

School Year: **2022-23**



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
Arden Middle School	34-67447-6034359	05.12.2022	June 28th, 2022

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)

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

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

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

Goal 1: Connected School Communities - We are committed to developing opportunities for staff, students, families, and communities work together to support learning, so students are more engaged and successful in their learning, which positively impacts their future opportunities.

Goal 2: Healthy Environments for Socio-Emotional Growth - We are engaged in creating an environment that promotes socio-emotional growth to promote our students' self-confidence, empathy, the ability to develop meaningful and lasting friendships and partnerships, and a sense of importance and value to those around them.

Goal 3: Engaging Academic Programs - We are continuing to build and develop academic programs that actively engage students in their learning so they find school more meaningful and relevant to their lives in the present and in the future.

Goal 4: Clear Pathways to Bright Futures - Our school community is focused on providing students with opportunities to explore their interests, develop goal setting skills, and develop a clear pathway to their own bright future.

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

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Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Arden’s School Site Council, Site Leadership Team, Department Chairs, and English Learner Advisory Committee (ELAC) were able to review and offer feedback in developing this plan. The School Site Council met on May 12, 2022 to review and approve this plan, and Site Council will continue to meet on a monthly basis in the coming school year to monitor the implementation of this plan and make needed adjustments. Arden’s Site Leadership reviewed the completed plan on May 23 and Department Chairs reviewed the plan on May 16. Arden’s ELAC met to review this plan on May 18, and they will continue to review any changes that are made throughout the coming year at its monthly meetings.

Resource Inequities

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

While our plans and resources this year were designed to address our resource inequities, we struggled to implement them. Our ELD teacher met a number of difficulties in finding the curricular materials for the EL students. We also struggled with staffing. We had designated a portion of our ELO funding to hire a Dari speaking School and Community Resource Assistant, however, the individual only stayed in the position for a week before taking another job in the district. We were not able to refill the position. We are hoping to utilize more district resources next year to support our students in the ELD program.

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

Connected School Communities

LEA/LCAP Goal

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

SPSA/Goal 1

Implement activities and programs to build community and connectedness for students and families.

Annual Review

SPSA Year Reviewed: 2021-22

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?

District Survey Results Spring 2022

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

We were unable to fully reimplement school activities due to continued COVID restrictions and staffing challenges, we were not able to resume student activities to the same degree we had prior to COVID. The disappointment and frustration was evident in the District Survey results; however, this Spring we were able to reinstate lunchtime intramurals sports and evening activities. The participation for these events was the highest we've ever seen. Beyond extra-curricular activities, survey results indicate a need to build community for students during the school day as students and families report feeling disconnected from school.

Another key component of this goal was to hire a School Community Resource Assistant who speaks Dari to act as a liaison between our Dari speaking families and the school. Unfortunately, we only had a person in this position for a week before they took another position, and we were not able to find a replacement. We did not have many parents attend our ELAC meetings despite regular outreach from our EL teacher, so it was difficult to get regular input from the parents of our EL students.

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

Arden teachers voted to implement a homeroom in 2022-2023. One element will be to include community building and SEL lessons weekly to address student needs. We also did not conduct the listening circles we had planned for this year. Based on data from the surveys, we see this as a need for the 2022-2023 school year to help us monitor the progress of this goal and make adjustments more quickly.

We will continue to work with the district's EL department to gather resources for our EL families and to help them feel more involved in the Arden community and their children's education.

2021-22

Identified Need

Based on the Comprehensive Needs Assessment and the above analysis of this goal, through a collaborative process with educational partners, the following need has been identified: The School Survey shows that less than half the students feel the school climate is positive, nurturing and caring, and only 40% believe there is an "adult from the school who checks on how student are doing." These results indicate that we need to incorporate community building into our day to day systems. Students who participated in our intervention program this year appreciated having an adult check on them regularly; however, we were only able to reach a small percentage of our students over the course of the year. Attendance, grade, and suspension data all show that we need to address student needs on a systemic level rather than a few students at a time.

The School Survey also revealed that only 47% of students feel the "school listens to student input on important decisions." While there are many decisions where students are not able to provide input, this identifies the need for us to provide students with a voice and with more opportunities to share their ideas and offer input. Quarterly surveys to gather student opinions and ideas in addition to listening circles conducted at least once each semester will give students this opportunity in addition to providing us with important information on whether or not students feel a sense of belonging at Arden Middle School. While the yearly district survey provides important information, we need to gather data throughout the year so we can monitor our progress and make changes throughout the year to address student needs.

Survey data also indicates that parents are concerned with the culture and climate at Arden. Increasing communication to families regarding our efforts to address this need, sharing progress, and providing opportunities for families to share their ideas and concerns are also identified areas of need.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Spring 2022 School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree.	The overall rating for all questions in this area for parents is 68.4%	The expected outcome in this area is 75%
Spring 2022 School Survey - Overall rating of questions for parents in the School Decision Making section. Percent strongly agree/agree.	The overall rating for all questions in this area for parents is 58.1%.	Our expected outcome is 70%.
Spring 2022 School Survey - Overall rating of questions for staff in the School Decision Making section. Percent strongly agree/agree.	The overall rating for all questions in this area for parents is 72.7%.	Our expected outcome is 75%.
Spring 2022 School Survey - Overall rating of questions for parents/families in the High Expectations/Caring Relationships section. Percent strongly agree/agree.	The overall rating for all questions in this area for parents is 83.5%.	While we exceeded our goal of 80%, we would like to see an increase in the question regarding the school climate is positive, nurturing and caring-which only received a 64.2% agreement. We would like this to increase to 70%.
Spring 2022 School Survey - Overall rating of questions for students in the High Expectations/Caring Relationships section. Percent strongly agree/agree.	The overall rating for all questions in this area for students is 47.1%.	Our expected outcome is 70%.

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Spring 2022 School Survey - Overall rating of questions for parents/families in the School Culture/Sense of Belonging section. Percent strongly agree/agree.	The overall rating for all questions in this area for parents is 78.2%.	Our expected outcome is 83%.
Spring School Survey - Overall rating of questions for students in the School Culture/Sense of Belonging section. Percent strongly agree/agree.	The overall rating for all questions in this area for students is 62.2%	Our expected outcome is 75%.

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Hold schoolwide events providing extra assignment compensation.	X All Students English Learners Low-Income Students Foster Youth Other	Activities Director	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	4300	2022-2023 School Year
1.2	Hold regular parent/guardian informational meetings.	X All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	2022-2023 School Year

1.3	Implement student mentoring program, providing extra assignment compensation.	X All Students English Learners Low-Income Students Foster Youth Other	W.E.B. Directors	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	5500	2022-2023 School Year
1.4	Student club meetings. Provide supplies as needed.	X All Students English Learners Low-Income Students Foster Youth Other	Club Advisors	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	2022-2023 School Year
1.5	Create supply closet providing necessities for our students in need.	All Students X English Learners X Low-Income Students X Foster Youth X Other Homeless	Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	2022-2023 School Year

1.6	Conduct home visits Supplies as needs.	All Students X English Learners X Low-Income Students X Foster Youth Other	Administration	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	250	2022-2023 School Year
1.7	Conduct empathy gathering with targeted student groups to better determine their academic and socioemotional needs. Supplies as needed.	All Students X English Learners X Low-Income Students X Foster Youth X Other Students of Color; LGBTQ+ youth	Administrators , Counselors, District Personnel	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	250	2022-2023 School Year

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Healthy Environments for Socio-Emotional Growth

LEA/LCAP Goal

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

SPSA/Goal 2

Develop and implement equitable, inclusive programs that foster an educational environment where student feel safe, supported, and valued.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Attendance Data, Discipline/Suspension Data - Quarterly; District Survey Results; Quarterly Intervention Data

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

Data indicates that our Intervention Team, comprised of three teachers, administration, and our counseling team, was successful in meeting the specific needs of the students they were able to meet with; unfortunately, with the limited staffing and the high volume of students who needed socio-emotional support, it was difficult to address student needs systemically. Both our PBIS and WEB (student mentoring) programs were up and running again this year; however, we had some staffing turnover that impacted the programs' effectiveness overall. We were not able to formulate a PBIS Tier 2 Team, so higher level aspects of the PBIS program were not feasible.

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

The staff voted to implement a homeroom for the 2022-23 school year in lieu of assigning intervention periods to two teachers. Our ELD teacher will still continue to have two intervention periods to support our EL students. A planning committee will design the homeroom activities which will focus on assessing and addressing student needs, monitoring their progress, and making recommendations on tier 2 supports. This will align with our PBIS program, and we will be recruiting for our Tier 2 team at the beginning of the year. Our student mentoring leaders have already selected the student mentors and are planning beginning of the year activities.

**2021-22
Identified Need**

Based on the Comprehensive Needs Assessment and the above analysis of this goal, through a collaborative process with educational partners, the following need has been identified: District Survey results indicate that both staff and students feel we need to focus on improving our school culture and cultivating a sense of belonging for our students. The parents ranked this area slightly higher, but there is still room for growth.

We also saw an increase in our suspension rates, and even more concerning is the gap the data shows between our overall rates and that of our ELL and low SES students. This will be a focus area next year as we need to ensure equitable discipline practices schoolwide, and we need to identify why students in these groups seem to be struggling more and how to best support them. We saw an overall increase in negative behaviors throughout the year indicating we need to support students in developing more positive behaviors and provide students with opportunities to express their concerns and feel heard.

Attendance data also indicates an increase in chronic absenteeism, particularly among our low SES and Homeless students. This is a clear indication that we need to do a better job of welcoming these students and making them feel safe and secure in their classes and at the school.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
District Survey - School Culture Staff. Percent strongly agree/agree overall.	The overall rating for staff of all questions in this area is 73.5%.	The expected outcome for 2022-23 is 80%.
District Survey - School Culture Parent. Percent strongly agree/agree overall.	The overall rating for parents/families in this area is 78.2%	The expected outcome for 2022-23 is 83%.

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
School Chronic Absenteeism	<p>16.7% of all students were chronically absent for Fall Semester</p> <p>19.4% of ELL students were chronically absent for Fall Semester</p> <p>19.0% of RFEP students were chronically absent for Fall Semester</p> <p>23.5% of Low SES students were chronically absent for Fall Semester</p> <p>38.5% of Homeless students were chronically absent for Fall Semester</p>	<p>The expected percentage of all students chronically absent for Fall Semester of 2022-23 is 12%</p> <p>The expected percentage of ELL students chronically absent for Fall Semester of 2022-23 is 15%</p> <p>The expected percentage of RFEP students chronically absent for Fall Semester of 2022-23 is 15%</p> <p>The expected percentage of Low SES students chronically absent for Fall Semester of 2022-23 is 19%</p> <p>The expected percentage of Homeless students chronically absent for Fall Semester of 2022-23 is 34%</p>
School Home Suspension Rate	<p>The home suspension rate for all students for Fall Semester was 2.42%</p> <p>The home suspension rate for ELL students for Fall Semester was 7.04%</p> <p>The home suspension rate for SpEd students for Fall Semester was 4.2%</p> <p>The home suspension rate for Low SES students for Fall Semester was 4.81%</p> <p>The home suspension rate for Homeless students for Fall Semester was 7.69%</p>	<p>The expected suspension rate for all students for the Fall Semester of 2022-2023 is 2.0%</p> <p>The expected suspension rate for ELL students for the Fall Semester of 2022-2023 is 5.0%</p> <p>The expected suspension rate for SpEd students for the Fall Semester of 2022-2023 is 3.5%</p> <p>The expected suspension rate for Low SES students for the Fall Semester of 2022-2023 is 2.8%</p> <p>The expected suspension rate for Homeless students for the Fall Semester of 2022-2023 is 5.0%</p>
District Survey - Safety Staff. Percent strongly agree/agree overall.	The overall rating for staff for all questions in this area is 97.4%.	The expected outcome for 2022-23 is 80%.

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
District Survey - Safety Parent. Percent strongly agree/agree overall	The overall rating for parents for all questions in this area is 65.3%. It is important to note that only 76 parents completed the survey.	The expected outcome for 2022-23 is 80%.
District Survey - Safety Student. Percent strongly agree/agree overall.	The overall rating for students for all questions in this area is 83.7%.	The expected outcome for 2022-23 is 80%.
Quarterly Student Surveys	N/A	We hope to see an overall improvement in student sense of belonging and well being over the course of the year.
Listening Circles (one per semester)	N/A	We hope to see an overall improvement in student sense of belonging and well being over the course of the year.
District Survey-School Culture Student. Percent strongly agree/agree overall.	The overall rating for students for all questions in this area is 61.6%	The expected outcome for 2022-23 is 70%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Implement peer mentoring program. Supplies as needed.	X All Students English Learners Low-Income Students Foster Youth Other	Administrators and teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	2022-23
2.2	Hire an additional	X All Students English Learners	Administration	Other	0	2022-33

	campus monitor to support school safety and community building.	Low-Income Students Foster Youth Other		2000-2999: Classified Personnel Salaries		
2.3	Provide technology liaison to coordinate technology, including creation of videos showcasing schoolwide expectations and corresponding lessons. Provide extra assignment compensation.	X All Students English Learners Low-Income Students Foster Youth Other	Administrators and staff	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	2500	2022-23
2.4	Conduct empathy gathering sessions with targeted student groups to determine academic and socio-emotional needs.	All Students X English Learners X Low-Income Students X Foster Youth X Other Students of Color; LGBTQAI	Administrators , Counselors, and District Staff	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	0	2022-23

2.5	Implement peer mediation program. Supplies as needed.	X All Students English Learners Low-Income Students Foster Youth Other	Administrator, Counselors, Outside Consultant	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	2022-23
2.6	Implement and utilize home room to provide targeted academic and socio-emotional support.	X All Students English Learners Low-Income Students Foster Youth Other	Administrators and teachers	Other	0	2022-23
2.7	Hire an additional campus monitor to support school safety and community building.	X All Students English Learners Low-Income Students Foster Youth Other	Administration	Other 2000-2999: Classified Personnel Salaries	0	2022-2023
2.8	Continue PBIS Tier 1 program, which helps create a positive school climate and culture by explicitly	X All Students English Learners Low-Income Students Foster Youth Other	Administrators and teachers	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	2500	2022-23

	teaching behavior expectations and providing supports for students who need additional help. Provide extra assignment compensation.					
2.9	Provide supplies to support the PBIS program, including implementing Tier 1 and Tier 2 interventions.	X All Students English Learners Low-Income Students Foster Youth Other	Administrators and teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3500	2022-23
2.10	Continue Equity Team work to evaluate the equity and inclusiveness of site policies, programs, and activities. Providing supplies as needed.	All Students X English Learners Low-Income Students Foster Youth X Other Students of Color, LGBTQ youth	Administrators and teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	2022-23
2.11	Reinforce effort and citizenship	X All Students English Learners	Administrators and teachers	LCFF Supplemental	3000	2022-23

	grades and school-wide expectations. Provide supplies as needed.	Low-Income Students Foster Youth Other		tal Site Allocation 4000-4999: Books And Supplies		
2.12	Counselor .5 FTE Counselor	X All Students English Learners Low-Income Students Foster Youth Other	Administrator and counselor	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	51327	2022-23

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engaging Academic Programs

LEA/LCAP Goal

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

SPSA/Goal 3

We will regularly monitor student progress and analyze data to identify student needs and implement effective strategies to improve student achievement.

Annual Review

SPSA Year Reviewed: 2021-22

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?

This was the first year we had intervention teachers supporting students, and we are tweaking our invention in the 2022-23 school year to include a homeroom to monitor student progress and reduce math class sizes in 8th grade. The data we will be collecting are listed below:

iReady Assessment Data (Fall and Winter)

Progress and Quarterly Grade Data

Student surveys quarterly given in homeroom classes

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

2022-23 will be the first year we will implement this change in our SPSA; therefore, monitoring will occur in that school year.

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

2022-23 will be the first year we will implement this change in our SPSA; therefore, modifications will occur in that school year.

2021-22

Identified Need

Based on the Comprehensive Needs Assessment and the above analysis of this goal, through a collaborative process with educational partners, the following need has been identified:

While our students did show improvement between the Fall and Winter administration of the iReady assessments, the majority of our students are still performing below grade level in both ELA and Math. Additionally, our EL, RFEP, low SES, and Homeless students are all performing well below the general student average, so we need to make sure these students have more regular monitoring and targeted support and intervention.

Additionally, feedback from meetings with grade level teams. SLT, Department Chairs indicate that all of our students could benefit from structured support with study skills and academics. Our intervention support this year provided two general ed teachers with three periods of intervention and our ELD teacher with two periods of invention. This allowed these teachers to pull identified students with targeted support, and while the majority of these students did show overall improvement, this structure limited the number of students who were closely monitored and received targeted support. As a result, a group of teachers led by SLT presented a plan for offering a homeroom to all students beginning next year to build in daily opportunities for support.

Math data indicates this is a particular area of concern for all students. With the high failure rate in IM1 at the high school level, the math department sees a need to make sure our 8th graders develop the necessary skills to be successful when they move on to high school. To address this need, we have shifted two sections from our 1.0 FTE from ELO funds to the 8th grade math teachers to lower class sizes. We will continue to provide Math Foundations at the 6th grade level to support students who are just below grade level.

Annual Measurable Outcomes

Metric/Indicator

Baseline 2021-22

Expected Outcome 2022-23

iReady ELA/Reading Scores

47.9% of students performed at grade level in the winter assessment. This percentage was much lower for students in our targeted groups: 1.5% for EL students, 37.3% for RFEP students, 28.1% for low SES students, and 14.3% for our Homeless students.

We will increase the percentage of students meeting grade level across all groups by 5% by the Winter 2023 administration of the iReady ELA test.

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
iReady Math Scores	38.3% of students performed at grade level in the winter assessment. This percentage was much lower for students in our targeted groups: 3.0% for EL students, 26.5% for RFEP students, 23.1% for low SES students, and 7.1% for our Homeless Students.	We will increase the percentage of students meeting grade level across all groups by 5% by the Winter 2023 administration of the iReady Math test.
Spring School Survey 2022 High Expectations/Caring Relationships. Percent strongly agree/agree overall.	83.5% percent of parents strongly agreed/agreed in this area. 65.7% percent of students strongly agreed/agreed in this area.	The expected outcome of 2022-23 is to see a 5% increase for both parents and students.
Spring School Survey 2022 Participation/Engagement/Motivation. Percent strongly agree/agree overall.	76.4% percent of parents strongly agreed/agreed in this area. 68.6% percent of students strongly agreed/agreed in this area.	The expected outcome of 2022-23 is to see a 5% increase for both parents and students.
Spring School Survey 2022 Academic Progress. Percent of parents strongly agree/agree overall.	71.5% percent of parents strongly agreed/agreed in this area. 75.7% percent of students strongly agreed/agreed in this area.	The expected outcome of 2022-23 is to see a 5% increase for both parents and students.

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Provide resources to support EL students in the reclassification process. Provide	All Students X English Learners Low-Income Students Foster Youth Other	ELD Teacher	Other 4000-4999: Books And Supplies	0	School year 2022-23

	supplies as needed.					
3.2	Provide tutoring opportunities for students who need additional supports.	X All Students English Learners Low-Income Students Foster Youth Other	Administrators , Teachers, and Classified Staff	Other 1000-1999: Certificated Personnel Salaries	0	School year 2022-23
3.3	Prepare and maintain curricular resources for student support for homeroom classes.	X All Students English Learners Low-Income Students Foster Youth Other	Media Tech	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	4000	School year 2022-23
3.4	Utilize 1.0 FTE from ELO to reduce math class sizes in 8th grade.	X All Students English Learners Low-Income Students Foster Youth Other	Administration	Other	0	School year 2022-23
3.5	Provide targeted intervention during homeroom.	X All Students English Learners Low-Income Students Foster Youth Other	Arden Intervention Team; Teachers; Homeroom Planning Team	Other 1000-1999: Certificated Personnel Salaries	0	School year 2022-23

3.6	Ensure all English Learners receive Designated and Integrated English Language .60 FTE ELD Teacher	All Students X English Learners Low-Income Students Foster Youth Other	Administrators and ELD Teacher	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	76,010	School year 2022-23
3.7	Utilize district liaisons to provide support for our English Learner students, particularly our Middle Eastern students.	All Students X English Learners Low-Income Students Foster Youth Other	District Newcomer Support Team	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	0	School year 2022-23
3.8	Purchase site licenses for Math support program to provide intervention to struggling students and enrichment to students who need more	X All Students English Learners Low-Income Students Foster Youth Other	Administrators and teachers	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	6758	School year 2022-23

	rigorous work. The Intervention team and ELD teacher will be using the data to provide individualized support for our low SES students, foster and/or homeless youth, and EL students.					
3.9	Math support class for students not at grade level. .2 FTE Teacher	X All Students English Learners Low-Income Students Foster Youth Other	Administrators and teachers	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	18653	School year 2022-23
3.10	Purchase site licenses for ELA support program to provide intervention to struggling	X All Students English Learners Low-Income Students Foster Youth Other	Administrators and teachers	LCFF Supplemental Site Allocation 5000-5999: Services And Other	6000	School year 2022-23

	<p>students and enrichment to students who need more rigorous work. The Intervention team and ELD teacher will be using the data to provide individualized support for our low SES students, foster and/or homeless youth, and EL students.</p>			<p>Operating Expenditures</p>		
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Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Clear Pathways to Bright Futures

LEA/LCAP Goal

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

SPSA/Goal 4

We will provide students with opportunities to identify their strengths and areas of interest and build their goal setting skills to begin planning their futures.

Annual Review

SPSA Year Reviewed: 2021-22

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?

Spring 2022 School Survey Results were used to measure progress, annually. Percentage of students completing Naviance is monitored quarterly.

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

We had 96% percent of our 8th graders complete a 4 year high school plan this year, which was a major accomplishment; however, we still only had a little over 60% of our students aware of what classes they need to pass in order to graduate from high school. Additionally, we have a little over a quarter of our students who are undecided about their plans after high school.

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

We will continue guiding our students through the main Naviance activities and add in the supplementary activities that did not get completed this year. Hopefully, the additional activities will help students make connections about their 4 year plans, graduation requirements, and long term goals based on their interests. Additionally, we will continue to promote our AVID program and encourage students to commit to the program for all three years and possibly into high school. We will also provide more support for our ELD students specifically to better prepare them for next steps in high school.

**2021-22
Identified Need**

Based on the Comprehensive Needs Assessment and the above analysis of this goal, through a collaborative process with educational partners, the following need has been identified:

While we were much more successful with achieving our completion goals for the main grade level Naviance activities (Strengths Assessment, Interest Inventory, 4-year Plan), the District Survey results show a disconnect with our students completing these activities and applying this information to long term planning. We are hoping that the additional Naviance activities will help our students make those connections. Also, the survey data isn't disaggregated, so we don't know how this information applies to our ELD students specifically. Additional student surveys will help us provide more information to our ELD students and their families.

We also noted that a little over a quarter of our students are undecided about their plans beyond high school. While we acknowledge that students may change their minds about what they want to do after high school, we want to make sure they are not undecided because they don't know what their options are, they don't believe they have many options, or they haven't explored their interests and strengths. Providing all of our students more opportunities to explore these ideas may help them set some long term goals.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Spring 2022 School Survey Results: College and Career. Percent of students are undecided about their plans beyond high school.	27.5% of students are undecided about their plans beyond high school.	Expected outcome is 20%.
Spring 2022 School Survey Results: College and Career. Percent of students who know the kinds of courses they need to pass to be prepared for college.	56.5% of students know what classes they will have to pass to be prepared for college.	Expected outcome is 70%.
Spring 2022 School Survey Results: College and Career. Percent of parents	61.7% of parents know what classes their students will have to pass to be prepared for high school.	Expected outcome is 75%

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
who know the kinds of courses they need to pass to be prepared for college.		
Spring 2022 School Survey Results: College and Career. Percent of students who know what classes they will have to take and pass to graduate from high school.	62.8% of students know what classes their students will have to take and pass to graduate from high school.	Expected outcome is 75%
Spring 2022 School Survey Results: College and Career. Percent of parents who know what classes they will have to take and pass to graduate from high school.	66.0% of parents know what classes their students will have to take and pass to graduate from high school.	Expected outcome is 75%
Percentage of 8th graders who complete 4 year high school plans in Naviance.	96% of our 8th graders completed a 4 year high school plan in Naviance.	Expected outcome is 100%
Percentage of 8th graders who complete the additional Naviance activities: <ul style="list-style-type: none"> Career Cluster Finder Multiple Intelligences Road Trip Nation What's My Road 	Percentage of 8th graders who completed the additional Naviance activities: <ul style="list-style-type: none"> Career Cluster Finder is at 76% Multiple Intelligences is at 0% Road Trip Nation What's My Road is at 0% 	Expected outcomes <ul style="list-style-type: none"> Career Cluster Finder - 90% Multiple Intelligences - 50% Road Trip Nation What's My Road - 50%
AVID Enrollment - students enrolled in AVID at each grade and the number of students who were enrolled in AVID all three years.	Number of students enrolled in AVID: 6th - 20 7th - 21 8th - 25 Number of students enrolled in AVID all three years: N/A	Expected Outcomes: Number of students enrolled in AVID: 6th - 25 7th - 25 8th - 25 Number of students enrolled in AVID all three years: 15
Quarterly student surveys, particularly in ELD classes to measure student knowledge of graduation requirements.	N/A	Expected outcome is that 100% of our ELD 8th grade students understand the high school graduation requirements.

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

Strategy/Activity & Proposed Expenditures



SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Provide opportunities for students to access AVID in support of academic success moving into secondary education, college/career. .6 FTE AVID Teachers.	X All Students English Learners Low-Income Students Foster Youth Other	Administration and Teachers	Other 1000-1999: Certificated Personnel Salaries	72160	School year 2022-23
4.2	Counselors present Academic Counseling program to be presented as mini-lessons in regular classroom. Provide supplies as needed.	X All Students English Learners Low-Income Students Foster Youth Other	Administrators, Counselors, and Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	250	School year 2022-23
4.3	All 6th-8th grade students will complete district	X All Students English Learners Low-Income Students Foster Youth	Administrators, Counselors, and Teachers	LCFF Supplemental Site Allocation	0	School year 2022-23

	assigned Naviance activities.	Other		4000-4999: Books And Supplies		
4.4	Provide speakers for EL classes to discuss college and career opportunities. Supplies as needed.	All Students X English Learners Low-Income Students Foster Youth Other	Administration and ELD Teacher	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1000	School year 2022-23
4.5	Maintain school website to include information on college and career preparation, Naviance, academic resources, and enrichment opportunities. Provide extra	X All Students English Learners Low-Income Students Foster Youth Other	Webmaster	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	3500	School year 2022-23

assignment
compensation.

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.

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 Expenditures	Estimated Cost	Funding Source (itemize for each source)
<ol style="list-style-type: none"> 1. Summer Programs 2. Intervention 3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language 4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students. 	<p>School year 2022-23</p> 	<p>Credentialed and classified staff, materials and supplies, transportation, salary, and benefits</p> <p>Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.</p> <p>Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses</p> <p>Salary and benefits, materials, and supplies.</p>	<p>\$1,200,000</p> <p>\$617,219</p> <p>100,000</p> <p>771,420</p>	<p>Title I</p> 

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$265,958.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
LCFF Supplemental Centralized Services (District Only)	\$69,980.00
LCFF Supplemental English Learner Central	\$76,010.00
LCFF Supplemental Site Allocation	\$47,808.00
Other	\$72,160.00

Subtotal of state or local funds included for this school: \$265,958.00

Total of federal, state, and/or local funds for this school: \$265,958.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	47,808	0.00
LCFF Supplemental English Learner Central	76,010	0.00
LCFF Supplemental Centralized Services (District Only)	69,980	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	69,980.00
LCFF Supplemental English Learner Central	76,010.00
LCFF Supplemental Site Allocation	47,808.00
Other	72,160.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	236,450.00
2000-2999: Classified Personnel Salaries	4,000.00
4000-4999: Books And Supplies	11,750.00
5000-5999: Services And Other Operating Expenditures	13,758.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	69,980.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	76,010.00

1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	18,300.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	4,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	11,750.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	13,758.00
	Other	0.00
1000-1999: Certificated Personnel Salaries	Other	72,160.00
2000-2999: Classified Personnel Salaries	Other	0.00
4000-4999: Books And Supplies	Other	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	12,300.00
Goal 2	65,327.00
Goal 3	111,421.00
Goal 4	76,910.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 2 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Stephanie Malia	Principal
Hayme Lake	Classroom Teacher
Amber Betzler	Classroom Teacher
Antonio Jimenez	Parent or Community Member
Amber Tretheway	Secondary Student
Trey Schenk	Secondary Student
Mary Santiman	Other School Staff
Jamie Hedglin	Other School Staff
Hannah Hopkins	Secondary Student
Mapalo Kateule	Secondary Student
Mia Jimenez	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 12th, 2022.

Attested:



Principal, Stephanie Malia on 05/12/22



SSC Chairperson, Amber Betzler on 05/12/22

Budget By Expenditures

Arden Middle School

Funding Source: LCFF Supplemental Centralized Services (District Only) \$69,980.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Counselor .5 FTE Counselor	1000-1999: Certificated Personnel Salaries	\$51,327.00	Healthy Environments for Socio-Emotional Growth	
Math support class for students not at grade level. .2 FTE Teacher	1000-1999: Certificated Personnel Salaries	\$18,653.00	Engaging Academic Programs	

LCFF Supplemental Centralized Services (District Only) Total Expenditures: \$69,980.00

LCFF Supplemental Centralized Services (District Only) Allocation Balance: \$0.00

Funding Source: LCFF Supplemental English Learner Central \$76,010.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language .60 FTE ELD Teacher	1000-1999: Certificated Personnel Salaries	\$76,010.00	Engaging Academic Programs	

LCFF Supplemental English Learner Central Total Expenditures: \$76,010.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation \$47,808.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Arden Middle School

Utilize district liaisons to provide support for our English Learner students, particularly our Middle Eastern students.	2000-2999: Classified Personnel Salaries	\$0.00	Engaging Academic Programs
Purchase site licenses for Math support program to provide intervention to struggling students and enrichment to students who need more rigorous work. The Intervention team and ELD teacher will be using the data to provide individualized support for our low SES students, foster and/or homeless youth, and EL students.	5000-5999: Services And Other Operating Expenditures	\$6,758.00	Engaging Academic Programs
Purchase site licenses for ELA support program to provide intervention to struggling students and enrichment to students who need more rigorous work. The Intervention team and ELD teacher will be using the data to provide individualized support for our low SES students, foster and/or homeless youth, and EL students.	5000-5999: Services And Other Operating Expenditures	\$6,000.00	Engaging Academic Programs
Prepare and maintain curricular resources for student support for homeroom classes.	2000-2999: Classified Personnel Salaries	\$4,000.00	Engaging Academic Programs
Counselors present Academic Counseling program to be presented as mini-lessons in regular classroom. Provide supplies as needed.	4000-4999: Books And Supplies	\$250.00	Clear Pathways to Bright Futures
All 6th-8th grade students will complete district assigned Naviance activities.	4000-4999: Books And Supplies	\$0.00	Clear Pathways to Bright Futures
Provide speakers for EL classes to discuss college and career opportunities. Supplies as needed.	5000-5999: Services And Other Operating Expenditures	\$1,000.00	Clear Pathways to Bright Futures
Maintain school website to include information on college and career preparation, Naviance, academic resources, and enrichment opportunities. Provide extra assignment compensation.	1000-1999: Certificated Personnel Salaries	\$3,500.00	Clear Pathways to Bright Futures
Hold schoolwide events providing extra assignment compensation.	1000-1999: Certificated Personnel Salaries	\$4,300.00	Connected School Communities

Arden Middle School

Hold regular parent/guardian informational meetings.	4000-4999: Books And Supplies	\$500.00	Connected School Communities
Implement student mentoring program, providing extra assignment compensation.	1000-1999: Certificated Personnel Salaries	\$5,500.00	Connected School Communities
Student club meetings. Provide supplies as needed.	4000-4999: Books And Supplies	\$1,000.00	Connected School Communities
Create supply closet providing necessities for our students in need.	4000-4999: Books And Supplies	\$500.00	Connected School Communities
Conduct home visits Supplies as needs.	4000-4999: Books And Supplies	\$250.00	Connected School Communities
Conduct empathy gathering with targeted student groups to better determine their academic and socioemotional needs. Supplies as needed.	4000-4999: Books And Supplies	\$250.00	Connected School Communities
Implement peer mentoring program. Supplies as needed.	4000-4999: Books And Supplies	\$1,000.00	Healthy Environments for Socio-Emotional Growth
Provide technology liaison to coordinate technology, including creation of videos showcasing schoolwide expectations and corresponding lessons. Provide extra assignment compensation.	1000-1999: Certificated Personnel Salaries	\$2,500.00	Healthy Environments for Socio-Emotional Growth
Conduct empathy gathering sessions with targeted student groups to determine academic and socio-emotional needs.	1000-1999: Certificated Personnel Salaries	\$0.00	Healthy Environments for Socio-Emotional Growth
Implement peer mediation program. Supplies as needed.	4000-4999: Books And Supplies	\$500.00	Healthy Environments for Socio-Emotional Growth
Continue PBIS Tier 1 program, which helps create a positive school climate and culture by explicitly teaching behavior expectations and providing supports for students who need additional help. Provide extra assignment compensation.	1000-1999: Certificated Personnel Salaries	\$2,500.00	Healthy Environments for Socio-Emotional Growth

Arden Middle School

Provide supplies to support the PBIS program, including implementing Tier 1 and Tier 2 interventions.	4000-4999: Books And Supplies	\$3,500.00	Healthy Environments for Socio-Emotional Growth
Continue Equity Team work to evaluate the equity and inclusiveness of site policies, programs, and activities. Providing supplies as needed.	4000-4999: Books And Supplies	\$1,000.00	Healthy Environments for Socio-Emotional Growth
Reinforce effort and citizenship grades and school-wide expectations. Provide supplies as needed.	4000-4999: Books And Supplies	\$3,000.00	Healthy Environments for Socio-Emotional Growth

LCFF Supplemental Site Allocation Total Expenditures: \$47,808.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Other

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Implement and utilize home room to provide targeted academic and socio-emotional support.		\$0.00	Healthy Environments for Socio-Emotional Growth	
Hire an additional campus monitor to support school safety and community building.	2000-2999: Classified Personnel Salaries	\$0.00	Healthy Environments for Socio-Emotional Growth	
Hire an additional campus monitor to support school safety and community building.	2000-2999: Classified Personnel Salaries	\$0.00	Healthy Environments for Socio-Emotional Growth	
Utilize 1.0 FTE from ELO to reduce math class sizes in 8th grade.		\$0.00	Engaging Academic Programs	
Provide targeted intervention during homeroom.	1000-1999: Certificated Personnel Salaries	\$0.00	Engaging Academic Programs	

Arden Middle School

Provide resources to support EL students in the reclassification process. Provide supplies as needed.	4000-4999: Books And Supplies	\$0.00	Engaging Academic Programs
Provide tutoring opportunities for students who need additional supports.	1000-1999: Certificated Personnel Salaries	\$0.00	Engaging Academic Programs
Provide opportunities for students to access AVID in support of academic success moving into secondary education, college/career. .6 FTE AVID Teachers.	1000-1999: Certificated Personnel Salaries	\$72,160.00	Clear Pathways to Bright Futures

Other Total Expenditures: \$72,160.00

Other Allocation Balance: \$0.00

Arden Middle School Total Expenditures: \$265,958.00