fiction and non-fiction to improve reading fluency, comprehension , and overall literacy, as well high engagement texts to promote literacy school-wide	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	5317	School year 2023-24
3.6	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.)	X All Students X English Learners X Low-Income Students Foster Youth Other	Principal & School Secretary	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	4000	School year 2023-24

3.7	<p>Student Intervention Review & Strategic Instruction in the Primary and Intermediate grades.</p> <p>Define and implement an assessment for Universal Screening at each grade level.</p> <p>Define and implement the process for providing academic assistance/intervention for students performing below proficient.</p> <p>Grade level teachers define the intervention plan and complete the first level of the Student Intervention</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Leadership & Grade Level Teams</p>	<p>Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits</p>	<p>94,776 42,805</p>	<p>School year 2023-24</p>
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	<p>Review process. Additionally, make data informed decisions grounded in research based instructional practices: 1.6 intervention teachers</p> <p>Identify core group of At Risk students in 1st and 2nd grade for additional support during school, supported by an intervention teacher and align/acquire supplemental resources</p>					
3.8	<p>Improve critical thinking and engagement in math through professional development for staff. Training and release time to</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Principal	<p>Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures</p>	<p>26000 5000</p>	School year 2023-24

	allow teachers to focus on instructional strategies based on need seen in school-wide assessments.			Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries		
3.9		All Students English Learners Low-Income Students Foster Youth Other				
3.10		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

Our entire 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. 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: 2022-23

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

What data did you use to monitor progress and how often?

I-ready, student office referrals, suspensions, counseling referrals, empathy gathering, parent, student, staff survey

What worked and didn't work? Why? (monitoring)

After coming back to in person learning from the pandemic we realized the need to make technology accessible and equitable to all students. Having up to date technology in classrooms, making learning accessible to help teach students is vital for progress. New TV's, tablets, and Chromebooks helped students access learning, information, and made testing. Continued focus on adopted STEAM curriculum proved challenging to utilize in conjunction with district adopted science curriculum. Staff required additional time and collaboration around integrating the two together to provide engaging and standard based instruction for students. Despite the increase of manipulative and a focus on small group instruction, math data did not see the same

growth as reading data did. Text level data showed significant gains along with iReady data and classroom writing data based on a school-wide push in reading and writing instruction over several years.

What modification(s) did you make based on the data? (evaluation)

Provide and supply all classrooms with uniform devices for student access. Provide additional Science materials. Bringing in additional time and supports for math and science to support staff and students. Project-based learning to increase cross-curricular integration to make curriculum and learning connect between subjects and to students' lives. Increased time spent by staff around collaboration based on data cycles to improve instruction school-wide.

2022-23

Identified Need

Students need opportunities to learn about possible career paths and the steps needed to help them as they progress towards their future. Software and technology are needed, since this is a constant change with advanced technology and upgraded programs. New technology is needed to keep students in the 21st century and it be equitable for students.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Staff Survey	Inventory needs	Staff is uniform and devices are equitable
CAASP ELA Scores	Met & Exceeded: 3rd grade - 20% 4th grade - 45.1% 5th grade - 36.84%	Increase by 5%
K - 1 Text Levels K - 2 iReady Reading/Math	At Grade Level K-1 Text Levels: K - 6.6% 1st grade - 16.7% Approaching and at Grade Level iReady Levels: Reading K - 1.8% Math 38%	Increase by 2%

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	1st grade - 6.6%	14%	
	2nd grade - 14.5%	20%	

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 students to promote lifelong learning success, including but not limited to supplemental phonics and reading programs	All Students English Learners Low-Income Students Foster Youth X Other Students with Disabilities	Principal, Primary Grade Level Leads	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	5800	School year 2023-24
4.2	Utilize and expand classroom technology to extend student techno-literacy in ELA, Math & Science in alignment with our 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	7617	School year 2023-24

4.3	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	900	School year 2023-24
4.4	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. <ul style="list-style-type: none"> • Field Trips (away and in- 	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 Expenditur es	6000	School year 2023-24

	<p>school)</p> <ul style="list-style-type: none"> • Hands-on science based materials • Conferences and Trainings for Staff and/or costs related to trainings and release time 					
4.5	<p>In support of the site's ongoing S.T.E.A.M. initiative and creating opportunities for students.</p> <p>Staff Development</p>	<p>X All Students X English Learners X Low-Income Students Foster Youth Other</p>	<p>Principal, Site Leadership Team</p>	<p>Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries</p>	<p>12100 1000</p>	<p>School year 2023-24</p>

around implementation of Project Lead the Way and 21st century learning

Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Centralized Services

SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)		
		Description	Type	Funding Source (itemize for each source)
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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	\$116,440.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$329,800.00

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 (\$)
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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)	\$3,412.00
LCFF Supplemental Site Allocation	\$41,760.00
Title I Part A Parent Involvement	\$3,213.00
Title I Part A Site Allocation	\$281,415.00

Subtotal of state or local funds included for this school: \$329,800.00

Total of federal, state, and/or local funds for this school: \$329,800.00

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	41,760	0.00
LCFF Supplemental Centralized Services (District Only)	3,412	0.00
Title I Part A Site Allocation	281,415	0.00
Title I Part A Parent Involvement	3,213	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	3,412.00
LCFF Supplemental Site Allocation	41,760.00
Title I Part A Parent Involvement	3,213.00
Title I Part A Site Allocation	281,415.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	182,019.00
2000-2999: Classified Personnel Salaries	35,042.00
3000-3999: Employee Benefits	42,805.00
4000-4999: Books And Supplies	27,234.00
5000-5999: Services And Other Operating Expenditures	42,700.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	3,412.00

1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	1,143.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	28,417.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	11,200.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	1,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	3,213.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	180,876.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	42,805.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	16,034.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	41,700.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	23,030.00
Goal 2	22,555.00
Goal 3	250,798.00
Goal 4	33,417.00

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
Nichole Clark	Parent or Community Member
Dominique Purcell	Parent or Community Member
Chelsea Cornilsen	Classroom Teacher
Jordan Hoppe	Classroom Teacher
Rafael Martinez	Principal
Katherine Shaffer	Classroom Teacher
Sara Carew	Parent or Community Member
Alissa Laubinger	Parent or Community Member
Kim Calender	Other School Staff

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 February 28th, 2023.

Attested:

	Principal, Rafael Martinez on 2/28/23
	SSC Chairperson, Darryl Eisley on 2/28/23

Instructions

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

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

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

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

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 Educational Partner 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 (Educational Partner 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/guidanceuseseseinvestment.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 (Educational Partner 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/guidanceuseseseinvestment.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) \$3,412.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	2000-2999: Classified Personnel Salaries	\$3,412.00	Healthy Environments for Social-Emotional Growth	
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$3,412.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental Site Allocation \$41,760.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	1000-1999: Certificated Personnel Salaries	\$1,143.00	Healthy Environments for Social-Emotional Growth	
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	\$1,200.00	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 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	\$2,500.00	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.
Increased Engagement of Students and Families via STEAM events, challenges, and additional programs before and after school and during the Summer.	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

	2000-2999: Classified Personnel Salaries	\$7,965.00	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.
	2000-2999: Classified Personnel Salaries	\$4,952.00	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	\$1,000.00	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.
Increase funding for additional Staff time to directly support students through the learning day.	2000-2999: Classified Personnel Salaries	\$13,000.00	Healthy Environments for Social-Emotional Growth	
Attendance Improvement Program Develop attendance improvement strategies, improve parent communication, student incentives and assemblies to increase school attendance.	4000-4999: Books And Supplies	\$1,000.00	Healthy Environments for Social-Emotional Growth	
Lanyard and Charm recognition system along with certificates and assemblies. Improve and diversify classroom libraries by selecting books that support inclusivity and SEL learning.	4000-4999: Books And Supplies	\$1,000.00	Healthy Environments for Social-Emotional Growth	
Increase collaboration and professional development amongst staff around whole child practices and SEL that support culturally responsive and engaging instruction through texts and resources.	4000-4999: Books And Supplies	\$3,000.00	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	\$4,000.00	Engaging Academic Programs	

Arlington Heights Elementary School

LCFF Supplemental Site Allocation Total Expenditures: \$41,760.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement \$3,213.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
<p>Parent Involvement</p> <p>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.</p> <p>Parent Liaison position created and funded at District level to further support and increase parent involvement.</p>	2000-2999: Classified Personnel Salaries	\$3,213.00	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: \$3,213.00

Title I Part A Parent Involvement Allocation Balance: \$0.00

Funding Source: Title I Part A Site Allocation \$281,415.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Arlington Heights Elementary School

Increase communication per Parent/Staff Survey, Learning Support Team and School Site Council feedback via Family Events, Family STEAM Challenges, and Outreach, including additional Secretarial Hours	4000-4999: Books And Supplies	\$1,200.00	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.
ELA instruction and engagement initiative based on historical reading and writing data on CAASPP and district assessments (i.e., State and local measures)	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs	
Differentiated programs like Step Up to Writing and Heggerty				
Math instruction and engagement initiative based on historical math data on CAASPP and district assessments (i.e., State and local measures)	1000-1999: Certificated Personnel Salaries	\$69,000.00	Engaging Academic Programs	
Staff development and support				
Utilizing academic program to support student skills in Mathematical thinking and numeracy through differentiated programs like Happy Numbers	5000-5999: Services And Other Operating Expenditures	\$2,900.00	Engaging Academic Programs	
Enhance book room, classroom libraries and school library that include level texts that are fiction and non-fiction to improve reading fluency, comprehension, and overall literacy, as well high engagement texts to promote literacy school-wide	4000-4999: Books And Supplies	\$5,317.00	Engaging Academic Programs	

Arlington Heights Elementary School

<p>Student Intervention Review & Strategic Instruction in the Primary and Intermediate grades.</p> <p>Define and implement an assessment for Universal Screening at each grade level.</p> <p>Define and implement the process for providing academic assistance/intervention for students performing below proficient.</p> <p>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: 1.6 intervention teachers</p> <p>Identify core group of At Risk students in 1st and 2nd grade for additional support during school, supported by an intervention teacher and align/acquire supplemental resources</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>\$94,776.00</p>	<p>Engaging Academic Programs</p>
<p>Improve critical thinking and engagement in math through professional development for staff. Training and release time to allow teachers to focus on instructional strategies based on need seen in school-wide assessments.</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>\$26,000.00</p>	<p>Engaging Academic Programs</p>
	<p>3000-3999: Employee Benefits</p>	<p>\$42,805.00</p>	<p>Engaging Academic Programs</p>
	<p>1000-1999: Certificated Personnel Salaries</p>	<p>\$5,000.00</p>	<p>Engaging Academic Programs</p>
<p>Create strong foundational skills for all students to promote lifelong learning success, including but not limited to supplemental phonics and reading programs</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>\$5,800.00</p>	<p>Clear Pathways to Bright Futures</p>

Arlington Heights Elementary School

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	\$7,617.00	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	\$900.00	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	\$6,000.00	Clear Pathways to Bright Futures
In support of the site's ongoing S.T.E.A.M. initiative and creating opportunities for students.	1000-1999: Certificated Personnel Salaries	\$12,100.00	Clear Pathways to Bright Futures
Staff Development around implementation of Project Lead the Way and 21st century learning	5000-5999: Services And Other Operating Expenditures	\$1,000.00	Clear Pathways to Bright Futures

Title I Part A Site Allocation Total Expenditures: \$281,415.00

Title I Part A Site Allocation Allocation Balance: \$0.00

Arlington Heights Elementary School Total Expenditures: \$329,800.00