School Year: **2026-27**

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 21, 2026	June 23, 2026

Purpose and Plan Summary

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

X Schoolwide Program

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.

Table of Contents

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 compromised of parents. teachers, and staff. Our School Site Council meets on the 3rd Thursday 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**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
American Indian	1.20%	1.22%	0.60%	4	4	2
African American	9.61%	7.90%	7.16%	32	26	24
Asian	4.20%	3.95%	3.88%	14	13	13
Filipino	2.10%	2.13%	2.39%	7	7	8
Hispanic/Latino	32.43%	36.17%	34.63%	108	119	116
Pacific Islander	0.60%	0.30%	1.19%	2	1	4
White	42.34%	38.91%	39.70%	141	128	133
Multiple/No Response	7.51%	9.42%	10.45%	25	31	35
			Total Enrollment	333	329	335

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	23-24	**24-25**	**25-26**
Transitional Kindergarten		24	24
Kindergarten	58	54	62
Grade 1	58	57	58
Grade 2	55	55	54
Grade3	45	52	52
Grade 4	40	41	44
Grade 5	53	45	41
Total Enrollment	333		335

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
English Learners	49	47	47	12.3%	14.7%	14.0%
Fluent English Proficient (FEP)	13	16	14	5.3%	3.9%	4.2%
Reclassified Fluent English Proficient (RFEP)	1				1.35%	

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
329	**66.6%**	**14.3%**	**0.0%**
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	47	14.3%
Foster Youth	0	0.0%
Homeless	5	1.5%
Socioeconomically Disadvantaged	219	66.6%
Students with Disabilities	75	22.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	26	7.9%
American Indian	4	1.2%
Asian	13	4%
Filipino	7	2.1%
Hispanic	119	36.2%
Two or More Races	31	9.4%
Pacific Islander	1	0.3%
White	128	38.9%

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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2025 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Green
Mathematics Yellow		
English Learner Progress Green		

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 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.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	3	0	0

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	No Performance Color	
60 points below standard	58 points below standard	
Increased 18.8 points	Increased 50.8 points	
120 Students	23 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
0 Students	Fewer than 11 students - No Data for Privacy	69.8 points below standard
	5 Students	Increased 26.2 points
		86 Students

Students with Disabilities

No Performance Color

139.2 points below standard

Declined 9.3 points

28 Students

African American

No Performance Color

Fewer than 11 students - No Data for Privacy

8 Students

American Indian

No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

Asian

No Performance Color

Fewer than 11 students - No Data for Privacy

6 Students

Filipino

No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Hispanic

Yellow

59.8 points below standard

Increased 21.1 points

43 Students

Two or More Races

No Performance Color

Fewer than 11 students - No Data for Privacy

9 Students

Pacific Islander

No Performance Color

0 Students

White

Yellow

68.7 points below standard

Increased 6.8 points

48 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.

Arlington Heights 2025 California School Dashboard indicator for English Language Arts is "Yellow" for All Students group with a (+)18.8 point increase @ 60 points below standard. However, the following student groups scored at the lowest performing level relative to other student groups in English Language Arts, as indicated by CAASPP administration for Spring 2025:

- Students with Disabilities (i.e., -139.2 points) performed did not have a performance color (due to small number of students) compared to All Students (i.e, 60 points below standard) represents an achievement gap of -79.2 points for this student group.
- English Language Learners (i.e., 58 points below standard) with an increase of 50.8 points outperformed All Students (i.e, 60 points below standard).
- Socioeconomically Disadvantaged (i.e., 69.8 points) performed in "Yellow" compared to All Students (i.e, 60 points below standard). This represents an achievement gap of (-)9.8 points for this student group. However, this student group increased by 21.1 points.
- The White student group (i.e., 68.7 points below standard) performed in "Yellow" compared to All Students (i.e., 60 points below standard). This represents an achievement gap of (-)8.7 points, though this student group also increased (i.e., 6.8 points below standard).

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

During the 2024-2025 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. However, the site was able to secure a Designated ELD teacher for the 2024-2025 school year, and the English Learner subgroup increased (+)50.8 points in Mathematics on the Spring 2025 CAASPP. At 58 points below standard with an increase of 50.8 points, the English Language Learner student group increased the most.
- 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 disregulation 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.
- Partnership with Professional Learning and Innovation (i.e., PLI) department to provide training in Science of Reading literacy practices will ensure all students benefit from literacy instruction designed to specifically address reading and writing teaching practices for all student groups and learners.
- Small group training and collaboration time for UFLI (primary literacy), 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

The 2025 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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	0	0

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	No Performance Color	
76.5 points below standard	99.5 points below standard	
Increased 7.8 points	Increased 8.9 points	
125 Students	28 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
0 Students	Fewer than 11 students - No Data for Privacy	89.7 points below standard
		Increased 5.7 points
	5 Students	91 Students

Students with Disabilities	African American	American Indian
No Performance Color 135.2 points below standard Declined 26.2 points 28 Students	No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Yellow 75.6 points below standard Increased 3.5 points 43 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	No Performance Color 0 Students	Orange 81.2 points below standard Maintained -1.8 points 52 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.

Arlington Heights 2025 California School Dashboard indicator is "Yellow" for All Students group with a (+)7.8 point increase @ 76.5 points from standard. Additionally, the Hispanic student group outperformed @48.2 with a (+)7 point increase the All Students group by (+).8 points. 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., 135.2 points below standard) did not have a performance color (due to small number of students) compared to All Students (i.e, 76.5 points below standard) represents an achievement gap of -58.7 points for this student group.
- English Language Learners (i.e., 99.5 points below standard) did not have a performance color (due to small number of students) compared to All Students (i.e, 76.5 points below standard) represents an achievement gap of -23 points for this student group. However, the English Learner student group increased 8.9 points in their CAASPP Math performance for the 2024-2025 school year.
- Socioeconomically Disadvantaged (i.e., 89.7 points below standard) performed at "Yellow" compared to All Students (i.e, 76.5 points below standard) represents an achievement gap of -13.2 points for this student group. However, the Socioeconomically Disadvantaged group increased 5.7% in their CAASPP Math performance for the 2024/2025 school year.
- Additionally, the Hispanic student group (75.6 points below standard) actually outperformed both the White student group (81.2 points below standard) & the All Students group (76.5 points from standard).

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

During the 2024-2025 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 9.2 points (2022-2023) to 14.7 points 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. However, the site was able to secure a Designated ELD teacher for the 2024-2025 school year, and the English Learner subgroup increased (+)8.9% in Mathematics.

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 disregulation prove concerning factors for the Socioeconomically Disadvantaged student group. And as a result, the site has benefitted from the support of a centrally-funded Social Worker from the district's MTSS (Mulit-Tiered Student Support) department.

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 for the 2025-2026 school year:

- Continued Professional development centered on the new Mathematics adoption materials during Whole Group Collaboration time and release days for data driven planning time with Intervention teacher for each grade level.
- 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
Science

The 2025 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.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	No Performance Color	No Performance Color
47.4 science points	41.6 science points	0 Students
Increased 7.1 points	Increased 14.4 points	
39 Students	15 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	41.1 science points
	1 Student	Increased 5.3 points
		26 Students

Students with Disabilities

No Performance Color

40.8 science points

12 Students

African American

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

American Indian

No Performance Color

0 Students

Asian

No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Filipino

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Hispanic

No Performance Color

48.2 science points

Increased 7 points

16 Students

Two or More Races

No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

Pacific Islander

No Performance Color

0 Students

White

No Performance Color

42.3 science points

Maintained 1.8 points

16 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.

Arlington Heights 2025 California School Dashboard indicator is "Green" for All Students group with a (+)7.1 point increase @ 47.4 points. Additionally, the Hispanic student group outperformed @48.2 with a (+)7 point increase the All Students group by (+).8 points. However, the following student groups scored at the lowest performing level relative to other student groups in Science, as indicated by CAASPP administration for Spring 2025:

- Students with Disabilities (i.e., 40.8 points) did not have a performance color (due to small number of students) compared to All Students (i.e, 47.4 points) represents an achievement gap of (-)6.6 points for this student group.
- English Language Learners (i.e.,41.6 points) did not have a performance color (due to small number of students) compared to All Students (i.e, 47.4) represents an achievement gap of (-)5.8 points for this student group. However, the English Language Learner student group increased 14.6 over the Spring 2024 CAASPP performance.
- Socioeconomically Disadvantaged (i.e., 41.1 points) did not have a performance color (due to small number of students) compared to All Students (i.e, 47.4) represents an achievement gap of (-)6.3 points for this student group; however, the Socioeconomically Disadvantaged student group increased 5.3 points over the Spring 2024 CAASPP performance.

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

During the 2024-2025 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 9.2 points (2022-2023) to 14.7 points 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. However, the site was able to secure a Designated ELD teacher for the 2024-2025 school year, and the English Learner subgroup increased 14.6 points in Science.
- 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 disregulation 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 STEAM practices to support Science instruction.
In order to support classroom, the site has identified the following supports:

- Continued supplemental access in PLTW with a focus on STEAM supports in science.
- A classroom teacher representative participate in the district's TWIG Science Committee ongoing to act as liaison for the site's Science teaching and learning planning.

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.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
Green	No Performance Color
51.6 making progress.	making progress.
Number Students: 31 Students	Number Students: 0 Students

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.

2025 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
16.1%	32.3%	0%	51.6%

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 2025 Fall Dashboard, English Learner Progress Indicator results:
-"Green" with 51.6 students in the group making progress. Compared to 35.3% of English Learners making progress in the 2024 Fall Dashboard, this represents an increase of 16.3 students making progress.

In the 2025 Fall Dashboard, Student English Language Acquisition results:

-32.3% of English Learners Maintained ELPI (i.e., English Language Acquisition Indicator) level or Progressed At Least One ELPI Level (i.e., 51.6%).
-16.1% 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 16.1% 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 2026-2027 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 perfuming 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., 16.1%). 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 and UFLI 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

The 2025 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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 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

The 2025 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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Orange	
22.4% Chronically Absent	21.7% Chronically Absent	
Declined 6.2	Declined 4.8	
348 Students	60 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
0 Students	33.3% Chronically Absent	26.6% Chronically Absent
	Increased 2.6	Declined 3.7
	12 Students	248 Students

Students with Disabilities	African American	American Indian
Orange	Red	No Performance Color
28.7% Chronically Absent	40% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 6.9	Increased 4.7	4 Students
87 Students	30 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
15.4% Chronically Absent	Fewer than 11 students - No Data for Privacy	24.2% Chronically Absent
Declined 11.3	8 Students	Declined 6
13 Students		128 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
18.2% Chronically Absent	Fewer than 11 students - No Data for Privacy	17.6% Chronically Absent
Declined 10.4	1 Student	Declined 8.4
33 Students		131 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 2025:

- Students with Disabilities (i.e., 28.7%) demonstrate "Orange" on the Fall 2025 dashboard, which is an 4.7% improvement over the Fall 2024 percentage (i.e., 33.4%)
- African American (i.e., 40%) demonstrating "Red" on the Fall 2025 dashboard indicating an increase of 4.7%, which is an increase over the Fall 2024 percentage (i.e., 35.3%).
- English Learners (i.e., 21.7%) demonstrated "Orange" on the Fall 2025 indicating a decrease of 4.8% over the Fall 2024 percentage (i.e., 26.5%).
- Hispanic (i.e., 24.2%) demonstrated "Orange" on the Fall 2025 indicating a decrease of 6% over the Fall 2024 percentage (i.e., 30.2%).

In comparison, 22.4% of All Students were chronically absent, which at 28.7% of All Students on Fall 2024 California Schools Dashboard was a decrease of 6.3% from the previous school year.

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

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,") 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 via the site's Social Worker, 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.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 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 2025 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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	3	2

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Blue	
1.1% suspended at least one day	0% suspended at least one day	
Declined 0.5%	Maintained 0%	
352 Students	60 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
0 Students	0% suspended at least one day	1.2% suspended at least one day
	Maintained 0%	Declined 1.1%
	13 Students	251 Students

Students with Disabilities	African American	American Indian
Green	Blue	No Performance Color
2.2% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 0.3%	Declined 5.9%	4 Students
89 Students	30 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0.8% suspended at least one day
Maintained 0%	8 Students	Maintained 0%
13 Students		129 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	2.2% suspended at least one day
Declined 3.6%	1 Student	Increased 1%
33 Students		134 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.

- White student group (i.e., 2.2%) performed in Orange compared to All Students (i.e., 1.1%) performing in Green represents a discrepancy of 1.1% for this student group.

African American (0%) performing in Blue, Students with Disabilities (1.2%) performing in Green, SocioEconomically Disadvantaged (1.2%) performing in Green, and English Learner (0%) performing in Blue all represent Improvement or Maintaining.

The students representing the White student group (i.e., @"Orange") 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.

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 thought the site learning community.
- SEL skills training and trauma informed practices for all staff.
- Continue Responsive Classrooms and Kimochis 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 though extrinsic incentives and recognitions

-Continue allocation to pay for staff time (Attendance Clerk, Parent Liaison, Instructional Assistants, Rec Aides, etc.) via timecards 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: 2025-26

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 weave in STEAM and 21st Century Learning Skills (maintaining high engagement learning) practices, continued focus on supplemental materials and professional development on small group and hands-on instruction more focused on ELA and Mathematics. 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 (including RSP and ELD), 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, UFLI and decodable reading) program materials, programs themselves (e.g., Accelerated Reader) supplementing core reading instruction require ready availability in the classrooms (including RSP classroom), which necessitate a continued allocation of Title 1 funds. As a result of Mathematics professional development and ongoing consultancy, differentiated small group Mathematics instruction requires continued 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 and literacy-based field trips) via Title 1 funds. The ELA and Math materials, supplemental supports and classroom approaches will be in alignment between the grade level, ELD and RSP classrooms, so student groups will have access, familiarity and consistency in any learning environment at Arlington Heights Elementary.

A larger portion of the school's Title 1 budget will rest in ongoing 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 continual, ongoing professional development and consultancy ensuring teaching-learning proves responsive to in-class formative data.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	60 points below standard	+ 3 scale score points
	English Learners	58 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	69.8 points below standard	
	Students with Disabilities	139.2 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	59.8 points below standard	
	Two or More Races		
	Pacific Islander		
	White	68.7 points below standard	
Math State Assessment: Change in scale score	All Students	76.5 points below standard	+ 3 scale score points
	English Learners	99.5 points below standard	
	Foster Youth		

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	Homeless		
	Socioeconomically Disadvantaged	89.7 points below standard	
	Students with Disabilities	135.2 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	75.6 points below standard	
	Two or More Races		
	Pacific Islander		
	White	81.2 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	51.6		+ 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 & release time for	X All Students English Learners X Low-Income Students	Title I Part A Site Allocation	31007	School Year 2026-2027

	teachers in ELA/ELD best practices, including but not limited to collaboration and planning with/out consultants, site Intervention/ELD Team focusing on but not limited to Benchmark, UFLI, mClass and ongoing data-driven practices	Foster Youth X Lowest Performing Hispanic and White	1000-1999: Certificated Personnel Salaries		
1.2	ELA/ELD site licenses in support of and supplement to instruction, including but not limited to Accelerated Reader & mClass DIBBELS	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	8000	School Year 2026-2027
1.3	Professional Learning and release time for teachers in Math best practices and new Math adoption, including but not limited to collaboration and	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	20000	School Year 2026-2027

	planning with/out consultants, site Intervention/ELD Team				
1.4	Site Intervention materials and supplements materials to support students in ELA/ELD& Math including but not limited to classroom kits, ELA/ELD & Math, (e.g., small group & manipulatives), classroom libraries & scaffolding instruction	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	38,340	School Year 2026-2027
1.5	Site intervention and supplemental instructional materials to support students in ELA/ELD & Math summative & formative assessment and leveled readers- Print Shop, consumables (toner, paper) and for leveled materials (ongoing daily),	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	20975	School Year 2026-2027

1.6	Technology in support of ELA/ELD & RSP in Math, STEAM/Science promoting techno-literacy for all student groups	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	12800	School Year 2026-2027
1.7	Field Trips tied to STEAM and Science- venue & bussing costs, including Substitute coverage for Teachers, if necessary. These "outside learning" opportunities will include all subgroups (including ELD and RSP) to expand academic learning beyond the grade level, ELD and RSP classrooms.	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	24000	School Year 2026-2027
1.8	Additional hours for Attendance Clerk, Parent Liaison and School Secretary to assist staff, students and	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	2168	School Year 2026-2027

		families (primarily EL, Low-Socio-economically Disadvantaged & Chronically Absent student groups) 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.				

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: 2025-26

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 QSIS 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, Parent Liaison, School Secretary and site Social Worker increased family contact through the year, tracked and discussed weekly in support staff collaborations with school administration. School Secretary supported additional family contact (especially African American, Homeless and Spanish-Speaking families) and assisted with attendance meetings throughout the school year. Additional incentivization for improved attendance was implemented at the classroom and school front office levels.

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, site Social Worker 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.

The school support staff making additional contacts beyond the school day approach will focus on students and families comprising our African American, Homeless, Students with Disabilities as priority targets for support. Contacts will continue to be tracked and shared in weekly collaboratives with support staff and administration throughout the 2026-2027 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
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: 22.4% Chronically Absent English Learners: 21.7% Chronically Absent Foster Youth: Homeless: 33.3% Chronically Absent Socioeconomically Disadvantaged: 26.6% Chronically Absent	- 0.5%

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Students with Disabilities: 28.7% Chronically Absent African American: 40% Chronically Absent American Indian Asian: 15.4% Chronically Absent Filipino Hispanic: 24.2% Chronically Absent Two or More Races: 18.2% Chronically Absent Pacific Islander White: 17.6% 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	N/A

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	African American American Indian Asian Filipino 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 and parent liaison to target lowest performing student groups, supporting students (specifically African American and Homeless student groups) and families with direct support in person, virtually and over the phone to ensure	X All Students English Learners X Low-Income Students Foster Youth X Lowest Performing African American, Homeless	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries	13,568 2163	School Year 2026-2027

	contact is made even after the school day has ended. 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).				
2.2	Rentals, Leases, repairs for supplemental printing costs for SEL student materials connecting families with the student learning and social day.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	2000	School Year 2026-2027
2.3	Attendance plan- Provide supplies, materials, incentives, and	X All Students English Learners X Low-Income Students X Foster Youth	LCFF Supplemental Site Allocation	6500	School Year 2026-2027

	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.	Lowest Performing	4000-4999: Books And Supplies		
2.4	Purchase materials to support classroom SEL, Mindfulness, and Restorative Practices, including but not limited to, books, posters, curriculum, materials, and resources, to promote increased feelings of social and emotional safety at school and to increase opportunities for students to	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	6535	School Year 2026-2027

	practice problem-solving and emotion regulation.				
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: 2025-26

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 Social Worker, etc.), after school teacher run clubs, school-wide rallies/assemblies, community and family events (meet and greet, Fall 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., 1.1% "Green" California Dashboard 2025) 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 2026-2027. 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 2026-2027 school year via LCFF funds.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
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	1.1% 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	1.2% suspended at least one day	
	Students with Disabilities	2.2% suspended at least one day	
	African American	0% 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	0% suspended at least one day	
	Pacific Islander		
	White	2.2% 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 2025-26	Expected Outcome 2026-27
(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	School Year 2026-2027
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 X Lowest Performing Socioeconomically disadvantaged, Students with Disabilities	LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries	4,130	School Year 2026-2027

	rate for prioritized student groups.				
3.3	Parent Liaison, School Community Specialist and Attendance Clerk 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	3,197	School Year 2026-2027
3.4	Expand the current options of structured, positive games and activities during recess and in our monthly assemblies (Mustang Rallies) with LCFF funds and Parent	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School Year 2026-2027

		Teacher Club support.				
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	Other	

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	Other	

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	Other	

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	36,800	0.00
LCFF Rec Aide Allocation	4,130	0.00
Title I Part A Site Allocation	157,290	0.00
Title I Part A Parent Involvement	2,163	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	4,130.00
LCFF Supplemental Site Allocation	36,800.00
Title I Part A Parent Involvement	2,163.00
Title I Part A Site Allocation	157,290.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	51,007.00
2000-2999: Classified Personnel Salaries	25,226.00
4000-4999: Books And Supplies	90,150.00
5000-5999: Services And Other Operating Expenditures	34,000.00

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	16,765.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	18,035.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	2,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	2,163.00

1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	51,007.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	2,168.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	72,115.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	32,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	157,290.00
Goal 2	30,766.00
Goal 3	12,327.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Dominique Purcell	Parent or Community Member
Nichole Clark	Parent or Community Member
Susan Etebarzai	Parent or Community Member
George Delzer	Classroom Teacher
Alissa Laubinger	Classroom Teacher
Rafael Martinez	Principal
Jennifer Warner	Classroom Teacher
Liliana Olivares	Other School Staff
Sara Burkett	Parent or Community Member
Mercedes Mulato	Parent or Community Member

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
ON FILE	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 23, 2026.

Attested:

	Principal, Rafael Martinez on May 21, 2026
	SSC Chairperson, Domninique Purcell on May 21, 2026

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

Budget By Expenditures

Arlington Heights Elementary School

Funding Source: LCFF 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 **$36,800.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent Liaison, School Community Specialist and Attendance Clerk 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	$3,197.00	Engaging Academic Programs	
Expand the current options of structured, positive games and activities during recess and in our monthly assemblies (Mustang Rallies) with LCFF funds and Parent Teacher Club support.	4000-4999: Books And Supplies	$1,000.00	Engaging Academic Programs	

Arlington Heights Elementary School

Provide additional hours to attendance clerk, secretary, librarian and parent liaison to target lowest performing student groups, supporting students (specifically African American and Homeless student groups) and families with direct support in person, virtually and over the phone to ensure contact is made even after the school day has ended. 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	$13,568.00	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	$2,000.00	Healthy Environments for Social-Emotional Growth
Attendance plan- Provide supplies, materials, incentives, and student recognitions, including but not limited to:certificates, prizes, treats, lunch celebrations, etc. for recognizing positive behaviors and to encourage increased attendance and decreased chronic absenteeism.	4000-4999: Books And Supplies	$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

Proposed Expenditure	Object Code	Amount	Goal	Action
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:	$36,800.00
LCFF Supplemental Site Allocation Allocation Balance:	$0.00

Funding Source: Title I Part A Parent Involvement **$2,163.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	2000-2999: Classified Personnel Salaries	$2,163.00	Healthy Environments for Social-Emotional Growth	

Title I Part A Parent Involvement Total Expenditures:	$2,163.00
Title I Part A Parent Involvement Allocation Balance:	$0.00

Funding Source: Title I Part A Site Allocation **$157,290.00 Allocated**

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

Arlington Heights Elementary School

Utilize manipulatives and materials to support student learning aligned to the site's S.T.E.A.M. initiative	4000-4999: Books And Supplies	$900.00	Clear Pathways to Bright Futures	
Continue creating educational opportunities for Low SES & English Learners, thereby benefiting everyone in strengthening Science, Mathematics, and Art education-including staff serving specific populations and site as a whole. -Field Trips (away and in-school) -Hands-on science based materials -Conferences and Trainings for Staff and/or costs related to trainings and release time	5000-5999: Services And Other Operating Expenditures	$6,000.00	Clear Pathways to Bright Futures	
In support of the site's ongoing S.T.E.A.M. initiative and creating opportunities for students. Staff Development around implementation of Project Lead the Way and 21st century learning	1000-1999: Certificated Personnel Salaries	$12,100.00	Clear Pathways to Bright Futures	
	5000-5999: Services And Other Operating Expenditures	$1,000.00	Clear Pathways to Bright Futures	
Professional Learning & release time for teachers in ELA/ELD best practices, including but not limited to collaboration and planning with/out consultants, site Intervention/ELD Team focusing on but not limited to Benchmark, UFLI, mClass and ongoing data-driven practices	1000-1999: Certificated Personnel Salaries	$31,007.00	Connecting to School Community	Arlington Heights Elementary will continue to ensure that families feel connected to the school community by creating healthy environments for social emotional growth for students at every developmental level.
ELA/ELD site licenses in support of and supplement to instruction, including but not limited to Accelerated Reader & mClass DIBBELS	5000-5999: Services And Other Operating Expenditures	$8,000.00	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.
Professional Learning and release time for teachers in Math best practices and new Math adoption, including but not limited to collaboration and planning with/out consultants, site Intervention/ELD Team	1000-1999: Certificated Personnel Salaries	$20,000.00	Connecting to School Community	Arlington Heights Elementary will continue to ensure that families feel connected to the school community by creating healthy environments for social emotional growth for students at every developmental level.

Arlington Heights Elementary School

Site Intervention materials and supplements materials to support students in ELA/ELD& Math including but not limited to classroom kits, ELA/ELD & Math, (e.g., small group & manipulatives), classroom libraries & scaffolding instruction	4000-4999: Books And Supplies	$38,340.00	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, consumables (toner, paper) and for leveled materials (ongoing daily),	4000-4999: Books And Supplies	$20,975.00	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.
Technology in support of ELA/ELD & RSP in Math, STEAM/Science promoting techno -literacy for all student groups	4000-4999: Books And Supplies	$12,800.00	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.
Field Trips tied to STEAM and Science- venue & bussing costs, including Substitute coverage for Teachers, if necessary. These "outside learning" opportunities will include all subgroups (including ELD and RSP) to expand academic learning beyond the grade level, ELD and RSP classrooms.	5000-5999: Services And Other Operating Expenditures	$24,000.00	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.
Additional hours for Attendance Clerk, Parent Liaison and School Secretary to assist staff, students and families (primarily EL, Low-Socio-economically Disadvantaged & Chronically Absent student groups) 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.	2000-2999: Classified Personnel Salaries	$2,168.00	Connecting to School Community	Arlington Heights Elementary will continue to ensure that families feel connected to the school community by creating healthy environments for social emotional growth for students at every developmental level.

Title I Part A Site Allocation Total Expenditures:	$190,707.00
Title I Part A Site Allocation Allocation Balance:	$0.00

Arlington Heights Elementary School

Arlington Heights Elementary School Total Expenditures: $233,800.00