



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
Arcade Fundamental Middle School	34-67447-6034342	September 14, 2021	September 28, 2021

Purpose and Plan Summary

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

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable and sustained improvement of student outcomes. This document also serves as the Additional Targeted Support and Improvement Plan.

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

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

Goal 1: Connected School Communities

Goal 2: Healthy Environments for Socio-Emotional Growth

Goal 3: Engaging Academic Programs

Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. Title I funded activities:

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);
- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);
- Are reasonable, necessary, and allocable cost to the program (2 CFR 200.404 - 200.405);
- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);

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

The Arcade Fundamental Middle School SPSA was developed in collaboration with parents, teachers, leadership and students. Our School Site Council (SSC) comprised of parents, teachers, staff and students. The SSC met twice to determine needs and develop goals and actions to address them. Teachers provided direct input through committee meetings and whole staff discussion. Parents of English Learners met as an ELAC committee and discussed the need for more support professional development to support EL students in the classroom.

Resource Inequities

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

Through the Comprehensive Needs Assessment process, with a focus on the current situation of distance learning and hybrid learning schedules and uncertainty around models of learning through 2021-2022 school year, the focus of this plan is to address resource inequities related to engagement and to mitigating learning loss.

Promote Attendance and Engagement

Providing instruction in distance learning is new to teachers. They require resources and strategies for meeting student's social-emotional and academic needs on a digital platform. The teachers are learning from each other and sharing experiences. Collaboration time is necessary for teachers to share experiences and support one another to refine their practice.

Address Learning Loss

Student learning loss varies with each students circumstances. The inequity stems from poverty, language proficiency and other environmental factors. Interventions are necessary to support and mitigate the learning loss.

Technology

There is inequity in the level of comfort students have with technology. Access to connectivity is an issue. Students have been provided with Chromebooks; however, many families have limited access to internet and have not had training in the effective use of technology.

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

Caring staff will actively build trusting community relationships, identify assets and needs, and connect students and families with resources to build a collaborative learning environment to support access to the best opportunities schools have to offer

Annual Review

SPSA Year Reviewed: 2020-21

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

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to the COVID-19 pandemic and distance learning for most of the 2020-2021 school year, strategies and activities were not able to be implemented as planned.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to the COVID -19 Pandemic and shift to distance learning there were significantly less expenditures than expected.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes in the new LCAP have been reflected in the SPSA which has been changed to reflect four goals. These changes are related to supporting distance learning, addressing learning loss and developing a hybrid model of instruction in anticipation of returning to a hybrid learning model of instruction.

2020-21

Identified Need

Connected School Communities: During the COVID-19 Pandemic it is necessary to increase communication with families to support the student learning and a full-time return to the learning environment. Support parent/student/staff connections.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
District Survey - School Culture Staff. Percent strongly agree/agree overall	Staff 59% Parent 76% Student 63%	Raise Agreement Overall by 10%
Winter 2020-21 School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree.	Staff 77.3% Parent 83.9%	Raise Agreement Overall by 10%
Winter 2019-20 School Survey - Overall rating of questions in the School Decision Making section. Percent strongly agree/agree.		Raise Agreement Overall by 10%

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

Strategy/Activity & Proposed Expenditures

1.1	Provide school agendas to promote parent/teacher communication	X All Students English Learners Low-Income Students Foster Youth Other	Admin, teachers	LCFF Supplemental Site Allocation	4,000	ongoing
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	and student organization.			4000-4999: Books And Supplies		
1.2	Communication services, including translation services, to provide families and community school information in home languages.	X All Students English Learners Low-Income Students Foster Youth Other	Admin, teachers	Title I Part A Parent Involvement 5000-5999: Services And Other Operating Expenditures	5,116	ongoing
1.3	Hire two Community Resource Assistants to support students and to better provide resources to families.	All Students X English Learners Low-Income Students Foster Youth Other	Admin	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	70,000 23,800	2021-2022

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

We will actively engage and support a culture of inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning.

Annual Review

SPSA Year Reviewed: 2020-21

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

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

1.Implementation of the actions of the 2019-2020 school year were interrupted in March 2020 due to the Global Pandemic of COVID 19 and the necessary conversion to distance learning. Distance learning continue through the 2020-2021 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

2.Due to the COVID -19 Pandemic and shift to distance learning there were significantly less expenditures than expected.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

3.Changes in the new LCAP have been reflected in the SPSA which has been changed to reflect four goals. These changes are related to supporting distance learning, addressing learning loss and developing a hybrid model of instruction in anticipation of returning to a hybrid learning model of instruction.

2020-21

Identified Need

Healthy Environments for Social/Emotional Growth. Arcade will support students with social/emotional needs in the form of counselors and social worker and programs that help to develop positive connections to school and learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
District Survey - School Culture Staff. Percent strongly agree/agree overall.	Staff 59%	Growth in overall agreement of 10%
District Survey - School Culture Parent. Percent strongly agree/agree overall.	Parent 76%	Growth in overall agreement of 10%
District Survey - School Culture Student. Percent strongly agree/agree overall.	Student 63%	Growth in overall agreement of 10%
School Chronic Absenteeism	11.1%	Decrease by 3%
School Home Suspension Rate	10.6%	Decrease by 3%
District Survey - Safety Staff. Percent strongly agree/agree overall.	Staff 72%	Growth in overall agreement of 10%
District Survey - Safety Parent. Percent strongly agree/agree overall.	Parent 77%	Growth in overall agreement of 10%
District Survey - Safety Student. Percent strongly agree/agree overall.	Student 79%	Growth in overall agreement of 10%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Supporting school culture and connecting students to the school through lunch time organized sports activities with participation awards. Having sports equipment available to check out during lunch to engage students in positive interactions.	X All Students English Learners Low-Income Students Foster Youth Other	Admin, teachers, campus monitor	Title I Part A Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	1,000 20,000 4,000	ongoing
2.2	Supporting school culture through positive rewards and incentives to students for academic and social progress, such as Student of month awards,	X All Students English Learners Low-Income Students Foster Youth Other	Admin, counselors, teachers	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	4,000	ongoing

	Character Strong awards.					
2.3	Training and curriculum for Character Strong (Social and Emotional curriculum) to support students in middle school.	X All Students English Learners Low-Income Students Foster Youth Other	Admin, teachers	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	1,000	ongoing
2.4	Provide necessary school supplies and personal items to students in need.	X All Students English Learners Low-Income Students Foster Youth Other	Admin, teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies	6,000	ongoing
2.5	Support student culture and connectedness through Student Government, WEB, and other activities provide a positive school experience.	X All Students English Learners Low-Income Students Foster Youth Other	Admin, teachers	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplement	8,000 2,000 674	ongoing

	Includes staff trainings to run programs and support student social/emotional growth.			tal Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits		
2.6	Utilize School Social Worker to support students emotional well-being to improve socio-emotional and academic outcomes.	X All Students English Learners Low-Income Students Foster Youth Other	Admin, teachers	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	144,897	ongoing
2.7	School Assemblies and activities to foster SEL and social awareness for students. Provide experiences for	X All Students English Learners Low-Income Students Foster Youth Other	Admin, teachers	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating	5,000	ongoing

	students. Includes transportation and fees.			Expenditures		
2.8	Stipends for staff to support PBIS implementation and running Tier 1 and Tier 2 programs.	X All Students English Learners Low-Income Students Foster Youth Other	Admin, teachers	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	5,000 1,000	ongoing
2.9	Hire additional Intermediate Clerk Typist to support implementation of PBIS, attendance awards, and to better communicate with families.	X All Students English Learners Low-Income Students Foster Youth Other	Admin	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	32,500 11,050	2021-2022

2.10	Attendance incentive program to help increase ADA to 97% over the course of the school year.	X All Students English Learners Low-Income Students Foster Youth Other	Admin, counselors, teachers, support staff	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	5,000	ongoing

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engaging Academic Programs

LEA/LCAP Goal

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

SPSA/Goal 3

We will regularly monitor student progress, using data to identify student needs and implement effective, innovative strategies to increase student achievement.

Annual Review

SPSA Year Reviewed: 2020-21

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

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

1. Implementation of the actions of the 2019-2020 school year were interrupted in March 2019 due to the Global Pandemic of COVID 19 and the necessary conversion to distance learning.

Prior to March student performance on the Winter Map testing indicated that in Math Overall 28.4 met their target growth and 20% exceeded their target growth. In reading 18% met their target and 28% exceeded it.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

2. The difference between the intended and the actual expenditures resulted primarily from the interruption in March of the Global Pandemic which necessitated the implementation of distance learning.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

3. Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning and addressing learning loss, as well as moving to a hybrid model of instruction.

2020-21

Identified Need

Based on data such as surveys and iReady results, there is still a need for a focus on engaging academic programs.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
SBAC ELA Scores Overall 2019 CA School Dashboard		
SBAC Math Scores Overall 2019 CA School Dashboard		
Winter School Survey 2019-20 Climate of Support for Academic Learning. Percent strongly agree/agree overall.	Meaningful Participation Parent 89% Student 70% Staff 72%	Overall increase of 10%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Provide collaboration and planning time for teachers to	X All Students English Learners Low-Income Students Foster Youth Other	Teachers	Title I Part A Site Allocation 5000-5999: Services	3,018	ongoing

	build supplemental curriculum to develop Project Based Learning, STEAM, and SEL.			And Other Operating Expenditures		
3.2	Purchase high interest, contemporary reading materials to bridge elementary to middle school reading gap and ELA supplies.	X All Students X English Learners X Low-Income Students X Foster Youth Other	English Department, Library/Media Tech	Title I Part A Site Allocation 4000-4999: Books And Supplies	5,000	ongoing
3.3	Professional Development conference and other fees for teachers to attend training to support student achievement.	X All Students English Learners Low-Income Students Foster Youth Other	Admin, teachers	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	8,000	ongoing
3.4	Supplemental supplies and materials to support	X All Students English Learners Low-Income Students Foster Youth Other	Admin, teachers	Title I Part A Site Allocation	25,000	ongoing

	Common Core learning.			4000-4999: Books And Supplies		
3.5	Training, supplemental materials and programs to support teachers using GLAD strategies and strategies for English Learners.	X All Students English Learners Low-Income Students Foster Youth Other	Admin, teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies	10,000	2021-2022
3.6	Curriculum creation and program design by Intervention Steering Committee	X All Students English Learners Low-Income Students Foster Youth Other	Admin, teachers	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	8,500 1,700	2021-2022
3.7	Supplies for teachers to support Intervention	X All Students English Learners Low-Income Students Foster Youth	Admin, teachers	Title I Part A Site Allocation	7,500	2021-2022

	Period implementation	Other		1000-1999: Certificated Personnel Salaries		
3.8	iReady implementation and support with assessments and data	X All Students English Learners Low-Income Students Foster Youth Other	Library/Media Tech	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	3,000 1,000	2021-2022
3.9	Supplemental supplies to support instruction.	X All Students English Learners Low-Income Students Foster Youth Other	Admin, teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies	10,000	ongoing
3.10	After school tutorials for students	X All Students English Learners Low-Income Students Foster Youth	Admin, teachers	Title I Part A Site Allocation	25,000 5,000	ongoing

	needing CCSS support.	Other		1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits		
3.11	Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). 1.6 ELD Teacher	All Students X English Learners Low-Income Students Foster Youth Other	ELD teacher	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	171,838	ongoing
3.12	Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate	All Students X English Learners Low-Income Students Foster Youth Other	ELD teacher, BIA, admin	LCFF Supplemental English Learner Central 2000-2999: Classified Personnel Salaries	25,601	ongoing

	proficiency levels to support core content instruction in collaboration with the classroom teacher (BIA/IA). .75 FTE BIA					
3.13	Supplemental ELD materials, text, supplies, support, including on-line programs.	All Students X English Learners Low-Income Students Foster Youth Other	Admin, ELD Department	Title I Part A Site Allocation 4000-4999: Books And Supplies	5,000	ongoing
3.14	EL coordinator will oversee EL program and facilitate ELAC meetings. Coordinator will check academic progress of EL students weekly and communicate progress to teachers to determine next	All Students X English Learners Low-Income Students Foster Youth Other	EL Coordinator	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	1,500 300	ongoing

	steps in student learning. Stipend.					
3.15	Provide additional, middle school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. .5 FTE Counselor	X All Students English Learners Low-Income Students Foster Youth Other	Admin	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	41,312	ongoing
3.16	Provide additional counseling services for parents and students in the area of education,	All Students X English Learners X Low-Income Students X Foster Youth Other	Admin	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	41,312	ongoing

	student performance, personal and social relations and parent and family relations. .5 FTE Counselor					
3.17	Electronic books to support reading.	X All Students English Learners Low-Income Students Foster Youth Other	Admin, English Department, Library/Media Tech	Title I Part A Site Allocation 4000-4999: Books And Supplies	1,000	ongoing
3.18	Training, conferences, and planning time to support the process of integrating STEAM across the curriculum and to support all student learning.	X All Students English Learners Low-Income Students Foster Youth Other	Teachers	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	9,500	ongoing
3.19	Send staff to trainings to support instruction, classroom management,	X All Students English Learners Low-Income Students Foster Youth Other	Teachers / admin	Title I Part A Site Allocation 2000-2999: Classified	1,500 3,000 1,125	ongoing

	and PBIS practices			Personnel Salaries Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits		
3.20	Technology and digital classroom enhancements to support and supplement student learning across the curriculum and to assist in closing the achievement gap	X All Students English Learners Low-Income Students Foster Youth Other	Admin	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	60,000	ongoing
3.21	Small group intervention and monitoring around academic language development and language scaffolding of	All Students X English Learners Low-Income Students Foster Youth Other	ELD teacher / Admin	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	30,000 6,000	2021-2022

content.
Release period
for ELD
teacher.

Title I Part
A Site
Allocation
3000-3999:
Employee
Benefits

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

Arcade will continue to develop the STEAM and Project Based Learning Pathway to provide students with engaging academics and a pathway to high school, college and career.

Annual Review

SPSA Year Reviewed: 2020-21

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

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall implementation of the strategies/activities were interrupted due to the switch from 100% distance learning to hybrid learning two-thirds of the way through the school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made

2020-21

Identified Need

Based on data such as surveys, there is still a need to focus on creating clear pathways to bright futures where students discover their limitless potential.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Student survey - students know A-G requirements	N/A	baseline
Student survey - STEAM for underserved populations	N/A	baseline

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	STEAM elective pathway. Exploration classes 1 and 2 build to Exploration 3, a year-long STEAM class. Classes for the pathway are paid for out of ELO funds.	X All Students English Learners Low-Income Students Foster Youth Other	Admin, teachers			2021-2022

4.2	Curriculum development for STEAM pathway/classes.	X All Students English Learners Low-Income Students Foster Youth Other	Admin, teachers	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	5,000 1,000	2021-2022
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Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$871,743.00

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)	\$186,209.00
LCFF Supplemental English Learner Central	\$197,439.00
LCFF Supplemental Site Allocation	\$57,024.00
Title I Part A Parent Involvement	\$5,116.00
Title I Part A Site Allocation	\$425,955.00

Subtotal of state or local funds included for this school: \$871,743.00

Total of federal, state, and/or local funds for this school: \$871,743.00

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	57,024	0.00
LCFF Supplemental English Learner Central	197,439	0.00
LCFF Supplemental Centralized Services (District Only)	186209	0.00
Title I Part A Site Allocation	425,955	0.00
Title I Part A Parent Involvement	5,116	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	186,209.00
LCFF Supplemental English Learner Central	197,439.00
LCFF Supplemental Site Allocation	57,024.00
Title I Part A Parent Involvement	5,116.00
Title I Part A Site Allocation	425,955.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	506,859.00
2000-2999: Classified Personnel Salaries	132,601.00
3000-3999: Employee Benefits	56,649.00
4000-4999: Books And Supplies	67,000.00
5000-5999: Services And Other Operating Expenditures	108,634.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	186,209.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	171,838.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	25,601.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	3,500.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	32,500.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	12,024.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	4,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	5,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Parent Involvement	5,116.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	145,312.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	74,500.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	44,625.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	63,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	98,518.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	102,916.00
Goal 2	251,121.00
Goal 3	511,706.00
Goal 4	6,000.00

School Site Council Membership

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

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

Name of Members	Role
Lindsey McManigal	Principal
Monica Biggs	Other School Staff
Evelyn Troike	Classroom Teacher
Joseph Applebaum	Classroom Teacher
Vicky Velasco	Classroom Teacher
Terri Thacker	Classroom Teacher
Robyn Doss	Parent or Community Member
Linda Litka	Parent or Community Member
Ella Tomlin	Parent or Community Member
Gabriella Gudino	Secondary Student
Zoe Daffron	Secondary Student
Andi Estep	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

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 September 14th, 2021.

Attested:

LeeAnn Hopton

Principal, LeeAnn Hopton on 09/14/2021

Robyn Doss

SSC Chairperson, Robyn Doss on 09/14/2021

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 Stakeholder 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 (Stakeholder Involvement).

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Budget By Expenditures

Arcade Fundamental Middle School

Funding Source: LCFF Supplemental Centralized Services (District Only) \$186,209.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Utilize School Social Worker to support students emotional well-being to improve socio-emotional and academic outcomes.	1000-1999: Certificated Personnel Salaries	\$144,897.00	Healthy Environments for Socio-Emotional Growth	
Provide additional, middle school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. .5 FTE Counselor	1000-1999: Certificated Personnel Salaries	\$41,312.00	Engaging Academic Programs	Counseling services for students. After school tutoring support will be offered by teachers to support the needs of our English Learners and underachieving students.
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$186,209.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental English Learner Central \$197,439.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). 1.6 ELD Teacher	1000-1999: Certificated Personnel Salaries	\$171,838.00	Engaging Academic Programs	
Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher (BIA/IA). .75 FTE BIA	2000-2999: Classified Personnel Salaries	\$25,601.00	Engaging Academic Programs	

Arcade Fundamental Middle School

LCFF Supplemental English Learner Central Total Expenditures: \$197,439.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation \$57,024.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
EL coordinator will oversee EL program and facilitate ELAC meetings. Coordinator will check academic progress of EL students weekly and communicate progress to teachers to determine next steps in student learning. Stipend.	1000-1999: Certificated Personnel Salaries	\$1,500.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	\$300.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	\$674.00	Healthy Environments for Socio-Emotional Growth	
School Assemblies and activities to foster SEL and social awareness for students. Provide experiences for students. Includes transportation and fees.	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Healthy Environments for Socio-Emotional Growth	
Hire additional Intermediate Clerk Typist to support implementation of PBIS, attendance awards, and to better communicate with families.	2000-2999: Classified Personnel Salaries	\$32,500.00	Healthy Environments for Socio-Emotional Growth	
	1000-1999: Certificated Personnel Salaries	\$2,000.00	Healthy Environments for Socio-Emotional Growth	
	3000-3999: Employee Benefits	\$11,050.00	Healthy Environments for Socio-Emotional Growth	

Arcade Fundamental Middle School

Provide school agendas to promote parent/teacher communication and student organization.	4000-4999: Books And Supplies	\$4,000.00	Connected School Communities
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LCFF Supplemental Site Allocation Total Expenditures: \$57,024.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement **\$5,116.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Communication services, including translation services, to provide families and community school information in home languages.	5000-5999: Services And Other Operating Expenditures	\$5,116.00	Connected School Communities	

Title I Part A Parent Involvement Total Expenditures: \$5,116.00

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

Funding Source: Title I Part A Site Allocation **\$425,955.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Hire two Community Resource Assistants to support students and to better provide resources to families.	2000-2999: Classified Personnel Salaries	\$70,000.00	Connected School Communities	
	3000-3999: Employee Benefits	\$23,800.00	Connected School Communities	
Supporting school culture and connecting students to the school through lunch time organized sports activities with participation awards. Having sports equipment available to check out during lunch to engage students in positive interactions.	4000-4999: Books And Supplies	\$1,000.00	Healthy Environments for Socio-Emotional Growth	

Arcade Fundamental Middle School

Supporting school culture through positive rewards and incentives to students for academic and social progress, such as Student of month awards, Character Strong awards.	5000-5999: Services And Other Operating Expenditures	\$4,000.00	Healthy Environments for Socio-Emotional Growth
Training and curriculum for Character Strong (Social and Emotional curriculum) to support students in middle school.	5000-5999: Services And Other Operating Expenditures	\$1,000.00	Healthy Environments for Socio-Emotional Growth
Provide necessary school supplies and personal items to students in need.	4000-4999: Books And Supplies	\$6,000.00	Healthy Environments for Socio-Emotional Growth
Support student culture and connectedness through Student Government, WEB, and other activities provide a positive school experience. Includes staff trainings to run programs and support student social/emotional growth.	5000-5999: Services And Other Operating Expenditures	\$8,000.00	Healthy Environments for Socio-Emotional Growth
	3000-3999: Employee Benefits	\$4,000.00	Healthy Environments for Socio-Emotional Growth
	3000-3999: Employee Benefits	\$1,000.00	Healthy Environments for Socio-Emotional Growth
Attendance incentive program to help increase ADA to 97% over the course of the school year.	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Healthy Environments for Socio-Emotional Growth
	1000-1999: Certificated Personnel Salaries	\$20,000.00	Healthy Environments for Socio-Emotional Growth
Stipends for staff to support PBIS implementation and running Tier 1 and Tier 2 programs.	1000-1999: Certificated Personnel Salaries	\$5,000.00	Healthy Environments for Socio-Emotional Growth

Arcade Fundamental Middle School

Provide collaboration and planning time for teachers to build supplemental curriculum to develop Project Based Learning, STEAM, and SEL.	5000-5999: Services And Other Operating Expenditures	\$3,018.00	Engaging Academic Programs	
Purchase high interest, contemporary reading materials to bridge elementary to middle school reading gap and ELA supplies.	4000-4999: Books And Supplies	\$5,000.00	Engaging Academic Programs	
Professional Development conference and other fees for teachers to attend training to support student achievement.	5000-5999: Services And Other Operating Expenditures	\$8,000.00	Engaging Academic Programs	
Supplemental supplies and materials to support Common Core learning.	4000-4999: Books And Supplies	\$25,000.00	Engaging Academic Programs	
Training, supplemental materials and programs to support teachers using GLAD strategies and strategies for English Learners.	4000-4999: Books And Supplies	\$10,000.00	Engaging Academic Programs	
Curriculum creation and program design by Intervention Steering Committee	1000-1999: Certificated Personnel Salaries	\$8,500.00	Engaging Academic Programs	
Supplies for teachers to support Intervention Period implementation	1000-1999: Certificated Personnel Salaries	\$7,500.00	Engaging Academic Programs	
iReady implementation and support with assessments and data	2000-2999: Classified Personnel Salaries	\$3,000.00	Engaging Academic Programs	
Supplemental supplies to support instruction.	4000-4999: Books And Supplies	\$10,000.00	Engaging Academic Programs	
After school tutorials for students needing CCSS support.	1000-1999: Certificated Personnel Salaries	\$25,000.00	Engaging Academic Programs	
Provide additional counseling services for parents and students in the area of education, student performance, personal and social relations and parent and family relations. .5 FTE Counselor	1000-1999: Certificated Personnel Salaries	\$41,312.00	Engaging Academic Programs	Counseling services for students. After school tutoring support will be offered by teachers to support the needs of our English Learners and underachieving students.
Electronic books to support reading.	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs	Counseling services for students. After school tutoring support will be offered by teachers to support the needs of our English Learners and underachieving students.

Arcade Fundamental Middle School

Training, conferences, and planning time to support the process of integrating STEAM across the curriculum and to support all student learning.	5000-5999: Services And Other Operating Expenditures	\$9,500.00	Engaging Academic Programs
Send staff to trainings to support instruction, classroom management, and PBIS practices	2000-2999: Classified Personnel Salaries	\$1,500.00	Engaging Academic Programs
Technology and digital classroom enhancements to support and supplement student learning across the curriculum and to assist in closing the achievement gap	5000-5999: Services And Other Operating Expenditures	\$60,000.00	Engaging Academic Programs
Small group intervention and monitoring around academic language development and language scaffolding of content. Release period for ELD teacher.	1000-1999: Certificated Personnel Salaries	\$30,000.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$1,700.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$1,000.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$5,000.00	Engaging Academic Programs
	1000-1999: Certificated Personnel Salaries	\$3,000.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$6,000.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$1,125.00	Engaging Academic Programs
Curriculum development for STEAM pathway/classes.	1000-1999: Certificated Personnel Salaries	\$5,000.00	Clear Pathways to Bright Futures
	3000-3999: Employee Benefits	\$1,000.00	Clear Pathways to Bright Futures
Supplemental ELD materials, text, supplies, support, including on-line programs.	4000-4999: Books And Supplies	\$5,000.00	Engaging Academic Programs

Arcade Fundamental Middle School

Title I Part A Site Allocation Total Expenditures:	\$425,955.00
Title I Part A Site Allocation Allocation Balance:	\$0.00
Arcade Fundamental Middle School Total Expenditures:	\$871,743.00