

School Year: **2021-22**



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	09.09.21	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)

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 September 9, 2021 to review and approve this plan, and Site Council will continue to meet on a monthly basis to monitor the implementation of this plan and make needed adjustments. Arden's Site Leadership will review the completed plan on September 13, 2021 and Department Chairs will do so on September 20, 2021. Arden's ELAC will meet to review this plan on September 23, 2021, and they will continue to review any changes that are made throughout the 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.

With all students returning to full in person learning, we are expecting to see a greater need for helping students transition back to school--behaviorally, emotionally, and academically. While it is difficult to determine the validity of both grade and iReady data for the 2020-2021 school year, particularly because students took iReady at home, this data does indicate that students in our targeted or unduplicated categories (EL, low SES, homeless and foster youth) did not perform as well during distance and hybrid learning as their other peers. We also discovered that fewer students in these designated categories remained in distance learning even after we were able to return to in person learning. Anecdotally, we learned this was in large part due to the school schedule, and the difficulties parents had with picking their students up at a much earlier time.

Fortunately, with a return to a regular schedule, we will be able to reimplement the programs Arden has used to support our students in all areas. We will also have an opportunity to develop additional intervention for students who need extra support and develop a plan to progress monitor these students.

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: 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.

We implemented virtual WEB socials for our 6th and 7th grade socials and held virtual dances. WEB mentors and leadership students extended individualized invitations to students. Unfortunately, there was limited participation in these events. The PBIS team rewarded students for regular attendance to both Zoom and in person classes. Anecdotal data suggests students appreciated the positive recognition. Administration held regular Panther Academy Webinars to disseminate important information. ELAC meetings were held virtually with limited success.

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

N/A

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.

Since students are returning to their regular school schedules for the first time in over a year and a half, building connected and community will be essential. Although there are still limits to some of our in person activities, WEB and PBIS will be able to implement many activities designed to build connectedness among our students. Panther Academies and ELAC meetings will unfortunately need to remain in a virtual format for the time being.

2020-21

Identified Need

We need to build connectedness and community among all stakeholders in order to build trust and best support our students' needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Winter 2020-21 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 71.4%	We saw a drop in this area from the previous year. Our focus will be on ensuring our EL families feel invited and welcome to participate in their students' learning. Overall, the expected outcome in this area is 85%
Winter 2020-21 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 77.1%.	Again, this is a drop from the previous year. Our expected outcome is 85%.
Winter 2020-21 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 84.2%.	We saw an increase in this area from 79.3% the previous year. We would like to see a continued increase in this area. Our expected outcome is 87%.
Winter 2020-21 School Survey - Overall	The overall rating for all questions in this area for parents is 72.4%.	Last year's positive percentage is a significant drop from the prior year. While

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
rating of questions for parents/families in the High Expectations/Caring Relationships section. Percent strongly agree/agree.		we suspect this has something to do with the move to distance learning, we still need to increase in this area. Our expected outcome is 80%.
Winter 2020-21 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 76.7%.	While last year's numbers did not drop as much as it did for parents, this is still an area of improvement. Again, while distance learning may have had an impact on this area, this will be especially important as students return to full in person learning. Our expected outcome is 80%.
Winter 2020-21 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 75.7%.	Parents did not rate this section in the previous year, but we would like to see an expected outcome of 80%.
Winter 2020-21 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 71.9%.	While we saw a slight increase last year, this is still an area of need. We would like to see an expected outcome of at least 75% for this school year.

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 when permitted through	X All Students English Learners Low-Income Students Foster Youth Other	Activities Director	LCFF Supplemental Site Allocation	3500.00	2021-2022

	Leadership, providing extra assignment compensation.					
1.2	Hold monthly Panther Academy Webinars for parents/guardians. Move to in person meetings when permitted.	X All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Site Allocation	0	2021-2022
1.3	Implement the W.E.B. (Where Everyone Belongs) program, providing extra assignment compensation.	X All Students English Learners Low-Income Students Foster Youth Other	W.E.B. Directors	LCFF Supplemental Site Allocation	8600	2021-2022
1.4	Club meetings during lunch. Provide supplies as needed.	X All Students English Learners Low-Income Students Foster Youth Other	Club Advisors	LCFF Supplemental Site Allocation	1000	2021-2022
1.5	Create the Panther Pantry, which provide 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	500	2021-2022

1.6	Conduct home visits for our students whose families are unable to come to the site to learn about support and resources. Supplies as needs.	All Students X English Learners X Low-Income Students X Foster Youth Other	School Community Resource Assistant	LCFF Supplemen tal Site Allocation	250	2021-2022
1.7	Create school and community resource binder for EL families in their home languages.	All Students X English Learners Low-Income Students Foster Youth Other	ELD Teacher	LCFF Supplemen tal Centralized Services (District Only)	72160	2021-2022
1.8	Conduct empathy gathering with targeted student groups to better determine their academic and socioemotional needs.	All Students X English Learners X Low-Income Students X Foster Youth X Other Students of Color; LGBTQIA youth	Administrators , Counselors, District Personnel	LCFF Supplemen tal Site Allocation	250	2021-2022

Supplies as
needed.

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

Implement equitable, inclusive programs and policies that foster an educational environment where students feel safe, included, and valued.

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.

PBIS strategies are still being implemented site wide with some revisions to apply to the new school site. Additionally, our W.E.B. program has moved back to an in program where and when permitted in small group setting. The virtual formats had limited success. We have not had any student suspensions since moving to Distance Learning in March, 2020, so we are unable to use that as a data point to determine the effectiveness of these strategies. The Equity Team met regularly throughout the year to conduct book studies and facilitate district designed professional development. Staff were able to generate a list of outcomes and possible next steps for implementation in the 2021-2022 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.

We have been able to reallocate funds from in person PBIS activities to virtual activities, so we have not seen any major differences with budgeted expenditures. A shift back to full in person learning may require an increase in some funding.

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.

Strategies, activities, and expectations will shift to apply to the new building and full in person learning. PBIS expectations will be for staff and students and consistent in all meetings. Changes will appear in the strategies/activities, and proposed expenditures section below.

2020-21

Identified Need

All students need to feel safe and included at school in order to engage in their learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
District Survey - School Culture Staff. Percent strongly agree/agree overall.	The overall rating for staff of all questions in this area is 81.1%.	The percentage for this section in 2020-2021 is a drop of a little over two percentage points from the previous year, so we would like to increase this to 85% for staff.
District Survey - School Culture Parent. Percent strongly agree/agree overall.	The overall rating for parents/families in this area is 75.7%	The percentage for this section in 2020-2021 is a drop of a little over 5 percentage points. We would like to see this increase back up to 82% for parents/families.
School Chronic Absenteeism	N/A	Since students were in full distance learning for the majority of the school year, and there were different expectations for student attendance, we are looking for an outcome of less than 4% for chronic absenteeism.
School Home Suspension Rate	N/A	Since students were in full distance learning for the majority of the school year, we only had one suspension that

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
		occurred when we shifted to hybrid learning. Our expected outcome is to eliminate discrepancies between suspensions for all students and students in our targeted groups.
District Survey - Safety Staff. Percent strongly agree/agree overall.	The overall rating for staff for all questions in this area is 97.4%.	With continuing concerns regarding the spread of COVID19 and the move to a new, unfamiliar building, our goal is to maintain this high rating.
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.	Regardless of the size of the survey participants, this is still an unacceptable percentage. With continuing concerns surrounding the spread of COVID 19 and the move to the new site, it will be important for parents to feel positively about this area. Our expected outcome is to reach at least 80%.
District Survey - Safety Student. Percent strongly agree/agree overall.	The overall rating for students for all questions in this area is 83.7%.	This is actually a slight increase from the year before, but again, with the concerns around COVID 19 and the move to the new building, this will need to be an area of focus. Our expected outcome is to reach 90%.

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 the Where Everybody Belongs (WEB) program.	X All Students English Learners Low-Income Students Foster Youth Other	Administrators and teachers	LCFF Supplemental Site Allocation	1000	2021-2022

	Supplies as needed.					
2.2	Provide technology liaison to coordinate technology, including creation of videos showcasing PBIS 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	2000	2021-2022
2.3	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	0	2021-2022
2.4	Implement peer mediation program.	X All Students English Learners Low-Income Students Foster Youth	Administrator, Counselors, Outside Consultant	LCFF Supplemental Site Allocation	1000	2021-2022

	Supplies as needed.	Other				
2.5	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.	X All Students English Learners Low-Income Students Foster Youth Other	Administrators and teachers	LCFF Supplemental Site Allocation	2000	2021-2022
2.6	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	3000	2021-2022
2.7	Continue Equity Team work to evaluate the	All Students X English Learners Low-Income Students Foster Youth	Administrators and teachers	LCFF Supplemental Site Allocation	1000	2021-2022

	equity and inclusiveness of site policies, programs, and activities. Providing supplies as needed.	X Other Students of Color, LGBTQIA youth				
2.8	Reinforce effort and citizenship grades and school-wide expectations. Provide supplies as needed.	X All Students English Learners Low-Income Students Foster Youth Other	Administrators and teachers	LCFF Supplemental Site Allocation	3500	2021-22
2.9	Counselor .5 FTE Counselor	X All Students English Learners Low-Income Students Foster Youth Other	Administrator and counselor	LCFF Supplemental Centralized Services (District Only)	51327	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

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: 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.

Our virtual tutoring opportunities were marginally effective. A few of our EL students attended regularly, but this did not have a major impact on our EL students as a whole. The IXL programs allowed teachers to continue providing focused curriculum and support within the classroom, so teachers found it effective and have asked to continue with these programs. The district EL liaisons were instrumental in providing outreach and support to our EL families, particularly our Middle Eastern families. Our Academic Intervention Team did monitor student progress; however, it was difficult to get students to participate in the offered supports. Additionally, while we reviewed iReady and grade data, it was difficult to determine how accurate the data was during distance learning.

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

Initially, we had allocated some funding for eventual in person supports and activities through LCFF. When we were unable to implement these activities, we had funding left over. After conversations with the Equity Team, Department Chairs, SLT, and SSC, we discussed the need for curriculum that was more representative of all of our students, particularly our students of Color, EL students, and those who are in are targeted groups. We were able to purchase grade level sets of novels with more diverse characters and story lines. This year, our students will have an opportunity to read them. The objective is to help our students develop their identity by seeing themselves in what they read in addition to build empathy among all of our students.

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.

While we have some comparative data from the iReady assessment during the 2020-2021 school year, we are not confident in its reliability. We will be using these results as baseline data and analyze grades and the comparative iReady data from this year. Strategies will return to in person rather than virtual. We will also be expanding our Arden Intervention Team to include teachers in addition to our counseling and administrative staff. Department Chairs will also be exploring ways they can create more engaging curriculum that is representative of all of our students.

2020-21

Identified Need

In order for students to be successful learners, they need their learning to be relevant and they need to see themselves in what they're learning. Additionally, they need targeted support to ensure they can access the curriculum.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
IReady ELA/Reading Scores	44.7% of students performed at grade level in the winter assessment. This percentage was much lower for students in our targeted groups: 5.2% for EL students, 33.7% for RFEP students, 25.9% for low SES students, and 30% for our Foster Youth.	We would like to see an increase of 10% across all groups.
iReady Math Scores	39.1% of students performed at grade level in the winter assessment. This percentage was much lower for students in our targeted groups: 3.9% for EL students, 32.7% for RFEP students,	We would like to see an increase of 10% across all groups.

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
	19.0% for low SES students, and 30% for our Foster Youth.	
Spring School Survey 2020-2021 High Expectations/Caring Relationships. Percent strongly agree/agree overall.	76.7% percent of students strongly agreed/agreed in this area.	We would like an outcome of 81% in this area.
Spring School Survey 2020-2021 Participation/Engagement/Motivation. Percent strongly agree/agree overall.	70.2% percent of students strongly agreed/agreed in this area. 56.8% percent of parents strongly agreed/agreed in this area.	We would like to see at least a 10% increase for both groups.
Winter School Survey 2020-2021 Academic Progress. Percent of parents strongly agree/agree overall.	64.5% percent of parents strongly agreed/agreed in this area.	We would like to see at least a 10% increase in this area.

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 supplies as needed.	All Students X English Learners Low-Income Students Foster Youth Other	ELD Teacher	Other	0	2021-2022
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	0	2021-2022

3.3	Hire a School Community Resource Assistant - Dari speaker to provide resources and support for our Middle Eastern students and families.	All Students X English Learners Low-Income Students Foster Youth Other	Administration	Other		2021-2022
3.4	Provide targeted intervention during the school day for identified students.	X All Students English Learners Low-Income Students Foster Youth Other	Arden Intervention Team	Other	0	2021-2022
3.5	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	53519	2021-2022
3.6	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	0	2021-2022

3.7	Purchase site licenses for IXL Math 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 IXL data to provide individualized support for our low SES students, foster and/or homeless youth, and EL students.	X All Students English Learners Low-Income Students Foster Youth Other	Administrators and teachers	LCFF Supplemental Site Allocation	7708	2021-2022
3.8	Math Foundations Class for 6th 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)	18653	2021-2022

3.9	Purchase site licenses for IXL ELA 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 IXL data to provide individualized support for our low SES students, foster and/or homeless youth, and EL students.	X All Students English Learners Low-Income Students Foster Youth Other	Administrators and teachers	LCFF Supplemental Site Allocation	5750	2021-2022
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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: 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.

Our AVID program was effective; however, it only impacted the 90 students in the program. We were unable to effectively implement the other strategies/activities in a virtual format.

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

None

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.

We will be implementing the Naviance program across all grade levels to help our students identify their strengths and interest areas. Additionally all 8th grade students will build their 4 year high school plan.

**2020-21
Identified Need**

Students need to be actively involved in planning their own futures in order to see the relevance in their learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Spring 2021 School Survey Results: College and Career. Percent strongly agree.	65.8% of parents and 61.6% of students know the kinds of courses they need to pass to be prepared for college.	Expected outcome is 75% for both groups.
Spring 2021 School Survey Results: College and Career. Percent strongly agree.	71/1% of parents and 70.6% of students know what classes they will have to take and pass to graduate from high school.	Expected outcome is 80% for both groups.
Percentage of 8th graders who complete. 4 year high school plans in Naviance.	We had less than 10% of our 8th grade students complete their 4 year plans in Naviance.	The expected outcome is 90% of 8th grade students will complete their 4 year plans in Naviance.

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	X All Students English Learners Low-Income Students Foster Youth Other	Administration and Teachers	Other	72160	2021-2022

	secondary education, college/career. .6 FTE AVID Teachers.					
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	250	2021-2022
4.3	All 6th grade students will complete the strengths assessment in Naviance.	X All Students English Learners Low-Income Students Foster Youth Other	Administrators, Counselors, and Teachers	LCFF Supplemental Site Allocation	0	2021-2022
4.4	All 7th grade students will complete the interest inventory in Naviance.	X All Students English Learners Low-Income Students Foster Youth Other	Administrators, Counselors, and Teachers	LCFF Supplemental Site Allocation	0	2021-2022

4.5	All 8th grade students will complete their 4 year high school plans in Naviance.	X All Students English Learners Low-Income Students Foster Youth Other	Administrators, Counselors, and Teachers	LCFF Supplemental Site Allocation	0	2021-2022
4.6	Recruit students to participate in the Brown Youth Academy summer program through UC Merced to introduce them to the college experience.	All Students X English Learners X Low-Income Students X Foster Youth Other	Administrators, Counselors, and Teachers	LCFF Supplemental Site Allocation	3500	2021-2022
4.7	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 English Learner Central	1000	2021-2022
4.8	Maintain school website to include information on	X All Students English Learners Low-Income Students Foster Youth	Media Tech	LCFF Supplemental Site Allocation	3000	2021-2022

	college and career preparation, Naviance, academic resources, and enrichment opportunities. Provide extra assignment compensation.	Other				
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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	\$316,627.00

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)	\$142,140.00
LCFF Supplemental English Learner Central	\$54,519.00
LCFF Supplemental Site Allocation	\$47,808.00
Other	\$72,160.00

Subtotal of state or local funds included for this school: \$316,627.00

Total of federal, state, and/or local funds for this school: \$316,627.00

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	54519	0.00
LCFF Supplemental Centralized Services (District Only)	142140	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	142,140.00
LCFF Supplemental English Learner Central	54,519.00
LCFF Supplemental Site Allocation	47,808.00
Other	72,160.00

Expenditures by Budget Reference

Budget Reference	Amount
	164,057.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental Centralized Services (District Only)	72,160.00
	LCFF Supplemental Centralized Services (District Only)	69,980.00
	LCFF Supplemental English Learner Central	1,000.00
	LCFF Supplemental English Learner Central	53,519.00
	LCFF Supplemental Site Allocation	7,250.00
	LCFF Supplemental Site Allocation	40,558.00

	Other	72,160.00
	Other	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	86,260.00
Goal 2	64,827.00
Goal 3	85,630.00
Goal 4	79,910.00

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 09.09.21.

Attested:



Principal, Stephanie Malia on 09.10.21



SSC Chairperson, Amber Betzler on 09.10.21

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

Arden Middle School

Funding Source: LCFF Supplemental Centralized Services (District Only) \$142,140.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Create school and community resource binder for EL families in their home languages.		\$72,160.00	Connected School Communities	
Counselor .5 FTE Counselor		\$51,327.00	Healthy Environments for Socio-Emotional Growth	
Math Foundations Class for 6th students not at grade level. .2 FTE Teacher		\$18,653.00	Engaging Academic Programs	

LCFF Supplemental Centralized Services (District Only) Total Expenditures: \$142,140.00

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

Funding Source: LCFF Supplemental English Learner Central \$54,519.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language .60 FTE ELD Teacher		\$53,519.00	Engaging Academic Programs	
Provide speakers for EL classes to discuss college and career opportunities. Supplies as needed.		\$1,000.00	Clear Pathways to Bright Futures	

LCFF Supplemental English Learner Central Total Expenditures: \$54,519.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

Arden Middle School

Funding Source: LCFF Supplemental Site Allocation

\$47,808.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Maintain school website to include information on college and career preparation, Naviance, academic resources, and enrichment opportunities. Provide extra assignment compensation.		\$3,000.00	Clear Pathways to Bright Futures	
Utilize district liaisons to provide support for our English Learner students, particularly our Middle Eastern students.		\$0.00	Engaging Academic Programs	
Purchase site licenses for IXL Math 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 IXL data to provide individualized support for our low SES students, foster and/or homeless youth, and EL students.		\$7,708.00	Engaging Academic Programs	
Purchase site licenses for IXL ELA 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 IXL data to provide individualized support for our low SES students, foster and/or homeless youth, and EL students.		\$5,750.00	Engaging Academic Programs	
Counselors present Academic Counseling program to be presented as mini-lessons in regular classroom. Provide supplies as needed.		\$250.00	Clear Pathways to Bright Futures	
All 6th grade students will complete the strengths assessment in Naviance.		\$0.00	Clear Pathways to Bright Futures	
All 7th grade students will complete the interest inventory in Naviance.		\$0.00	Clear Pathways to Bright Futures	
All 8th grade students will complete their 4 year high school plans in Naviance.		\$0.00	Clear Pathways to Bright Futures	

Arden Middle School

Recruit students to participate in the Brown Youth Academy summer program through UC Merced to introduce them to the college experience.	\$3,500.00	Clear Pathways to Bright Futures
Hold schoolwide events when permitted through Leadership, providing extra assignment compensation.	\$3,500.00	Connected School Communities
Hold monthly Panther Academy Webinars for parents/guardians. Move to in person meetings when permitted.	\$0.00	Connected School Communities
Implement the W.E.B. (Where Everyone Belongs) program, providing extra assignment compensation.	\$8,600.00	Connected School Communities
Club meetings during lunch. Provide supplies as needed.	\$1,000.00	Connected School Communities
Create the Panther Pantry, which provide necessities for our students in need.	\$500.00	Connected School Communities
Conduct home visits for our students whose families are unable to come to the site to learn about support and resources. Supplies as needs.	\$250.00	Connected School Communities
Conduct empathy gathering with targeted student groups to better determine their academic and socioemotional needs. Supplies as needed.	\$250.00	Connected School Communities
Implement the Where Everybody Belongs (WEB) program. Supplies as needed.	\$1,000.00	Healthy Environments for Socio-Emotional Growth
Provide technology liaison to coordinate technology, including creation of videos showcasing PBIS schoolwide expectations and corresponding lessons. Provide extra assignment compensation.	\$2,000.00	Healthy Environments for Socio-Emotional Growth
Conduct empathy gathering sessions with targeted student groups to determine academic and socio-emotional needs.	\$0.00	Healthy Environments for Socio-Emotional Growth

Arden Middle School

Implement peer mediation program. Supplies as needed.	\$1,000.00	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.	\$2,000.00	Healthy Environments for Socio-Emotional Growth
Provide supplies to support the PBIS program, including implementing Tier 1 and Tier 2 interventions.	\$3,000.00	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.	\$1,000.00	Healthy Environments for Socio-Emotional Growth
Reinforce effort and citizenship grades and school-wide expectations. Provide supplies as needed.	\$3,500.00	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
Provide resources to support EL students in the reclassification process. Provide supplies as needed.		\$0.00	Engaging Academic Programs	
Provide tutoring opportunities for students who need additional supports.		\$0.00	Engaging Academic Programs	
Provide targeted intervention during the school day for identified students.		\$0.00	Engaging Academic Programs	

Arden Middle School

Provide opportunities for students to access AVID in support of academic success moving into secondary education, college/career.
.6 FTE AVID Teachers.

\$72,160.00 Clear Pathways to Bright Futures

Other Total Expenditures: \$72,160.00

Other Allocation Balance: \$0.00

Arden Middle School Total Expenditures: \$316,627.00