




School Plan for Student Achievement (SPSA) Template

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

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|-------------------------------------|-----------------------------------|--|---------------------------|
| Arlington Heights Elementary School | 34-67447-6034367 | May 13, 2025 | June24,2025 |

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 (i.e., SSC), parents, teachers and the School Site Leadership Team (i.e., SLT). We have met to determine needs and develop goals and actions to address them.

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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 3rd 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 throughout the school year and formally through the school annual Parent Survey.

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 |
| Grade3 | 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) | | | 1 | 8.7% | | 1.35% |

School and Student Performance Data

Student Population

The 2024 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.

| 2023-24 Student Population | | | |
|---|--|--|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 333 | 62.8% | 14.7% | 0.3% |
| 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. |

| 2023-24 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 49 | 14.7% |
| Foster Youth | 1 | 0.3% |
| Homeless | 8 | 2.4% |
| Socioeconomically Disadvantaged | 209 | 62.8% |
| Students with Disabilities | 65 | 19.5% |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 32 | 9.6% |
| American Indian | 4 | 1.2% |
| Asian | 14 | 4.2% |
| Filipino | 7 | 2.1% |
| Hispanic | 108 | 32.4% |
| Two or More Races | 25 | 7.5% |
| Pacific Islander | 2 | 0.6% |
| White | 141 | 42.3% |

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.”



2024 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| <div>English Language Arts</div> <div><div>Red</div></div> | <div>Chronic Absenteeism</div> <div><div>Yellow</div></div> | <div>Suspension Rate</div> <div><div>Yellow</div></div> |
| <div>Mathematics</div> <div><div>Orange</div></div> | | |
| <div>English Learner Progress</div> <div><div>No Performance Color</div></div> | | |

School and Student Performance Data

Academic Performance English Language Arts

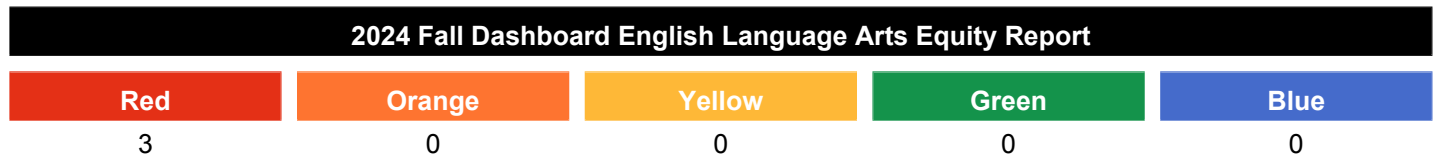
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This section provides number of student groups in each level.



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.

| 2024 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|--|---|--|
| <div>All Students</div> <div> Red</div> <div>78.7 points below standard</div> <div>Declined 22.8 points</div> <div>120 Students</div> | <div>English Learners</div> <div> No Performance Color</div> <div>108.8 points below standard</div> <div>Declined 36.5 points</div> <div>25 Students</div> | <div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div> |
| <div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div> | <div>Homeless</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>3 Students</div> | <div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>96.0 points below standard</div> <div>Declined 27.5 points</div> <div>81 Students</div> |

| | | |
|--|---|--|
| Students with Disabilities  No Performance Color 129.9 points below standard Increased 4.1 points 18 Students | African American  No Performance Color Less than 11 Students 7 Students | American Indian  No Performance Color Less than 11 Students 1 Student |
| Asian  No Performance Color Less than 11 Students 6 Students | Filipino  No Performance Color Less than 11 Students 1 Student | Hispanic  Red 80.9 points below standard Declined 20.0 points 39 Students |
| Two or More Races  No Performance Color 79.9 points below standard Increased 24.2 points 14 Students | Pacific Islander  No Performance Color Less than 11 Students 1 Student | White  Red 75.5 points below standard Declined 17.2 points 51 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.

The following student groups scored at the lowest performing level relative to other student groups in ELA, as indicated by CAASPP administration for Spring 2024:

- Students with Disabilities (i.e., -129.9 points) performed in "Red" compared to All Students (i.e., -78.7) represents an achievement gap of -50.3 points for this student group.
- English Language Learners (i.e., -108.8 points) performed in "Red" compared to All Students (i.e., -78.7) represents an achievement gap of -30.1 points for this student group.
- Socioeconomically Disadvantaged (i.e., -96.0 points) performed in "Red" compared to All Students (i.e., -78.7) represents an achievement gap of -17.3 points for this student group.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

During the 2023-2024 school year at Arlington Heights Elementary, the factors that contributed to these student groups relative low performance are the following:

- The school site's RSP (i.e., Resource) program experienced instability due to staffing shortages due to the ongoing teacher shortage since the COVID-19 pandemic. Throughout the year, there were substitute/guest teachers fulfilling planning and teaching for the Students with Disabilities student group.
- The school site's Designated ELD (i.e., English Language Development) program could not secure a dedicated ELD teacher to support for the 2023-2024 though the population increased from 9.7% (2022-2023) to 14.7% in 2023-2024. Many of the ELD students are Level 1 and/or refugees with limited prior schooling as a challenging factor in their learning experience. Additionally, the school site worked to begin

moving from Integrated ELD to Designated to serve growing population. Large scale expansion of approach necessitate continued adjustment through the 2024-2025 school year.

- The school site's Socioeconomically Disadvantaged student group families are still experiencing instability and economic hardship since the COVID-19 pandemic. School site staff support students arriving in crisis and/or displaying emotion and behaviors indicative of trauma experiences. Additionally, the school site's Socioeconomically Disadvantaged student group primarily comprises the Chronically Absent student student subgroup. Inconsistent attendance and emotional dysregulation prove concerning factors for the Socioeconomically Disadvantaged student group.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

The Arlington Staff, Site Leadership Team (SLT), and School Site Council support that a focus on increased professional development in core ELA instruction via Benchmark training and collaboration time, increased primary literacy training and collaboration time, and a school-wide emphasis on the leveled reading and explicit direct writing instruction via professional development and vertical collaboration time.

In order to support classroom instruction and intervention in ELA and Designated instruction in ELD, the site has identified the following supports:

- Creating opportunities for the site's (newly) centrally funded ELD teacher to collaborate with the Site Leadership Team ensuring all teachers develop literacy practices targeting the needs of all student groups.
- Continue utilizing centrally funded Intervention teacher to support small group instruction targeting student identified student groups.
- Benchmark Advanced training to ensure all classrooms fully utilize the core materials and resources for all student groups and learners.
- Small group training and collaboration time for UFLI (primary literacy), Luminous Minds (website access) resources to promote small group instruction with research-based materials and resources. In addition, shifting towards more Science of Reading training and practices through the school year.
- Supplementing the use of Fountas & Pinnell Intervention kits with additional resources and assessments in conjunction with time to collaborate and integrate Accelerated Reader site-wide to supplement core reading instruction.
- Creating opportunities for the site's (newly) centrally funded ELD teacher to collaborate with the Site Leadership Team ensuring all teachers develop literacy practices targeting the needs of all student groups.
- Continue utilizing centrally funded Intervention teacher to support small group instruction targeting student identified student groups
- Addition of Step Up to Writing to supplement explicit, direct writing instruction and integration with Benchmark Advance materials and resources alignment.
- School-wide access to foundational literacy and leveled reading programs for consistent independent student practice in leveled reading for each student.
- All the above necessitates a prioritized budget for professional development, planning and collaboration time to identify and prepare consumable materials for both Designated and Integrated EL instruction, core reading, primary literacy and small group instruction that ensures all student groups receive access to state of the art programs and interventions.

School and Student Performance Data

Academic Performance Mathematics

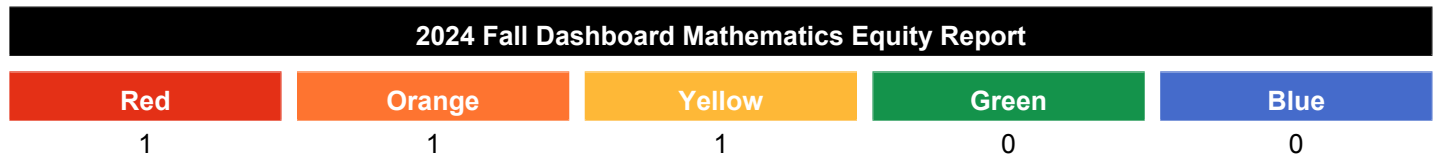
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












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.

| 2024 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|--|---|
| <div>All Students</div> <div></div> <div>Orange</div> <div>84.3 points below standard</div> <div>Declined 9.1 points</div> <div>123 Students</div> | <div>English Learners</div> <div></div> <div>No Performance Color</div> <div>108.3 points below standard</div> <div>Declined 34.7 points</div> <div>28 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div> |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div> | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>3 Students</div> | <div>Socioeconomically Disadvantaged</div> <div></div> <div>Red</div> <div>95.4 points below standard</div> <div>Declined 16.4 points</div> <div>83 Students</div> |

| | | |
|---|---|---|
| Students with Disabilities  No Performance Color 109.1 points below standard Increased 18.6 points 18 Students | African American  No Performance Color Less than 11 Students 7 Students | American Indian  No Performance Color Less than 11 Students 1 Student |
| Asian  No Performance Color Less than 11 Students 6 Students | Filipino  No Performance Color Less than 11 Students 1 Student | Hispanic  Yellow 79.1 points below standard Increased 6.0 points 39 Students |
| Two or More Races  No Performance Color 93.4 points below standard Increased 21.0 points 14 Students | Pacific Islander  No Performance Color Less than 11 Students 1 Student | White  Orange 79.4 points below standard Declined 16.7 points 54 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.

The following student groups scored at the lowest performing level relative to other student groups in ELA, as indicated by CAASPP administration for Spring 2024:

- Students with Disabilities (i.e., -109.1 points) did not have a performance color (due to small number of students) compared to All Students (i.e., -84.3) represents an achievement gap of -24.8 points for this student group.
- English Language Learners (i.e., -108.3 points) did not have a performance color (due to small number of students) compared to All Students (i.e., -84.3) represents an achievement gap of -24 points for this student group.
- Socioeconomically Disadvantaged (i.e., -95.4 points) performed at "Red" compared to All Students (i.e., -84.3) represents an achievement gap of -11.1 points for this student group.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

During the 2023-2024 school year at Arlington Heights Elementary, the factors that contributed to these student groups relative low performance are the following:

- The school site's RSP (i.e., Resource) program experienced instability due to staffing shortages due to the ongoing teacher shortage since the COVID-19 pandemic. Throughout the year, there were substitute/guest teachers fulfilling planning and teaching for the Students with Disabilities student group.
- The school site's Designated ELD (i.e., English Language Development) program could not secure a dedicated ELD teacher to support for the 2023-2024 though the population increased from 9.7% (2022-

2023) to 14.7% in 2023-2024. Many of the ELD students are Level 1 and/or refugees with limited prior schooling as a challenging factor in their learning experience. in addition....

- The school site's Socioeconomically Disadvantaged student group families are still experiencing instability and economic hardship since the COVID-19 pandemic. School site staff support students arriving in crisis and/or displaying emotion and behaviors indicative of trauma experiences. Additionally, the school site's Socioeconomically Disadvantaged student group primarily comprises the Chronically Absent student student subgroup. Inconsistent attendance and emotional dysregulation prove concerning factors for the Socioeconomically Disadvantaged student group.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

The Arlington Staff, Site Leadership Team (SLT), and School Site Council support that a focus on continued professional development and consultancy in Mathematics instruction via Engaged Mathematics training and collaboration time, and a school-wide emphasis on ensuring mastery or intervention in primary numeracy during vertical collaboration time.

In order to support classroom instruction and intervention in Math, the site has identified the following supports:

- Continued Professional development and consultancy with Engage Mathematics with a focus on Number Sense.
- Continue utilizing centrally funded Intervention teacher to support small group instruction targeting student identified student groups.
- Collaboration and training time focused on small group Mathematics, including a greater integration of Centrally Funded Instructional Assistants
- All the above necessitates a prioritized budget for professional development, planning and collaboration time to identify and prepare student manipulatives, resources and consumable materials for primary numeracy and Number Sense in small group Mathematics and supplement to instruction that ensures all student groups receive access to state of the art programs and interventions.

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.

| 2024 Fall Dashboard English Learner Progress Indicator | |
|--|---|
| English Learner Progress | Long-Term English Learner Progress |
| <div></div> <div>No Performance Color</div> <div>35.3% making progress.</div> <div>Number Students: 34 Students</div> | <div></div> <div>No Performance Color</div> <div>making progress.</div> <div>Number Students: 0 Students</div> |

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.

| 2024 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 |
| 14.7% | 50% | 2.9% | 32.4% |

Lowest Performing Group:

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

In the 2024 Fall Dashboard, English Learner Progress Indicator results:
-35.3% of English Learners making progress
In the 2024 Fall Dashboard, Student English Language Acquisition results:
-82.4% of English Learners Maintained ELPI (i.e., English Language Acquisition Indicator) level or Progressed At Least One ELPI Level (i.e., 50% & 32.4% respectively).
-14.7% of English Learners Decreased One ELPI Level, which is a substantially smaller area for improvement.
Site Leadership Team, School Staff and ELD Teacher will work to identify which students represent the 14.7% and increase services, supports and communication with those families via (SEE Tactic 2)

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Specific strategies that enhanced the English Learner Progress Indicator (ELPI) results, include:
-Best practices for instructional techniques in designated ELD during Whole Group Collaborative Thursday.
-Communication of effective methods for engaging families in the learning process.

-Articulating increased targeted interventions for the identified student subgroup during Grade Level Collaborative Thursdays
-Access to professional development opportunities for staff at the district level.
-Collaborative approaches among educators to support English Learners.
All of which proved invaluable in developing an actionable plan to improve ELPI outcomes and will continued for the 2024-2025 school year (SEE Tactic 2)

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

In order to build on the relative strength demonstrated by students performing at the "Maintained ELPI Level" and "Progressed at Least One ELPI Level," we added an ELD Teacher (via Centralized Services) to target and support EL Students via EL Achieve curriculum, including those who represent "Decreased One ELPI Level" (i.e., 14.7%). In addition to ELD Teacher provided Designated ELD, staff will continue the specific strategies that enhanced the English Learner Progress Indicator (ELPI) results, including:

- Centrally funded ELD teacher to provide additional Designated EL support to EL students via small group EL Achieve instruction.
- Best practices for instructional techniques in designated ELD and literacy during Whole Group Collaborative Thursdays.
- Communication of effective methods for engaging families in the learning process.
- Articulating increased targeted interventions for the identified student subgroup during Grade Level Collaborative Thursdays.
- Access to professional development opportunities for staff at the district level.
- Collaborative approaches among educators to support English Learners during the school day and after school.

In order to build on these strategies that demonstrated relative success as Best Practices for the Arlington Heights learning community, including an increased focus on Small Group instruction, materials and resources (SEE Tactic 1).

- Designated EL block using Benchmark Advance ELD materials.
- All the above necessitates a prioritized budget for professional development, planning and collaboration time to identify and prepare consumable materials for both Designated and Integrated EL instruction, core reading, primary literacy and small group instruction that ensures all student groups receive access to state of the art programs and interventions.

School and Student Performance Data

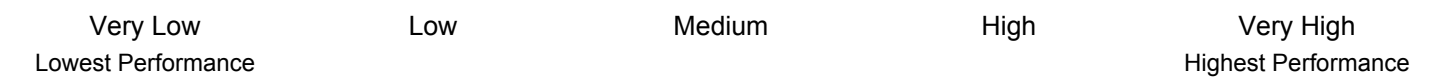
Academic Performance College/Career Report

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



This section provides number of student groups in each level.



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

| 2024 Fall Dashboard College/Career Performance for All Students/Student Group | | |
|---|------------------|---------------------------------|
| All Students | English Learners | Long-Term English Learners |
| Foster Youth | Homeless | Socioeconomically Disadvantaged |
| Students with Disabilities | African American | American Indian |
| Asian | Filipino | Hispanic |
| Two or More Races | Pacific Islander | White |

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.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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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.







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.”












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.

| 2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group | | |
|---|---|---|
| <div>All Students</div> <div> Yellow</div> <div>28.7% Chronically Absent</div> <div>Declined 8.5</div> <div>363 Students</div> | <div>English Learners</div> <div> Orange</div> <div>26.5% Chronically Absent</div> <div>Declined 2.3</div> <div>68 Students</div> | <div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div> |
| <div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div> | <div>Homeless</div> <div> No Performance Color</div> <div>30.8% Chronically Absent</div> <div>Declined 21.2</div> <div>13 Students</div> | <div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>30.3% Chronically Absent</div> <div>Declined 11</div> <div>254 Students</div> |

| | | |
|--|---|--|
| Students with Disabilities  Orange 35.6% Chronically Absent Declined 8.8 73 Students | African American  Orange 35.3% Chronically Absent Declined 15.9 34 Students | American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students |
| Asian  No Performance Color 26.7% Chronically Absent Declined 14.2 15 Students | Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students | Hispanic  Orange 30.3% Chronically Absent Declined 9.4 119 Students |
| Two or More Races  No Performance Color 28.6% Chronically Absent Declined 7.3 28 Students | Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students | White  Yellow 26% Chronically Absent Declined 6.6 154 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.

The following student groups scored at the lowest performing level relative to other student groups in Chronic Absenteeism, as indicated by End of Year Attendance Spring 2024:

- Students with Disabilities (i.e., 35.6%) demonstrating "Orange" on the Fall 2024 dashboard
- African American (i.e., 35.3%) demonstrating "Orange" on the Fall 2024 dashboard
- Homeless (i.e., 30.8%) demonstrating "Orange" on the Fall 2024 dashboard

In comparison, 28.7% of all students were chronically absent which was a decrease of 8.5 from the previous school year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Possible Causes:

Overall, the Arlington Heights community continues to demonstrate a struggle with economic security in the post-COVID-19 pandemic societal landscape. Principle challenges posed by:

- Disruption of Routine: The COVID-19 pandemic significantly disrupted daily routines, making it challenging for students to re-establish consistent attendance.
- Health Concerns: Ongoing health issues, both physical and mental, related to the pandemic may have contributed to higher absenteeism rates, particularly in vulnerable populations.
- Economic Impact: Increased financial instability among families, especially those who are homeless or have disabilities, can affect students' ability to attend school regularly.

- **Access to Resources:** Limited access to technology and educational resources during remote learning phases may have led to disengagement, disproportionately affecting these groups.
- **Social and Emotional Challenges:** The pandemic has increased stress and anxiety among students, impacting their motivation and ability to attend school.
- **Transportation Issues:** For homeless students, consistent access to transportation can be a barrier to regular attendance, exacerbated by the pandemic's effects on community resources.
- **Support Systems:** Disruption of support services that assist students with disabilities and other at-risk populations may have contributed to increased absenteeism.

Understanding these factors can help in developing targeted interventions to improve attendance rates among these student groups (SEE BELOW)

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

To enhance outcomes for the student groups identified (i.e., "Students with Disabilities," "African American," "Homeless") as the lowest performing groups in Chronic Absenteeism Equity dashboard, the following resources are recommended:

- Increased collaboration opportunities created between the school site's specialized personnel such as special education teachers, support staff and classroom teachers expanding the site's Responsive Classrooms and Kimochis approach to Socia-Emotional Learning.
- Add programs and resources that address intervention and support in both small group and individualized education program students.
- Increase materials and supplies to support diverse learning styles (See Tactic 1 Identified Staff, Materials and Resources).
- Culturally relevant supplements and programs that engage and support African American students.
- Increased collaboration with MTSS staff supports (counseling services), School Community Specialist, Site Leadership Team, school staff and School Site Council to address barriers to attendance.
- Increased community partnerships to provide resources and support for student .
- Access to school district resources and support services.
- Access to school programs, supplies and incentives.
- Increase training of personnel in trauma-informed care to support emotional and social needs.
- Office and support staff with expanded hours to better serve and collaborate with families of /Chronically Absent student group.

By investing in these resources, we can work towards improving attendance and overall outcomes for these student groups.

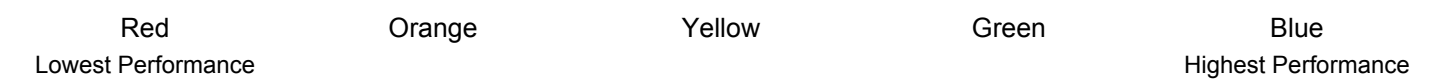
School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 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.

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.”



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.

| 2024 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|--|------------------|---------------------------------|
| All Students | English Learners | Long-Term English Learners |
| Foster Youth | Homeless | Socioeconomically Disadvantaged |
| Students with Disabilities | African American | American Indian |
| Asian | Filipino | Hispanic |
| Two or More Races | Pacific Islander | White |

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.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Conditions & Climate Suspension Rate

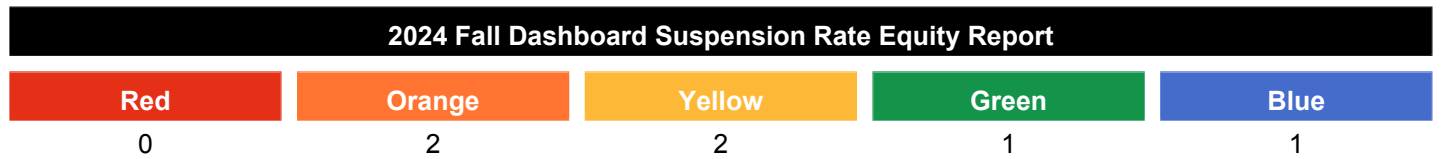
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.







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.”












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.

| 2024 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|--|--|
| <div>All Students</div> <div> Yellow</div> <div>1.6% suspended at least one day</div> <div>Maintained 0.1%</div> <div>378 Students</div> | <div>English Learners</div> <div> Blue</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>71 Students</div> | <div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div> |
| <div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div> | <div>Homeless</div> <div> No Performance Color</div> <div>0% suspended at least one day</div> <div>Declined 3.7%</div> <div>13 Students</div> | <div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>2.3% suspended at least one day</div> <div>Maintained 0.1%</div> <div>262 Students</div> |

| | | |
|---|---|--|
| Students with Disabilities  Orange 2.6% suspended at least one day Increased 1.2% 78 Students | African American  Orange 5.9% suspended at least one day Increased 5.9% 34 Students | American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students |
| Asian  No Performance Color 0% suspended at least one day Maintained 0% 18 Students | Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students | Hispanic  Green 0.8% suspended at least one day Declined 2.3% 124 Students |
| Two or More Races  No Performance Color 3.6% suspended at least one day Increased 1.2% 28 Students | Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students | White  Yellow 1.2% suspended at least one day Maintained 0.1% 161 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.

The following student groups scored at the lowest performing level relative to other student groups in suspensions.

- African American student group (i.e., 5.9%) performed in Orange compared to All Students (i.e., 1.6%) performing in Yellow represents a discrepancy of 4.3% for this student group.
- Students with Disabilities (i.e., 2.6%) performed in Orange compared to All Students (i.e., 1.6%) performing in Yellow represents a discrepancy of 1% points for this student group.
- Two or More Races (i.e., 3.6%) does not have a performance color, as there is not a statistically significant number of students per incident for in that student group; however, compared to All Students (i.e., 1.6%) this groups suspension percentage represents one that requires consideration in development of this analysis and plan.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Arlington Staff, Site Leadership Team and School Site Council believe that there are combined factors:

Possible Causes:

Overall, the Arlington Heights community continues to demonstrate a struggle with economic security in the post-COVID-19 pandemic societal landscape. Principle challenges posed by:

- Disruption of Routine: The COVID-19 pandemic significantly disrupted daily routines, making it challenging for students to re-establish consistent pro-social behaviors.

- **Economic Impact:** Increased financial instability among families, especially those who are homeless or have disabilities, can create family crisis and students' ability to regulate behavior due to impacts beyond the school day.
- **Social and Emotional Challenges:** The pandemic has increased stress and anxiety among students, impacting their motivation and ability to consistently attend and regulate behaviors at school.
- **Support Systems:** Disruption of community support services that assist students with disabilities and other at-risk populations.

Understanding these factors can help in developing targeted interventions to improve suspension rates among these student groups.

Possible school site specific factors:

The school site's RSP (i.e., Resource) program experienced instability due to staffing shortages due to the ongoing teacher shortage since the COVID-19 pandemic. Throughout the year, there were substitute/guest teachers fulfilling planning and teaching for the Students with Disabilities student group. As a result, students with disabilities didn't have consistent supports for both their academic and emotional needs.

- With numerous new staff, the behavior intervention system could require more communication for consistency in and out of the classroom.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

How can we get better results for next year?

- Increase on consistency in behavioral expectations for students in and out of the classrooms throughout campus (e.g., MP Room, playground, hallways, etc.)
- Teach expectations and reinforce development of prosocial skills consistently to all teachers, families, students and staff with a definitive level of accountability.
- Increase Positive Behavior and Intervention Supports currently in place on the daily, weekly and monthly basis., including reinforcement of recess rules and procedures throughout the year, more signage reinforcing PBIS expectations in gameplay and conduct throughout the site learning community.
- SEL skills training and trauma informed practices for all staff.
- Continue Responsive Classrooms and Kimochois approach to SEL and community member expectations including.
- Collaborate and expand school community activities, such as Mustang Rallies, weekly drawings, structured recess games/equipment and increase family connection in and beyond the learning day; all of which promotes intrinsic learning through extrinsic incentives and recognitions

-Allocate more time (via timecards) to staff (Attendance Clerk, Parent Liaison, Instructional Assistants, Rec Aides, etc.) that directly impacts students and families, which will positively impact attendance and behavior to work with students and families beyond the school day, thereby, increasing positive connection with the school.

Overall, teach necessary skills/policies/procedures to ALL students, families, and staff at the whole school/grade level/classroom level on with a commitment to increasing connection to the school community.

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: 2024-25

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. However, the site's prioritized student groups require more than Intervention teachers to support their needs. Additional staff has been helpful to the student groups not performing at the same level as "All" students, but the performance discrepancy in both ELA

and Mathematics necessitates a larger emphasis on differentiation in instruction and access to supplemental learning materials in support of formative and summative assessments in real time- during the learning block and during Grade Level and Whole Group collaboration times.

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

Continue to focus on STEAM and 21st Century Learning Skills (maintaining high engagement learning) , increasing focus on supplemental materials and professional development on small group and hands-on instruction. Collaboration with staff who willingly embraced expanded professional development and access to supplemental ELA and Math resources.

2025-26

Identified Need

Beyond STEAM and 21st Century Learning Skills, a continued focus on supplemental materials and professional development for small group and hands-on learning. A larger portion of our Title 1 allocation needs to rest actual time for staff (predominately teachers) to collaborate and plan, as a result of professional development consultancy and real-time assessment results (i.e., responsive to Formative assessment data vs prior focus on Summative assessment data). Differentiation via small group instruction requires more professional development and more preparation of manipulatives and consumables in response to Formative assessments and educational moves on the teacher's part in every room, both primary and intermediate grades. Additionally, Reclassification of English Learners will be supported by the site's Centrally Funded English Development teacher for additional Designated EL student group support in conjunction with the site's increased focus on Integrated and Designated teaching and learning via professional development.

As our teachers participate in ongoing professional development, analyze student learning data and adjust teaching-learning in the classroom on within the learning blocks on a daily basis, our identified student groups require access to supplemental resources that wouldn't be otherwise available via limited General Funds. The actual printing consumables to produce leveled readers (in real-time), engaging manipulatives for small group instruction, and nightly meaningful homework practice for our prioritized student groups proves critical to student learning. Consumable materials tied to explicit direct instruction in writing (e.g., Step Up to Writing) and resource program materials (e.g., Luminous Minds), programs themselves (e.g., Lexia Core and Reading A to Z) supplementing core reading instruction require ready availability in the classrooms, which necessitate an increased allocation of Title 1 funds. As a result of Mathematics professional development and ongoing consultancy, differentiated small group Mathematics instruction requires an increase in prioritization, just as with ELA/ELD. All of which, will work in complement with the site's ongoing commitment to development of techno-literacy and learning beyond the school site (i.e., STEAM-based field trips) via Title 1 funds.

A larger portion of the school's Title 1 budget will rest in professional development, collaboration and planning time and supplemental resources in student hands. This is a departure from the "Intervention Staff" approach that the site learning community has had to student learning gaps post-COVID 19. Now, the students and their families require resources supporting learning in-hand tailored by

teachers who regularly participate in professional development and consultancy ensuring teaching-learning proves responsive to in-class formative data.

Annual Measurable Outcomes

| Metric/Indicator | Baseline 2024-25 | | Expected Outcome 2025-26 |
|---|---------------------------------|-----------------------------|--------------------------|
| ELA State Assessment: Change in scale score | All Students | 78.7 points below standard | + 3 scale score points |
| | English Learners | 108.8 points below standard | |
| | Foster Youth | | |
| | Homeless | | |
| | Socioeconomically Disadvantaged | 96.0 points below standard | |
| | Students with Disabilities | 129.9 points below standard | |
| | African American | | |
| | American Indian | | |
| | Asian | | |
| | Filipino | | |
| | Hispanic | 80.9 points below standard | |
| | Two or More Races | 79.9 points below standard | |
| | Pacific Islander | | |
| | White | 75.5 points below standard | |
| Math State Assessment: Change in scale score | All Students | 84.3 points below standard | + 3 scale score points |
| | English Learners | 108.3 points below standard | |
| | Foster Youth | | |
| | Homeless | | |
| | Socioeconomically Disadvantaged | 95.4 points below standard | |

| Metric/Indicator | Baseline 2024-25 | Expected Outcome 2025-26 |
|--|--|--------------------------|
| | <div>Students with Disabilities 109.1 points below standard</div> <div>African American</div> <div>American Indian</div> <div>Asian</div> <div>Filipino</div> <div>Hispanic 79.1 points below standard</div> <div>Two or More Races 93.4 points below standard</div> <div>Pacific Islander</div> <div>White 79.4 points below standard</div> | |
| English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC | 35.3% | + 2% |
| English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient | 1.35% | +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 | Professional Learning for teachers in ELA/ELD best practices, including but not | All Students English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic and White | Title I Part A Site Allocation 5800: Professional/ Consulting | 3100 1800 | 2025-2026 |

| | | | | | |
|-----|---|--|---|----------------------|-----------|
| | limited to Benchmark, Step Up to Writing and ongoing consultancy | | Services And Operating Expenditures Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures | | |
| 1.2 | Release time for Professional Development for teachers in ELA/ELD, including but not limited to collaboration and planning with/out consultants, site Intervention/ELD Team | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries | 21248.30 | 2025-2026 |
| 1.3 | ELA/ELD site licenses in support of and supplement to instruction, including but not limited to Luminous Minds, Accelerated Reader, RAZ Kids | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures | 2085 3039 3900 | 2025-2026 |

| | | | | | |
|-----|---|--|--|-----------|-----------|
| | | | Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures | | |
| 1.4 | Professional Learning for teachers in Math best practices- ongoing consultancy | All Students English Learners X Low-Income Students Foster Youth Lowest Performing | Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures | 15,850 | 2025-2026 |
| 1.5 | Release time for Professional Development for teachers in Math, including but not limited to collaboration and planning with/out | All Students English Learners X Low-Income Students Foster Youth Lowest Performing | Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries | 24,998.00 | 2025-2026 |

| | | | | | |
|-----|--|--|---|-----------------------|-----------|
| | consultants, site Intervention/ELD Team | | | | |
| 1.6 | Site Intervention materials and supplements materials to support students in ELA/ELD& Math including but not limited to classroom kits (Step up to Writing), ELA/ELD & Math, (e.g., small group & manipulatives), classroom libraries, consumables (toner, paper) and for leveled materials (ongoing daily), & scaffolding instruction | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | Title I Part A Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation 4000-4999: Books And Supplies | 7600 13000 6175 | 2025-2026 |
| 1.7 | Site intervention and supplemental instructional materials to support students in ELA/ELD & Math summative & formative assessment and | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | Title I Part A Site Allocation 4000-4999: Books And Supplies | 13776 | 2025-2026 |

| | | | | | |
|-----|--|--|--|------------------------|-----------|
| | leveled readers- Print Shop | | | | |
| 1.8 | Technology in support of ELA/ELD, Math, STEAM/Science | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | Title I Part A Site Allocation 4000-4999: Books And Supplies | 16,000 | 2025-2026 |
| 1.9 | Field Trips tied to STEAM and Science- venue & bussing costs, including Substitute coverage for Teachers, if necessary | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries | 6500 1300 749.94 | 2025-2026 |

| | | | | | |
|------|--|--|--------------------------------------|-----------|-----------|
| 1.10 | Additional hours for Attendance Clerk, Parent Liaison and School Secretary to assist staff, students and families with access to supplemental learning materials and practice after the learning day. This includes printing and organizing on-demand learning materials in STEAM, ELA and Mathematics and communicating with classroom teachers to support students using technology for practice in an afternoon tutoring support. | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | Title I Part A Site Allocation | 13,136.76 | 2025-2026 |
|------|--|--|--------------------------------------|-----------|-----------|

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: 2024-25

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 and suspension rate data from QGIS and Unified Insights. Parent, student and staff Climate Survey, empathy gathering and collaborative input was used to monitor progress through the school year.

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

Providing an additional hours for the attendance clerk and Parent Liaison 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 and positive behavior. We used extrinsic motivation on a weekly, monthly and trimesterly basis with the intention of increasing intrinsic motivation. However, Chronic Absenteeism still continues to prove a factor for families in-crisis (predominately economic) for our prioritized student groups.

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. Attendance Clerk and Parent Liaison increased family contact through the year. School Secretary supported family contact and assisted with attendance meetings throughout the school year. Additional incentivization for improved attendance was implemented at the classroom level.

2025-26

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 via additional Attendance Clerk, Parent Liaison and School Sectary hours. Parent Liaison, Attendance Clerk and School Secretary will increase academic resource (via technology and materials), Social-Emotional Learning (via technology and materials) support for students and families beyond the learning day. Families come to the office regularly for support accessing technology to support student academic practice and support with supplemental classroom materials. The school office has become a hub for attendance and academic resources and support for students once the classroom teachers' teaching-learning day has ended. Additional hours from both LCFF (for Attendance and SEL) and Title 1 funds (supporting core academics and STEAM) proves necessary so prioritized student groups can successfully attend school, academically and social-emotionally confident in the support and practice via support staff.

Annual Measurable Outcomes

| Metric/Indicator | Baseline 2024-25 | | Expected Outcome 2025-26 |
|--|---------------------------------|--------------------------|--------------------------|
| 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 | 28.7% Chronically Absent | - 0.5% |
| | English Learners | 26.5% Chronically Absent | |
| | Foster Youth | | |
| | Homeless | 30.8% Chronically Absent | |
| | Socioeconomically Disadvantaged | 30.3% Chronically Absent | |
| | Students with Disabilities | 35.6% Chronically Absent | |
| | African American | 35.3% Chronically Absent | |
| | American Indian | | |
| | | | |

| Metric/Indicator | Baseline 2024-25 | Expected Outcome 2025-26 |
|---|---|--------------------------|
| | Asian 26.7% Chronically Absent Filipino Hispanic 30.3% Chronically Absent Two or More Races 28.6% Chronically Absent Pacific Islander White 26% Chronically Absent | |
| Attendance: Percentage of the school year attended for students in TK-12 | 92.2% | 94% |
| 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 English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino | N/A |

| Metric/Indicator | Baseline 2024-25 | Expected Outcome 2025-26 |
|------------------|---|--------------------------|
| | Hispanic Two or More Races Pacific Islander | |

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 |
|--------|--|--|---|---------------------|-------------------------|
| 2.1 | Provide additional hours to attendance clerk, secretary, librarian to target lowest performing student groups. Create action plans in part to address chronic absenteeism and support in core academics. Work directly with students and families to better access core academics via supplementary resources (via technology and classroom materials) | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Parent Involvement | 13,314 2,210 | 2024-2025 |
| 2.2 | Rentals, Leases, repairs for | X All Students English Learners | LCFF Supplemental | 3000 | 2024-2025 |

| | | | | | |
|-----|---|--|---|------|-----------|
| | supplemental printing costs for SEL student materials connecting families with the student learning and social day. | Low-Income Students Foster Youth Lowest Performing | Site Allocation 5000-5999: Services And Other Operating Expenditures | | |
| 2.3 | 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 | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 6500 | 2024-2025 |
| 2.4 | Purchase materials to support classroom SEL, Mindfulness, and Restorative | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | LCFF Supplemental Site Allocation | 6535 | 2024-2025 |

| | | | | | |
|-----|--|--|-------------------------------|--|--|
| | 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 | | |
| 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: 2024-25

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). However, an increased need for support staff (Attendance Clerk, School Community Specialist and School Secretary) to support Attendance, SEL and academic support through the school year increased. Families need for support in accessing technology, acquiring learning materials (like leveled readers) or SEL materials (e.g., social stories) in the after school setting increased through the year.

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: increased staffing hours for Rec Aide, School Community Specialist, Attendance Clerk and School Secretary prove challenging solely with General and LCFF Funds.

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). The school site staff began increasing student and family contact to support student learning and the student experience; thereby promoting a greater connection with the school and directly supporting a reduction in the school suspension rate. Based on empathy gathering in the winter aimed at increasing the student sense of belonging, students asked for more variety of high engagement games during recess times and during monthly assemblies.

Increasing student access to high engagement activities in an out of the classroom provided a relatively low suspension rate (i.e., 1.6%) for All Students through the school year. Increasing direct staff intervention with student groups was aimed directly at improving student connectivity with the school. Staff and family input regarding increased support staff collaboration before and after school informed the Identified Need component of this goal.

2025-26

Identified Need

In order to support School Conditions, Climate, and Family Engagement currently identified supports need to stay in place. We will add student empathy gathering opportunities during lunches to improve our responsiveness to student needs for a stronger sense of belonging to begin the school year in determining which high engagement game and activities students prefer for the school year. High engagement, prosocial skills-promoting games, resources and activities will be increased for the school site in 2025-2026. An increase to school support staff (Rec Aide, Parent Liaison, School Community Specialist) hours will expand student and family collaboration before and after school to directly support families and reduce the suspension rate for the site's prioritized student groups.

We will add student empathy gathering for activities

An increase in consistently, visually communicating the site's Positive Behavior Intervention System (PBIS) with students and families will increase through the 2025-2026 school year via LCFF funds.

Annual Measurable Outcomes

| Metric/Indicator | Baseline 2024-25 | Expected Outcome 2025-26 |
|------------------|------------------|--------------------------|
|------------------|------------------|--------------------------|

| Metric/Indicator | Baseline 2024-25 | | Expected Outcome 2025-26 |
|--|---------------------------------|---------------------------------|--------------------------|
| 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 | 1.6% suspended at least one day | -0.3% |
| | English Learners | 0% suspended at least one day | |
| | Foster Youth | | |
| | Homeless | 0% suspended at least one day | |
| | Socioeconomically Disadvantaged | 2.3% suspended at least one day | |
| | Students with Disabilities | 2.6% suspended at least one day | |
| | African American | 5.9% suspended at least one day | |
| | American Indian | | |
| | Asian | 0% suspended at least one day | |
| | Filipino | | |
| | Hispanic | 0.8% suspended at least one day | |
| | Two or More Races | 3.6% suspended at least one day | |
| | Pacific Islander | | |
| | White | 1.2% suspended at least one day | |
| Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey | 50.9 % | | +2% |
| Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey. | 53.7% | | +2% |
| Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles | 19.6% | | +10% |

Metric/Indicator

Baseline 2024-25

Expected Outcome 2025-26

(e.g. School Site Council, ELAC, and PTO).

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 | High engagement equipment for structured, developmental play in a safe and educational environment- preferred activities from student input to positively support the student experience, create a stronger sense of belonging and reduce the suspension rate for our prioritized student groups. | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 4,000 | 2025-2026 |
| 3.2 | Safety, supervision and SEL support via Rec Aide to directly support the suspension | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries | 4,130 | 2025-2026 |

| | | | | | |
|-----|---|--|--|-------|-----------|
| | rate for prioritized student groups. | | | | |
| 3.3 | Parent Liaison and School Community Specialist hours: Student, staff and family contact, facilitation of collaboration and support of Attendance, prosocial behavior and SEL support (i.e., reduction of suspension rate for prioritized student groups) and before and after school. | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries | 3,291 | 2025-2026 |
| 3.4 | Expand the current options of structured, positive games and activities during recess and in our monthly assemblies (Mustang Rallies). | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | | | 2025-2026 |
| 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 2025- June 2026 | 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 2025- June 2026 | 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 2025- June 2026 | 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 | \$ |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$197,238.00 |

Other Federal, State, and Local Funds

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

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
|------------------|-----------------|

Subtotal of additional federal funds included for this school: \$

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

| State or Local Programs | Allocation (\$) |
|-----------------------------------|-----------------|
| LCFF Rec Aide Allocation | \$4,130.00 |
| LCFF Supplemental Site Allocation | \$36,640.00 |
| Title I Part A Parent Involvement | \$2,210.00 |
| Title I Part A Site Allocation | \$154,258.00 |

Subtotal of state or local funds included for this school: \$197,238.00

Total of federal, state, and/or local funds for this school: \$197,238.00

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 | 36,640 | 0.00 |
| LCFF Rec Aide Allocation | 4,130 | 0.00 |
| Title I Part A Site Allocation | 154,258 | 0.00 |
| Title I Part A Parent Involvement | 2,210.00 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|-----------------------------------|------------|
| LCFF Rec Aide Allocation | 4,130.00 |
| LCFF Supplemental Site Allocation | 36,640.00 |
| Title I Part A Parent Involvement | 2,210.00 |
| Title I Part A Site Allocation | 154,258.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|---|-----------|
| | 15,346.76 |
| 1000-1999: Certificated Personnel Salaries | 46,996.24 |
| 2000-2999: Classified Personnel Salaries | 20,735.00 |
| 4000-4999: Books And Supplies | 73,586.00 |
| 5000-5999: Services And Other Operating Expenditures | 19,824.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 20,750.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|--------------------------|----------|
| 2000-2999: Classified Personnel Salaries | LCFF Rec Aide Allocation | 4,130.00 |

| | | |
|---|-----------------------------------|-----------|
| 2000-2999: Classified Personnel Salaries | LCFF Supplemental Site Allocation | 16,605.00 |
| 4000-4999: Books And Supplies | LCFF Supplemental Site Allocation | 17,035.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF Supplemental Site Allocation | 3,000.00 |
| | Title I Part A Parent Involvement | 2,210.00 |
| | Title I Part A Site Allocation | 13,136.76 |
| 1000-1999: Certificated Personnel Salaries | Title I Part A Site Allocation | 46,996.24 |
| 4000-4999: Books And Supplies | Title I Part A Site Allocation | 56,551.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I Part A Site Allocation | 16,824.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title I Part A Site Allocation | 20,750.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 154,258.00 |
| Goal 2 | 31,559.00 |
| Goal 3 | 11,421.00 |

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
- 4 Classroom Teachers
- 0 Other School Staff
- 5 Parent or Community Members

| Name of Members | Role |
|-------------------|----------------------------|
| Dominique Purcell | Parent or Community Member |
| Nichole Clark | Parent or Community Member |
| Jace Barnett | Parent or Community Member |
| George Delzer | Classroom Teacher |
| Alissa Laubinger | Classroom Teacher |
| Rafael Martinez | Principal |
| Jennifer Warner | Classroom Teacher |
| Sara Carew | Parent or Community Member |
| Maria Bell | 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 05/13/2025.

Attested:

| | |
|---|---|
|  | Principal, Rafael Martinez on 05/13/2025 |
|  | SSC Chairperson, Domnique Purcell on 05/13/2025 |

Budget By Expenditures

Arlington Heights Elementary School

Funding Source: LCFF Rec Aide Allocation

\$4,130.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|--|--|------------|----------------------------|--------|
| Safety, supervision and SEL support via Rec Aide to directly support the suspension rate for prioritized student groups. | 2000-2999: Classified Personnel Salaries | \$4,130.00 | Engaging Academic Programs | |
| LCFF Rec Aide Allocation Total Expenditures: | | \$4,130.00 | | |
| LCFF Rec Aide Allocation Allocation Balance: | | \$0.00 | | |

Funding Source: LCFF Supplemental Site Allocation

\$36,640.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|--|--|-------------|--|--------|
| Parent Liaison and School Community Specialist hours: Student, staff and family contact, facilitation of collaboration and support of Attendance, prosocial behavior and SEL support (i.e., reduction of suspension rate for prioritized student groups) and before and after school. | 2000-2999: Classified Personnel Salaries | \$3,291.00 | Engaging Academic Programs | |
| Provide additional hours to attendance clerk, secretary, librarian to target lowest performing student groups. Create action plans in part to address chronic absenteeism and support in core academics. Work directly with students and families to better access core academics via supplementary resources (via technology and classroom materials) | 2000-2999: Classified Personnel Salaries | \$13,314.00 | Healthy Environments for Social-Emotional Growth | |
| Rentals, Leases, repairs for supplemental printing costs for SEL student materials connecting families with the student learning and social day. | 5000-5999: Services And Other Operating Expenditures | \$3,000.00 | Healthy Environments for Social-Emotional Growth | |

Arlington Heights Elementary School

| | | | |
|--|-------------------------------|------------|--|
| 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 | \$6,500.00 | Healthy Environments for Social-Emotional Growth |
| 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 | \$6,535.00 | Healthy Environments for Social-Emotional Growth |
| High engagement equipment for structured, developmental play in a safe and educational environment- preferred activities from student input to positively support the student experience, create a stronger sense of belonging and reduce the suspension rate for our prioritized student groups. | 4000-4999: Books And Supplies | \$4,000.00 | Engaging Academic Programs |

LCFF Supplemental Site Allocation Total Expenditures: \$36,640.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement \$2,210.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|-------------|------------|--|--------|
| | | \$2,210.00 | Healthy Environments for Social-Emotional Growth | |

Arlington Heights Elementary School

Title I Part A Parent Involvement Total Expenditures: \$2,210.00

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

Funding Source: Title I Part A Site Allocation

\$154,258.00 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 | |
| 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 | | | | |

Arlington Heights Elementary School

| | | | | |
|--|---|-------------|----------------------------------|---|
| | 5000-5999: Services And Other Operating Expenditures | \$1,000.00 | Clear Pathways to Bright Futures | |
| Professional Learning for teachers in ELA/ELD best practices, including but not limited to Benchmark, Step Up to Writing and ongoing consultancy | 5800: Professional/Consulting Services And Operating Expenditures | \$3,100.00 | 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. |
| Release time for Professional Development for teachers in ELA/ELD, including but not limited to collaboration and planning with/out consultants, site Intervention/ELD Team | 1000-1999: Certificated Personnel Salaries | \$21,248.30 | 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/ELD site licenses in support of and supplement to instruction, including but not limited to Luminous Minds, Accelerated Reader, RAZ Kids | 5000-5999: Services And Other Operating Expenditures | \$2,085.00 | 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 in Math best practices- ongoing consultancy | 5800: Professional/Consulting Services And Operating Expenditures | \$15,850.00 | 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. |
| Release time for Professional Development for teachers in Math, including but not limited to collaboration and planning with/out consultants, site Intervention/ELD Team | 1000-1999: Certificated Personnel Salaries | \$24,998.00 | 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 materials and supplements materials to support students in ELA/ELD& Math including but not limited to classroom kits (Step up to Writing), ELA/ELD & Math, (e.g., small group & manipulatives), classroom libraries, consumables (toner, paper) and for leveled materials (ongoing daily), & scaffolding instruction | 4000-4999: Books And Supplies | \$7,600.00 | 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 and supplemental instructional materials to support students in ELA/ELD & Math summative & formative assessment and leveled readers- Print Shop | 4000-4999: Books And Supplies | \$13,776.00 | 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

| | | | | |
|--|---|-------------|--------------------------------|---|
| Technology in support of ELA/ELD, Math, STEAM/Science | 4000-4999: Books And Supplies | \$16,000.00 | 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. |
| Field Trips tied to STEAM and Science-venue & bussing costs, including Substitute coverage for Teachers, if necessary | 5000-5999: Services And Other Operating Expenditures | \$6,500.00 | 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. |
| Additional hours for Attendance Clerk, Parent Liaison and School Secretary to assist staff, students and families with access to supplemental learning materials and practice after the learning day. This includes printing and organizing on-demand learning materials in STEAM, ELA and Mathematics and communicating with classroom teachers to support students using technology for practice in an afternoon tutoring support. | | \$13,136.76 | 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. |
| | 5800: Professional/Consulting Services And Operating Expenditures | \$1,800.00 | 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 | \$3,039.00 | Connecting to School Community | Arlington Heights Elementary will continue to ensure that families feel connected to the school community by creating healthy environments for social emotional growth for students at every developmental level. |
| | 4000-4999: Books And Supplies | \$13,000.00 | Connecting to School Community | Arlington Heights Elementary will continue to ensure that families feel connected to the school community by creating healthy environments for social emotional growth for students at every developmental level. |
| | 5000-5999: Services And Other Operating Expenditures | \$1,300.00 | 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 | \$3,900.00 | 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

4000-4999: Books And
Supplies

\$6,175.00

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.

1000-1999: Certificated
Personnel Salaries

\$749.94

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: \$187,675.00

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

Arlington Heights Elementary School Total Expenditures: \$230,655.00