

School Year: **2024-25**



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	04/18/24	July 30, 2024

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

The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

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.

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards

Goal 2: Student Engagement and Course Access

Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

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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

Please refer to the School and Student Performance Data section where an analysis is provided.

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

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

Arlington Heights school SPSA was developed in collaboration with parents, teachers, School Site Council, and the Leadership Team. Our School Site Council is comprised of parents, teachers, and staff. Our School Site Council meets on the 2nd Tuesday of the month. Teachers have provided direct input during grade level, whole group, and surveys throughout the year. Input from English Language Learners who attend ELAC meetings also provided input. Additionally, we were able to gather input from community members.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	1.26%	1.12%	1.20%	4	4	4
African American	8.81%	10.36%	9.61%	28	37	32
Asian	5.03%	5.04%	4.20%	16	18	14
Filipino	1.26%	0.84%	2.10%	4	3	7
Hispanic/Latino	32.08%	30.81%	32.43%	102	110	108
Pacific Islander	0.31%	0.28%	0.60%	1	1	2
White	41.19%	42.02%	42.34%	131	150	141
Multiple/No Response	10.06%	9.52%	7.51%	32	34	25
Total Enrollment				318	357	333

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	76	95	58
Grade 1	58	54	58
Grade 2	53	57	55
Grade 3	49	49	45
Grade 4	44	53	40
Grade 5	38	49	53
Total Enrollment	318	357	333

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	31	44	49	8.00%	9.7%	14.7%
Fluent English Proficient (FEP)	12	19	13	3.50%	3.8%	3.9%
Reclassified Fluent English Proficient (RFEP)				8.7%		

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
357	70.9	12.3	0.6
Total Number of Students enrolled in Arlington Heights Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	44	12.3
Foster Youth	2	0.6
Homeless	18	5
Socioeconomically Disadvantaged	253	70.9
Students with Disabilities	55	15.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	37	10.4
American Indian	4	1.1
Asian	18	5
Filipino	3	0.8
Hispanic	110	30.8
Two or More Races	34	9.5
Pacific Islander	1	0.3
White	150	42

School and Student Performance Data

Overall Performance





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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Yellow	Suspension Rate  Yellow
Mathematics  Orange		

Conclusions based on this data:

1. 2019 CA State Fall Dashboard indicates "Yellow" for "All" students in the area of ELA. 2019 CA State Fall Dashboard indicates "Yellow" for "All" students in the area of Math
2. 2019 CA State Fall Dashboard indicates "Orange" for "All" students in the area of Suspension rate.
3. 2019 CA State Fall Dashboard indicates "Orange" for "All" students in the area of Absenteeism.

School and Student Performance Data

Academic Performance English Language Arts

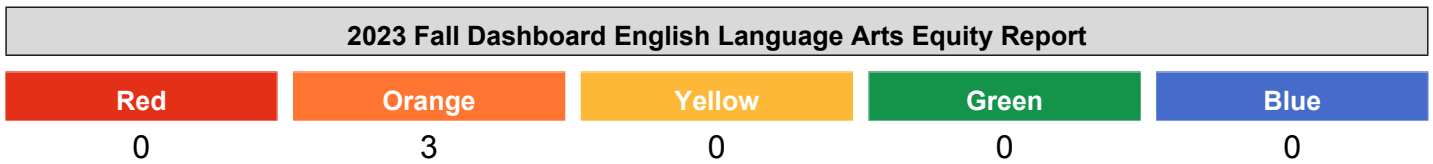
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>56 points below standard Decreased -11.5 points</p> <p>132 Students</p>	<p>English Learners</p> <p>72.3 points below standard Decreased Significantly -45.3 points</p> <p>27 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>68.5 points below standard Decreased -12.1 points</p> <p>95 Students</p>	<p>Students with Disabilities</p> <p>134 points below standard Decreased -3 points</p> <p>22 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
88.2 points below standard 13 Students	Less than 11 Students 1 Student	Less than 11 Students 8 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Orange 61 points below standard Decreased Significantly - 24.7 points 45 Students	104.1 points below standard Decreased Significantly - 36.7 points 16 Students	 No Performance Color 0 Students	 Orange 58.3 points below standard Decreased Significantly - 17.7 points 51 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
110.8 points below standard Decreased -11.5 points 18 Students	Less than 11 Students 9 Students	57.9 points below standard Decreased -10.3 points 106 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All Students performed 56 points below standard in English Language Arts which was a decrease from the previous school year. Our English Learners subgroup scored 16.3 points lower than All Students. Our Socioeconomically Disadvantaged subgroup scored 12.5 points lower than All Students. Our Hispanic subgroup scored 5 points lower than All Students. Our White subgroup scored 2.6 points lower than All Students.

Reflecting on last year, our school-wide focus was math which may have contributed to our all our subgroups not making growth in ELA.

Continue to focus on our S.T.E.A.M. (i.e., Science, Technology, Engineering, Art, and Math) initiative. Connecting with students and having positive relationships are foundational for learning. We will continue to ensure that each student is engaged and supported academically by providing: intervention, small-group instruction with the support of additional personnel (IAs/Intervention teachers), technology-based programs (Reading A-Z), supplemental ELA/ELD materials (UFLI Phonics), Professional Development in ELA, Release Time for collaboration.

School and Student Performance Data

Academic Performance Mathematics

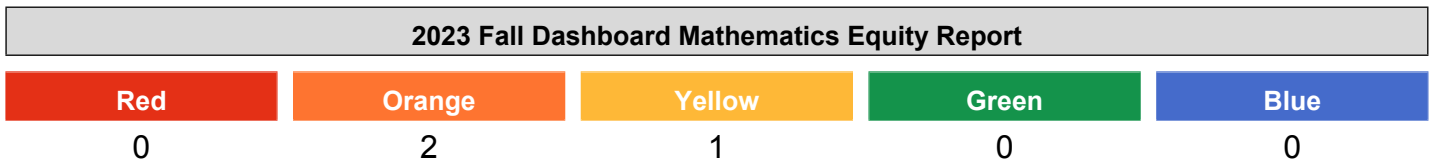
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>75.3 points below standard</p> <p>Maintained +0.3 points</p> <p>135 Students</p>	<p>English Learners</p> <p>73.6 points below standard</p> <p>Increased Significantly +26.8 points</p> <p>28 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>79 points below standard</p> <p>Increased +8.7 points</p> <p>97 Students</p>	<p>Students with Disabilities</p> <p>127.7 points below standard</p> <p>Decreased -12.5 points</p> <p>22 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
94.5 points below standard 13 Students	Less than 11 Students 1 Student	Less than 11 Students 8 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Orange 85.1 points below standard Decreased -4 points 45 Students	114.4 points below standard Decreased Significantly - 23.8 points 16 Students	 No Performance Color 0 Students	 Orange 62.6 points below standard Decreased -4.9 points 52 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
88.7 points below standard Increased Significantly +44.8 points 19 Students	Less than 11 Students 9 Students	76.4 points below standard Decreased -3 points 106 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All Students performed 75.3 points below standard in Math which was similar to the previous school year. Our Socioeconomically Disadvantaged subgroup scored 3.7 points lower than All Students which was an increase from the previous school year. Our White subgroup scored 12.7 points below All Students which was a decrease from the previous school year.

Reflecting on last year, we think school-wide math training and ongoing Professional Development for grades TK-3 may have contributed to our English Learner and White subgroups scoring higher than All Students.

Continue to focus on our S.T.E.A.M. (i.e., Science, Technology, Engineering, Art, and Math) initiative. Connecting with students and having positive relationships are foundational for learning. We will continue to ensure that each student is engaged and supported academically by providing: intervention, small-group instruction with the support of additional personnel (IAs/Intervention teachers,), technology-based programs (Happy Numbers), supplemental materials (Project Lead the Way), Professional Development (Engage Mathematics), Release Time for collaboration.

School and Student Performance Data

Academic Performance English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
0.571% making progress towards English language proficiency
Number of EL Students: 28 Students
Performance Level: No Performance Level

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
1	11	0	16

Lowest Performing Group:

Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

Looking at our ELPI groups 1 student decreased a Level, 11 students maintained their ELPI Level, 0 students maintained Level 4, and 16 students progressed at least 1 ELPI Level.

Reflecting on last year, we think school-wide GLAD strategies, small group instruction, Personnel, Lexia Core, etc., may have contributed these results.

Continue to focus on our S.T.E.A.M. (i.e., Science, Technology, Engineering, Art, and Math) initiative. Connecting with students and having positive relationships are foundational for learning. We will continue to ensure that each student is engaged and supported academically by providing: intervention, small-group instruction with the support of additional personnel (IAs/Intervention teachers), technology-based programs (UFLI), supplemental materials, Professional Development, Release Time for collaboration.

School and Student Performance Data

Academic Performance College/Career Report

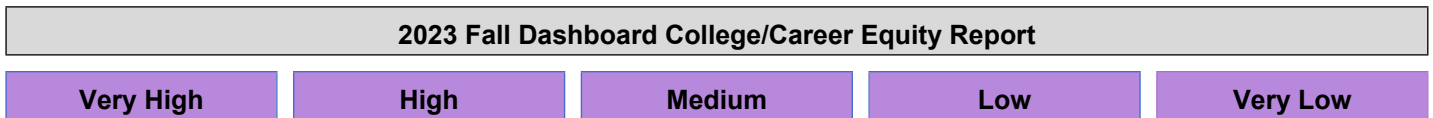
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Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

This section provides number of student groups in each level.



This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	English Learners	Foster Youth
N/A	N/A	N/A
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
N/A	N/A	N/A

2023 Fall Dashboard College/Career Report by Race/Ethnicity

African American	American Indian	Asian	Filipino
N/A	N/A	N/A	N/A
Hispanic	Two or More Races	Pacific Islander	White
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

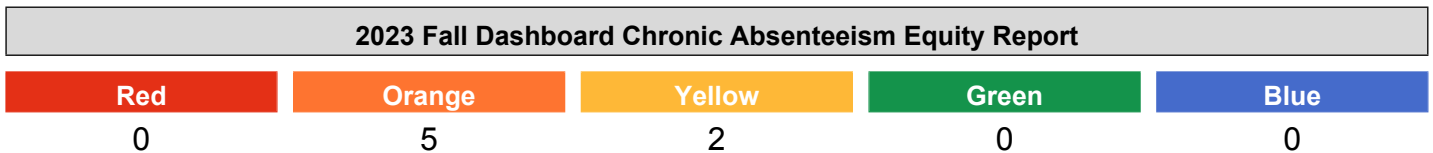
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>37.2% Chronically Absent</p> <p>Declined Significantly -8.5</p> <p>398 Students</p>	<p>English Learners</p> <p>Orange</p> <p>28.8% Chronically Absent</p> <p>Declined -7.6</p> <p>66 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>6 Students</p>
<p>Homeless</p> <p>52% Chronically Absent</p> <p>Declined -6.8</p> <p>25 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>41.3% Chronically Absent</p> <p>Declined Significantly -11</p> <p>298 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>44.4% Chronically Absent</p> <p>Declined -10.4</p> <p>72 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 51.2% Chronically Absent Declined -8.8 41 Students	Less than 11 Students 5 Students	40.9% Chronically Absent Increased 3.4 22 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 39.7% Chronically Absent Declined -6.2 121 Students	 Orange 35.9% Chronically Absent Declined -19.4 39 Students	Less than 11 Students 1 Student	 Yellow 32.5% Chronically Absent Declined Significantly -8.8 166 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All Students were Chronically absent 37.2% which was a significant decrease from the previous school year. Our English Learners subgroup was 8.4% lower than All Students which was a decrease from the previous school year. Our Homeless subgroup students were 14% lower than All Students and decreased from the previous school year. Our Two or More Races subgroup was 1.3% lower than All Students which was a decrease from the previous school year. Our White subgroup was 4.7% lower than All Students and decreased significantly from the previous school year.

Arlington staff disaggregated data for student groups, specifically the Chronically absent population. We identified each of the students qualifying in that student group and committed to making contact and providing additional support for each of the student group students. Intervention meetings with students and parents with personnel support. A year long plan was created detailing interventions and supports throughout the year.

Continue to focus on our S.T.E.A.M. (i.e., Science, Technology, Engineering, Art, and Math) initiative. Connecting with students and having positive relationships are foundational for learning. We will continue to ensure that each student is engaged and supported academically by providing: intervention, small-group instruction with the support of additional personnel (Campus Safety Specialist, Parent Liaison, Attendance Clerk, IAs/Intervention teachers,) SEL (Kimochi, Superior Sports), supplemental materials (responsive classrooms), Professional Development, Release Time for collaboration.

School and Student Performance Data

Academic Engagement Graduation Rate

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Red
Lowest Performance
Orange
Yellow
Green
Blue
Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
N/A	N/A	N/A
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
N/A	N/A	N/A

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
N/A	N/A	N/A	N/A
Hispanic	Two or More Races	Pacific Islander	White
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

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School and Student Performance Data

Conditions & Climate Suspension Rate

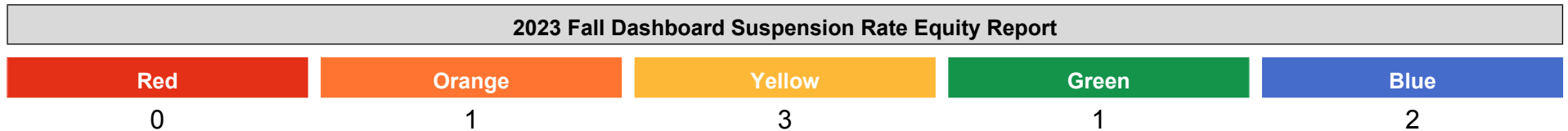
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group


All Students


 Yellow

1.7% suspended at least one day

Maintained 0
 423 Students

English Learners


 Blue

0% suspended at least one day

Declined -2.1
 68 Students

Foster Youth


Less than 11 Students
 7 Students

Homeless

3.7% suspended at least one day

Increased 3.7
 27 Students


Socioeconomically Disadvantaged


 Yellow

2.2% suspended at least one day

Maintained -0.2
 315 Students





Students with Disabilities


 Green

1.3% suspended at least one day

Declined -0.3
 76 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0% suspended at least one day Declined -6.3 43 Students	Less than 11 Students 6 Students	0% suspended at least one day Maintained 0 23 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 3.1% suspended at least one day Increased 2.2 127 Students	 Yellow 2.4% suspended at least one day Maintained -0.2 42 Students	Less than 11 Students 1 Student	 Yellow 1.1% suspended at least one day Maintained -0.2 178 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

2023 CA State Fall Dashboard indicates a suspension rate of 1.7% for "All" students which was similar to the previous school year. This percentage has maintained at a 0% and is designated as "Orange" on the CA State Fall Dashboard. Our Socioeconomically Disadvantaged subgroup was .5% higher than All Students but maintained from the previous school year. Our Hispanic subgroup was 2.4 % higher than All Students and increase from the previous school year. Our Two or More Races subgroup was .7% higher than All Students yet maintained from the previous school year.

In Spring of 2023 Arlington Heights staff disaggregated data for student groups, specifically our Hispanic suspension rate. Our Hispanic suspension rate of 3.1% had increased by 2.4% and is designated "Orange" on the CA Dashboard. We then identified each of the students qualifying in that student group and committed to making contact and providing additional support. Interventions included but were not limited to: meetings with students, parents, district personnel, and attendance clerk.

Continued identification, contact and support of students qualifying in this category proves necessary at the site level. Additional resources via district centralized services would aid in our efforts. Resources needed to improve outcomes for ALL Students include but are not limited to: personnel, professional development for all staff, staff release time, supplemental materials, and outside agency support.

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

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

Annual Review

SPSA Year Reviewed: 2023-24

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?

We used the following data: CAASP, iReady, text level, DIBELS, BPST, SIPPS assessments, LexiaCore, empathy gathering, parent, student, and staff survey throughout the year.

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

Additional personnel: TK-2nd grade IAs, and two Intervention teachers were helpful. This additional staffing allowed us to target students two or more grade levels behind as well as provided for small group instruction in both ELA and math. Technology-based programs, manipulatives, and multiple learning modalities supported with students in all academic areas.

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

Continue to focus on STEAM, increase focus on supplemental materials and professional development on small group and hands-on instruction

2023-24

Identified Need

Continue to focus on our S.T.E.A.M. (i.e., Science, Technology, Engineering, Art, and Math) initiative. Connecting with students and having positive relationships are foundational for learning. We will continue to ensure that each student is engaged and supported academically by providing: intervention, small-group instruction with the support of additional personnel (IAs/Intervention teachers), technology-based programs (Happy numbers), supplemental ELA/ELD materials, Professional Development in ELA/Math, Release Time for collaboration.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	+ 3 scale score points
	English Learners	
	Foster Youth	
	Homeless	
	Socioeconomically Disadvantaged	
	Students with Disabilities	
	African American	
	American Indian	
	Asian	
	Filipino	
	Hispanic	
	Two or More Races	
	Pacific Islander	
White		

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Math State Assessment: Change in scale score	<p>All Students 75.3 points below standard</p> <p>English Learners 73.6 points below standard</p> <p>Foster Youth</p> <p>Homeless</p> <p>Socioeconomically Disadvantaged 79 points below standard</p> <p>Students with Disabilities 127.7 points below standard</p> <p>African American 94.5 points below standard</p> <p>American Indian</p> <p>Asian</p> <p>Filipino</p> <p>Hispanic 85.1 points below standard</p> <p>Two or More Races 114.4 points below standard</p> <p>Pacific Islander</p> <p>White 62.6 points below standard</p>	+ 3 scale score points
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.571%	+ 2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	4.35%	+2%

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	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Site Intervention teacher to provide small group instruction in ELA PC 36604	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 3000-3999: Employee Benefits Title I Part A Site Allocation 3000-3999: Employee Benefits	99014 25568	2024-2025
1.2	Site Intervention teacher to provide small group instruction in Math PC 38943	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 3000-3999: Employee Benefits Title I Part A Site Allocation 3000-3999: Employee Benefits	34527 20754	2024-2025
1.3	Professional Learning for teachers around STEAM/ELA	X All Students English Learners Low-Income Students Foster Youth	Title I Part A Site Allocation	300.97	2024-2025

		Lowest Performing	5800: Professional/ Consulting Services And Operating Expenditures		
1.4	Release time for Professional Development for teachers around STEAM/Math	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	1999.84	2024-2025
1.5	Supplemental materials and supplies for Intervention including but not limited to ELD classroom	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	20,336.19	2024-2025

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

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

Annual Review

SPSA Year Reviewed: 2023-24

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 rate data from Unified Insights and parent, student and staff Climate Survey was used to monitor progress

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

Providing an additional 2 hours for the attendance clerk was used for but not limited to the following: Intervention meeting with student and family, monitoring school attendance plan, incentivizing positive attendance (individual/school-wide recognition). Incentives such as: certificates, assemblies, prizes, etc. helped promote attendance.

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

Based on data attendance concerns were addressed via: individual student, classroom, and whole school. An attendance plan was created and implemented.

2023-24

Identified Need

Focusing on increasing attendance will include but not be limited to the following: making connections with students and families (prioritizing time and funds/), targeting specifically chronic absenteeism (personal outreach), engaging in school activities (in-person events/field trips), continue to follow attendance plan (additional clerk hours), Parent Liaison (resource support)

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	37.2% Chronically Absent
	English Learners	28.8% Chronically Absent
	Foster Youth	
	Homeless	52% Chronically Absent
	Socioeconomically Disadvantaged	41.3% Chronically Absent
	Students with Disabilities	44.4% Chronically Absent
	African American	51.2% Chronically Absent
	American Indian	
	Asian	40.9% Chronically Absent
	Filipino	
	Hispanic	39.7% Chronically Absent
	Two or More Races	35.9% Chronically Absent
	Pacific Islander	
White	32.5% Chronically Absent	
Attendance:	90.86%	92%

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Percentage of the school year attended for students in TK-12			
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A		N/A
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A		N/A
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students	N/A	N/A
	English Learners	N/A	
	Foster Youth	N/A	
	Homeless	N/A	
	Socioeconomically Disadvantaged	N/A	
	Students with Disabilities	N/A	
	African American	N/A	
	American Indian	N/A	
	Asian	N/A	
	Filipino	N/A	
	Hispanic	N/A	
	Two or More Races	N/A	
	Pacific Islander	N/A	
	White	N/A	

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	Source(s)	Proposed Allocation	Implementation Timeline
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2.1	Provide additional hours to attendance clerk, secretary, librarian to target lowest performing student group. Create action plans in part to address chronic absenteeism	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	25780	2024-2025
2.2	Rentals, Leases, repairs for supplemental printing costs	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	5000	2024-2025
2.3	Attendance plan- Provide supplies, materials, incentives, and student recognitions, including but not limited to: certificates, prizes, treats, lunch celebrations, etc.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5000	2024-2025

	for recognizing positive behaviors and to encourage increased attendance and decreased chronic absenteeism				
2.4	Purchase materials to support classroom SEL, Mindfulness, and Restorative Practices, including but not limited to, books, posters, curriculum, materials, and resources, to promote increased feelings of social and emotional safety at school and to increase opportunities for students to practice problem-solving and emotion regulation.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1500	2024-2025
2.5		All Students English Learners			

Low-Income Students
Foster Youth
Lowest Performing

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

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

Annual Review

SPSA Year Reviewed: 2023-24

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?

Student office referrals, suspensions, counseling referrals, and yearly climate survey

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

School Conditions, Climate, and Family Engagement were supported by but not limited to the following: PBIS (school currency - Arli tickets), incentives (Friday prizes), Intervention referral system (academic, behavior, social- emotional), additional personnel (School Community Specialist, Rec Aide, MTSS, etc.), outside agency (Superior Sports), after school teacher run clubs, school-wide rallies/assemblies, community and family events (meet and greet, Spring Family Night)

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

Modifications needed to support School Conditions, Climate, and Family Engagement include but are not limited to the following: staffing (Ref aide). Additionally, we revamped our Intervention Referral System to identify accurate student program placement. Our yearly climate survey was used to identify areas of improvement and guide our efforts in creating a positive climate for students. (Restorative Practices/morning meetings)

2023-24

Identified Need

In order to support School Conditions, Climate, and Family Engagement currently identified supports need to stay in place.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	1.7% suspended at least one day
	English Learners	0% suspended at least one day
	Foster Youth	
	Homeless	3.7% suspended at least one day
	Socioeconomically Disadvantaged	2.2% suspended at least one day
	Students with Disabilities	1.3% suspended at least one day
	African American	0% suspended at least one day
	American Indian	
	Asian	0% suspended at least one day
	Filipino	
	Hispanic	3.1% suspended at least one day
	Two or More Races	2.4% suspended at least one day
Pacific Islander		
		-0.3%

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	White	1.1% suspended at least one day	
Expulsion Rate: Percentage of students expelled from school.	0.00%		0.00%
Connectedness: Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district climate survey.	64.7%		+2%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	64.6%		+2%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	0%		+10%

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	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Superior Sports will provide structured. play in a safe and educational environment. Preferred sports dictated by students	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		2024-2025

3.2	Safety and supervision Rec Aide	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries	3933	2024-2025
3.3	Parent Liaison	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries	2700	2024-2025
3.4	Field trips allow students to build on classroom instruction, gain better understanding of topics, build cultural understanding and tolerance and exposure to new experiences.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		
3.5		All Students			

		English Learners Low-Income Students Foster Youth Lowest Performing			
3.6		All Students English Learners Low-Income Students Foster Youth Lowest Performing			

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:
Student Achievement and Implementation of Standards

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
Provided explicit language development for emerging bilinguals based on language proficiency level.	August 2024- June 2025	ELD Teacher	1000-1999: Certificated Personnel Salaries		

SCHOOL GOAL #2:
Student Engagement and Course Access

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
(MTSS) helps students reach their full potential by meeting their academic, social, emotional, and behavioral needs.	August 2024 - June 2025	Counselor	1000-1999: Certificated Personnel Salaries		

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

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
Provides campus safety, checks in with students and families	August 2024- June 2025	School Community Specialist	2000-2999: Classified Personnel Salaries		

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	\$205,200.00
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	\$246,413.00

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 Rec Aide Allocation	\$3,933.00
LCFF Supplemental Site Allocation	\$37,280.00
Title I Part A Parent Involvement	\$2,700.00
Title I Part A Site Allocation	\$202,500.00

Subtotal of state or local funds included for this school: \$246,413.00

Total of federal, state, and/or local funds for this school: \$246,413.00

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	37280	0.00
LCFF Rec Aide Allocation	3,933	0.00
Title I Part A Site Allocation	202,500	0.00
Title I Part A Parent Involvement	2,700.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	3,933.00
LCFF Supplemental Site Allocation	37,280.00
Title I Part A Parent Involvement	2,700.00
Title I Part A Site Allocation	202,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,999.84
2000-2999: Classified Personnel Salaries	32,413.00
3000-3999: Employee Benefits	179,863.00
4000-4999: Books And Supplies	26,836.19
5000-5999: Services And Other Operating Expenditures	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	300.97

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	3,933.00

2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	25,780.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	6,500.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	5,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	2,700.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	1,999.84
3000-3999: Employee Benefits	Title I Part A Site Allocation	179,863.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	20,336.19
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	300.97

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	202,500.00
Goal 2	37,280.00
Goal 3	6,633.00

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
- 2 Classroom Teachers
- 2 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
Alissa Laubinger	Classroom Teacher
Rafael Martinez	Principal
Kim Calender	Other School Staff
Sara Carew	Parent or Community Member
Jace Barnett	Parent or Community Member
Zachariah Amelio	Classroom Teacher

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


Recommendations and Assurances

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

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

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 18th, 2024.

Attested:

	Principal, Rafael Martinez on 04/18/24
	SSC Chairperson, Darryl Eisley on 04/18/24

Budget By Expenditures

Arlington Heights Elementary School

Funding Source: LCFF Rec Aide Allocation **\$3,933.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Safety and supervision Rec Aide	2000-2999: Classified Personnel Salaries	\$3,933.00	Engaging Academic Programs	

LCFF Rec Aide Allocation Total Expenditures: \$3,933.00

LCFF Rec Aide Allocation Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation **\$37,280.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide additional hours to attendance clerk, secretary, librarian to target lowest performing student group. Create action plans in part to address chronic absenteeism	2000-2999: Classified Personnel Salaries	\$25,780.00	Healthy Environments for Social-Emotional Growth	
Rentals, Leases, repairs for supplemental printing costs	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Healthy Environments for Social-Emotional Growth	
Attendance plan- Provide supplies, materials, incentives, and student recognitions, including but not limited to:certificates, prizes, treats, lunch celebrations, etc. for recognizing positive behaviors and to encourage increased attendance and decreased chronic absenteeism	4000-4999: Books And Supplies	\$5,000.00	Healthy Environments for Social-Emotional Growth	

Arlington Heights Elementary School

Purchase materials to support classroom SEL, Mindfulness, and Restorative Practices, including but not limited to, books, posters, curriculum, materials, and resources, to promote increased feelings of social and emotional safety at school and to increase opportunities for students to practice problem-solving and emotion regulation.	4000-4999: Books And Supplies	\$1,500.00	Healthy Environments for Social-Emotional Growth
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LCFF Supplemental Site Allocation Total Expenditures: \$37,280.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement **\$2,700.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent Liaison	2000-2999: Classified Personnel Salaries	\$2,700.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures: \$2,700.00

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

Funding Source: Title I Part A Site Allocation **\$202,500.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Create strong foundational skills for all students to promote lifelong learning success, including but not limited to supplemental phonics and reading programs	5000-5999: Services And Other Operating Expenditures	\$5,800.00	Clear Pathways to Bright Futures	
Utilize and expand classroom technology to extend student techno-literacy in ELA, Math & Science in alignment with our S.T.E.A.M. initiative	4000-4999: Books And Supplies	\$7,617.00	Clear Pathways to Bright Futures	

Arlington Heights Elementary School

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	
Site Intervention teacher to provide small group instruction in ELA PC 36604	3000-3999: Employee Benefits	\$99,014.00	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.
Site Intervention teacher to provide small group instruction in Math PC 38943	3000-3999: Employee Benefits	\$34,527.00	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.
Professional Learning for teachers around STEAM/ELA	5800: Professional/Consulting Services And Operating Expenditures	\$300.97	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.
Release time for Professional Development for teachers around STEAM/Math	1000-1999: Certificated Personnel Salaries	\$1,999.84	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

Supplemental materials and supplies for Intervention including but not limited to ELD classroom	4000-4999: Books And Supplies	\$20,336.19	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.
	3000-3999: Employee Benefits	\$25,568.00	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.
	3000-3999: Employee Benefits	\$20,754.00	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 Site Allocation Total Expenditures: \$235,917.00

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

Arlington Heights Elementary School Total Expenditures: \$279,830.00