School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Arden Middle School	34-67447-6034359	05.16.23	August 8, 2023

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.

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.

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Arden Middle School met the criteria for the following student groups:

1. Black or African Americans
2. English Learners
3. Students with Disabilities

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Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

What did your data show (disaggregated by student group)?

	Guidance
Data Analysis	Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups. Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.

Arden was placed in ATSI (Additional Targeted Support and Improvement), based on the California Dashboard. The 5 subgroups of focus are African American(AA), English Learners(EL), Homeless(HOM), Socio-Economically Disadvantaged(SED), and Students with Disabilities(SWD).
Chronic Absenteeism---44.7%AA, 27.8% EL, 32.6% Socio-Economically Disadvantage, 44.4% homeless and 24.5% Students with Disabilities.
Suspension Rate for 1 or more days--17.9% African American, 10.6% Socio-Economically
Disadvantage, 38.5 homeless, and 9.2% Students with Disabilities
Math-African American 117.8 points below standard, English Learners 124.2 points below standard, Socio-Economically Disadvantaged 94.6 points below standard, and Students with Disabilities 120.5 points below standard
English-African American 60.3 points below standard, English Learners 84.6 points below standard, Socio-Economically Disadvantaged 51.9 points below standard and Students with Disabilities 78.3 points below standard

Data includes CAASPP scores, IReady Scores, surveys, local assessment, empathy
gathering and observations.
The 2022-23 SPSA will be focused on student engagement and ELA/Math proficiency supports for students.
Empathy gathering: Parent coffee hours as needed
Teacher observations: Ongoing in person observations
Student reports: I-Ready assessment data for Fall and Winter CAASPP 2022-23
Parent Concerns: Open door policy, emails, phone calls
Survey results: Febuary 2023
Based on the above data, staff recognizes that our ELL's, foster youth and student who are low SES were negatively impacted at a greater percentage than the overall general Arden student population.

Root Cause Analysis

What did your root causes analysis reveal?

	Guidance
Root Cause Analysis	Root cause analysis follows directly from areas identified during data analysis. Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.

Our education partners have had discussions and are hypothesizing that our African American/Black students are being suspended disproportionately to other groups because of the following:implicit bias, teacher growth mindset, alternatives to school suspension and a lack of feeling a sense of belonging (staff to student relationships).

Chronic absenteeism amongst our EL, AA, and SWD is disproportionate to other groups due to the following: transportation because family home dynamics, and also soial skills and the dynamic between freind groups. If students are not feeling a part of, or are bullied/have conflict they often avoid coming to school.

ELA/Math scores for our EL, AA, and SWD are not making growth due to the following:

EL-lang. barriers, attendance relating to cultural family beliefs

SWD-UDL methods that recognize students who struggle accessing the content needs to be implemented

Resource Inequities

What resource inequities did you discover?

	Guidance
Resource Inequities	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

Through the Comprehensive Needs Assessment process with a focus on student learning in 2023-2024 and continuing into 2023-2024, the focus of this plan is to address resource inequities related to student learning and supports. The resources include, but are not limited to:

1.Providing additional hours for tutoring EL students, SWD, and AA.

2.Providing program supports and technology for students receiving intervention.

Input from Educational Partners

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

Involvement Process for the SPSA and Annual Review and Update

Whole staff analyzed assessment and school survey data; whole staff then completed a needs assessment and built consensus around allocation of LCFF funds for 2023-2024; School Site Council concurred with analysis and needs assessment, and approved the LCFF plan. The plan was shared and discussed with ELAC and SLT. The staff, SSC, SLT, and ELAC discussed the supports needed for student learning.

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 return to in person learning, the focus of this plan is to address resource inequalities related to engagement and student learning.

Actions are designed to promote engagement and student learning through innovative teaching strategies, intervention, and programs to support learning.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.35%	0.65%	3	3	6
African American	4.2%	4.29%	3.9%	36	37	36
Asian	4.7%	6.15%	7.27%	40	53	67
Filipino	0.4%	0.46%	0.54%	3	4	5
Hispanic/Latino	27.0%	25.87%	25.49%	232	223	235
Pacific Islander	1.1%	1.04%	1.08%	9	9	10
White	55.5%	53.83%	52.6%	477	464	485
Multiple/No Response	6.9%	8.00%	8.46%	59	69	78
			Total Enrollment	859	862	922

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	225	228	230
Grade 7	283	339	357
Grade 8	351	295	335
Total Enrollment	859	862	922

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	81	77	83	9.40%	8.9%	9.0%
Fluent English Proficient (FEP)	110	109	127	12.80%	12.6%	13.8%
Reclassified Fluent English Proficient (RFEP)	9			11.1%		

Conclusions based on this data:

1. Conclusions based on 2022-23 data:

   In ELA Reading 6th Grade 50% are at or above grade level; (9% increase Fall to Winter)
   In ELA Reading 7th Grade 49% are at or above grade level; (6% increase Fall to Winter)
   In ELA Reading 8th Grade 46% are at or above grade level; (7% increase Fall to Winter)

   In Math Reading 6th Grade 37% are at or above grade level; (0% increase Fall to Winter)
   In Math Reading 7th Grade 32% are at or above grade level; (4% increase Fall to Winter)
   In Math Reading 8th Grade 32% are at or above grade level; (7% increase Fall to Winter)

Caring Relationships

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student (gr. 4-12) Pct	Staff N	Staff Pct
A) School has a climate that is caring.	254	76.38%	793	51.70%	41	87.80%
B) There are students and staff on campus who listen to students when they have something to say.	255	74.51%	792	59.72%	41	95.12%
C) There is an adult from the school who checks on how students are doing.	253	54.55%	788	36.80%	41	100.00%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	255	77.25%	786	66.79%	41	70.73%
E) Staff feels supported to do their job well in meeting the needs of all students.					41	82.93%
F) Staff feels part of an effective team.					40	80.00%

Family and Staff Engagement

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student (gr. 4-12) Pct	Staff N	Staff Pct
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	253	73.91%			41	97.56%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	255	71.37%			41	78.05%
C) The school offers families opportunities to be involved in school and classroom activities.	254	54.72%			41	70.73%
D) The school keeps families well-informed about school activities.	254	77.56%			41	87.80%
E) The staff at our school listens to family concerns about issues.	253	59.68%			41	85.37%
F) The staff at school are helpful and welcoming when families come to school or call.	254	82.28%			41	97.56%
G) The school and families are partners in promoting positive behavior for my student.	254	71.65%			41	80.49%
H) Families who speak a language other than English receive general information about our school in their home language.	254	87.40%			41	70.73%
I) Staff receive information about upcoming events and important information about the school.					41	97.56%

School Decision Making

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student (gr. 4-12) Pct	Staff N	Staff Pct
A) School seeks input when making important decisions.	255	50.20%	787	42.57%	41	95.12%
B) Important school decisions reflect diverse input.	253	45.45%	782	40.66%	41	82.93%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	255	80.00%				
D) The principal and staff listen to concerns of other staff members about issues.					41	90.24%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					41	95.12%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					40	92.50%
G) Our school uses data from this survey to inform site decision making.					41	75.61%
H) Staff voice matters in decision making.					41	78.05%

Safety

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student (gr. 4-12) Pct	Staff N	Staff Pct
A) Concerns about student safety are taken seriously.	255	76.86%	786	58.78%	41	92.68%
B) Concerns about student safety are addressed in a timely manner at my school.	253	67.19%	788	58.12%	41	90.24%
C) My school is a safe place for all students.	254	72.05%	781	56.47%	41	82.93%
D) My school is a safe place for all staff.					40	92.50%
E) Students know what staff member to go to if they have a safety concern.	253	72.73%	781	50.06%	41	80.49%
F) Students know school safety protocols.	255	80.78%	779	75.35%	41	92.68%
G) I feel safe sharing different viewpoints and perspectives at my school.	253	65.22%	781	44.05%	41	85.37%

Sense of Belonging

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student (gr. 4-12) Pct	Staff N	Staff Pct
A) School staff respects student diversity.	249	71.08%	789	64.77%	41	85.37%
B) Adults at my school treat students respectfully.	253	74.70%	787	59.34%	41	92.68%
C) Students are respectful to each other at school.	253	41.50%	786	21.63%	41	41.46%
D) Students have opportunities to socialize with other students often at school.	253	82.21%	787	67.98%	41	92.68%
E) Students have an adult on campus they trust.	253	76.28%	788	63.23%	41	85.37%
F) Students trust other students at school.	252	86.11%	787	83.23%	41	65.85%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	253	59.68%	779	51.48%	41	75.61%
H) School staff reflects student diversity.	249	51.00%	777	50.97%	41	43.90%

Academic Progress

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student (gr. 4-12) Pct	Staff N	Staff Pct
A) Families and students understand how assignments and tests are graded.	253	75.49%	788	76.40%	41	85.37%
B) Questions and concerns about schoolwork are addressed.	254	73.23%	787	65.57%	41	92.68%
C) Student grades reflect their knowledge of the material.	251	77.29%	785	60.00%	41	82.93%
D) Adults at my school believe all students can be successful.	254	81.50%	784	67.35%	41	78.05%
E) Students feel comfortable and unjudged to ask their teacher for help.	252	64.29%	786	48.09%	41	97.56%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	250	84.40%	785	72.10%	41	100.00%
G) Teachers at my school go out of their way to help all students.	251	60.56%	782	46.04%	41	80.49%
H) Students receive timely and regular feedback on their learning.	251	73.31%	784	52.30%	41	95.12%
I) Staff at my school provides resources or ideas that help families support their students at home.	252	57.94%			40	87.50%

High Expectations

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student (gr. 4-12) Pct	Staff N	Staff Pct
A) Students are challenged academically at school.	254	68.50%	788	55.96%	41	95.12%
B) School recognizes and celebrates the academic success of all students.	253	56.52%	785	43.06%	41	87.80%
C) Adults on campus motivate students to do their best.	252	66.27%	787	50.83%	41	92.68%
D) School provides additional academic support when students are struggling.	253	64.82%	783	62.71%	41	95.12%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Student Engagement		**N**	**Pct**	**N**	**Pct**	**N**	**Pct**
A) Students are interested in what they are learning.		250	70.00%	787	46.12%	41	60.98%
B) Students have access to classes and activities that meet their interests and talents.		250	72.40%	785	57.45%	41	82.93%
C) Students understand how to complete their schoolwork.		251	84.06%	784	71.56%	41	87.80%
D) Students complete assignments on time.		250	79.60%	789	63.37%	41	46.34%
E) Students are motivated to do their schoolwork.		251	68.13%	787	41.04%	41	48.78%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
College and Career Readiness		**N**	**Pct**	**N**	**Pct**	**N**	**Pct**
A) Students are encouraged to take the required courses needed to be prepared for college and career.		242	59.50%	787	68.49%	41	82.93%
B) Students and families know what classes they will have to take and pass to graduate from high school.		243	58.85%	790	58.73%	41	46.34%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.		246	85.77%	786	67.94%	41	65.85%
D) School offers college and career programs.		237	35.02%	788	39.72%	41	46.34%
E) Students participate in programs to learn about different jobs, careers, and colleges.		242	31.82%	787	29.35%	40	57.50%
F) Students are prepared for the next step of their educational experience.		245	65.71%	782	58.18%	41	78.05%
G) Staff are optimistic about the future of their career in San Juan Unified.						41	87.80%
H) There are equitable opportunities for advancement in the district.						41	65.85%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Customer Satisfaction		**N**	**Pct**	**N**	**Pct**	**N**	**Pct**
A) I would recommend my school to other families.		251	79.28%	790	63.80%	41	87.80%
B) San Juan Unified School District is a district that I would recommend to other families.		251	79.28%	791	70.42%	41	95.12%

Arden Middle School 2022-2023 Suspension Data
Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions					PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	955	20	2.09%	71	25	2.62%	8	0.84%	9	0.94%
Black/African Am.	61	4	6.56%	10	4	6.56%	3	4.92%	3	4.92%
Hispanic or Latino	244	8	3.28%	31	10	4.10%	2	0.82%	2	0.82%
White	533	7	1.31%	22	9	1.69%	2	0.38%	2	0.38%
ELL	67	2	2.99%	8	2	2.99%	2	2.99%	3	4.48%
RFEP	138	2	1.45%	5	2	1.45%	0	0.00%	0	0.00%
Low SES	321	11	3.43%	34	13	4.05%	4	1.25%	5	1.56%
SWD	128	6	4.69%	15	7	5.47%	3	2.34%	4	3.13%
FY	1	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Homeless	9	1	11.11%	6	2	22.22%	1	11.11%	1	11.11%

% of Students with 1+ Days Home Suspensions

Home Suspension Rate

% of Students with 1+ Days PASS/In-Class Suspensions

PASS or In-Class Penalty Rate
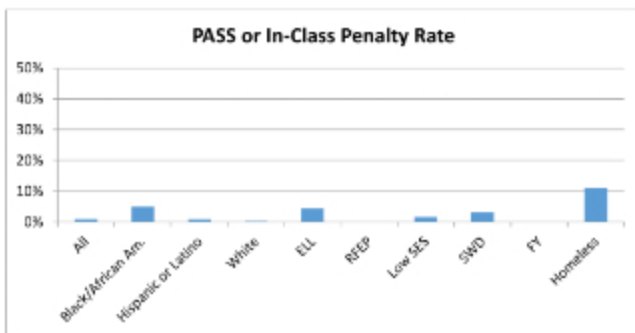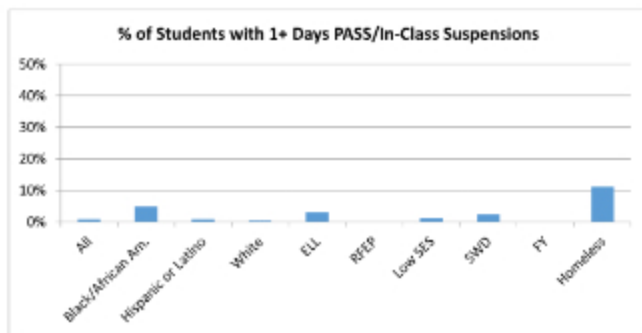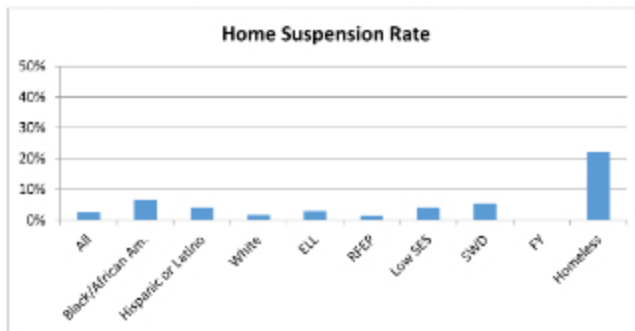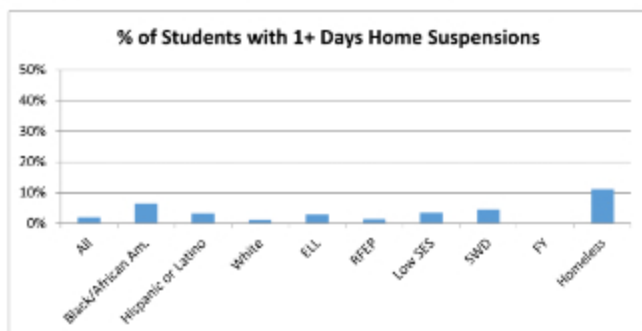
* Low SES: Low SES includes low income students and students whose parents have not completed high school.

** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

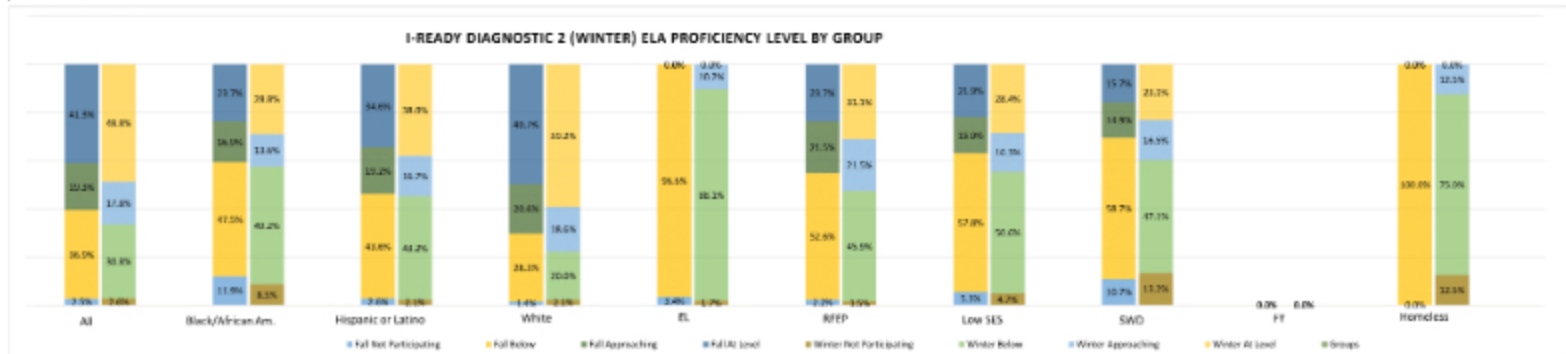Arden Middle School - i-Ready Diagnostic 2 ELA Proficiency Level by Group

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	921	23	340	178	380	24	284	164	449				
Black/African Am.	59	7	28	10	14	5	29	8	17				
Hispanic or Latino	234	6	102	45	81	5	101	39	89				
White	515	7	146	106	256	11	103	96	305				
EL	59	2	57	0	0	1	52	6	0				
RFEP	135	3	71	29	32	2	62	29	42				
Low SES	320	17	185	48	70	15	162	52	91				
SWD	121	13	71	18	19	16	57	20	38				
FY	0	0	0	0	0	0	0	0	0				
Homeless	8	0	8	0	0	1	6	1	0				

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	921	2.5%	36.9%	19.3%	41.3%	2.6%	30.8%	17.8%	48.8%				
Black/African Am.	59	11.9%	47.5%	16.9%	23.7%	8.5%	49.2%	13.6%	28.8%				
Hispanic or Latino	234	2.6%	43.6%	19.2%	34.6%	2.1%	43.2%	16.7%	38.0%				
White	515	1.4%	28.3%	20.6%	49.7%	2.1%	20.0%	18.6%	59.2%				
EL	59	3.4%	96.6%	0.0%	0.0%	1.7%	88.1%	10.2%	0.0%				
RFEP	135	2.2%	52.6%	21.5%	23.7%	1.5%	45.9%	21.5%	31.1%				
Low SES	320	5.3%	57.8%	15.0%	21.9%	4.7%	50.6%	16.3%	28.4%				
SWD	121	10.7%	58.7%	14.9%	15.7%	13.2%	47.1%	16.5%	23.1%				
FY	0												
Homeless	8	0.0%	100.0%	0.0%	0.0%	12.5%	75.0%	12.5%	0.0%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) ELA PROFICIENCY LEVEL BY GROUP

Arden Middle School - i-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade
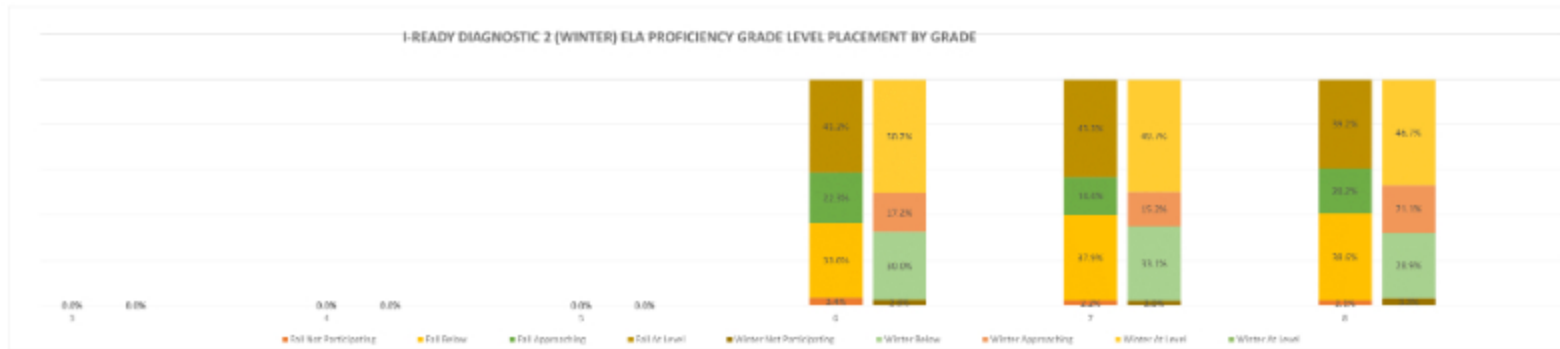
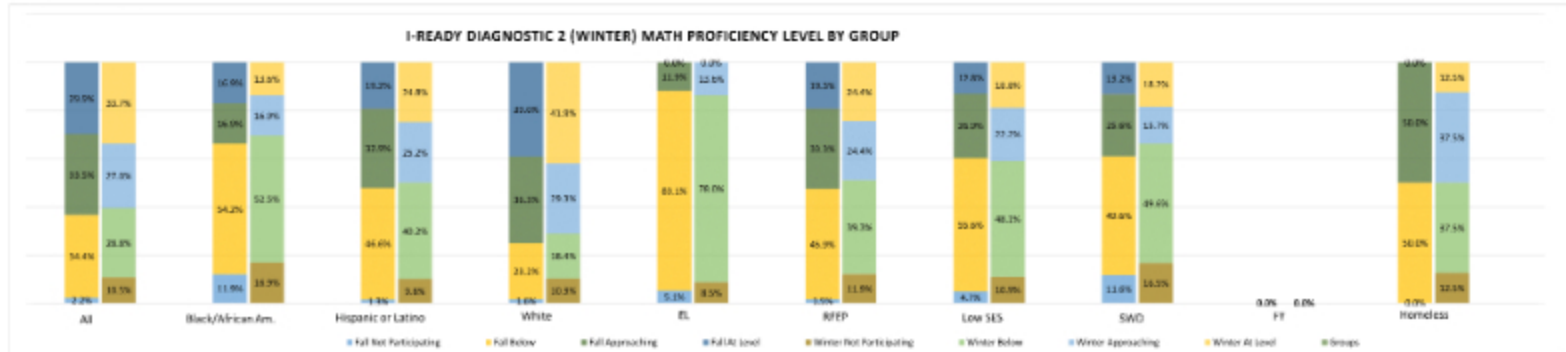| Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	0	0	0	0	0	0	0	0	0				
4	0	0	0	0	0	0	0	0	0				
5	0	0	0	0	0	0	0	0	0				
6	233	8	77	52	96	6	70	40	117				
7	356	8	135	59	154	7	118	54	177				
8	332	7	128	67	130	11	96	70	155				

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	0												
4	0												
5	0												
6	233	1.4%	33.0%	22.3%	41.2%	2.6%	30.0%	17.2%	50.2%				
7	356	2.2%	37.9%	16.6%	43.3%	2.0%	33.1%	15.2%	49.7%				
8	332	2.1%	38.6%	20.2%	39.2%	3.3%	28.9%	21.1%	46.7%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) ELA PROFICIENCY GRADE LEVEL PLACEMENT BY GRADE

Group	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
		Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
All	921	20	316	308	275	97	265	249	310				
Black/African Am.	59	7	32	10	10	10	31	10	8				
Hispanic or Latino	234	3	109	77	45	23	94	59	58				
White	515	8	119	186	200	53	95	151	216				
EL	59	3	49	7	0	5	46	8	0				
RFEP	135	2	62	45	26	16	53	33	33				
Low SES	320	15	178	86	41	35	154	71	60				
SWD	121	14	60	31	16	20	60	19	22				
FY	0	0	0	0	0	0	0	0	0				
Homeless	8	0	4	4	0	1	3	3	1				

| Group	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
		Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
All	921	2.2%	34.4%	33.5%	29.9%	10.5%	28.8%	27.0%	33.7%				
Black/African Am.	59	11.9%	54.2%	16.9%	16.9%	16.9%	52.5%	16.9%	13.0%				
Hispanic or Latino	234	1.3%	46.6%	32.9%	19.2%	9.8%	40.2%	25.2%	24.8%				
White	515	1.6%	23.2%	36.3%	39.0%	10.3%	18.4%	29.3%	41.9%				
EL	59	5.1%	83.1%	11.9%	0.0%	8.5%	78.0%	13.6%	0.0%				
RFEP	135	1.5%	45.9%	33.3%	19.3%	11.9%	39.3%	24.4%	24.4%				
Low SES	320	4.7%	55.6%	26.9%	12.8%	10.9%	48.1%	22.2%	18.8%				
SWD	121	11.6%	49.6%	25.6%	13.2%	16.5%	49.6%	15.7%	18.2%				
FY	0												
Homeless	8	0.0%	50.0%	50.0%	0.0%	12.5%	37.5%	37.5%	12.5%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) MATH PROFICIENCY LEVEL BY GROUP

Arden Middle School - i-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	0	0	0	0	0	0	0	0	0				
4	0	0	0	0	0	0	0	0	0				
5	0	0	0	0	0	0	0	0	0				
6	233	5	64	75	88	33	51	61	88				
7	356	9	114	130	103	40	106	96	114				
8	332	6	138	103	84	24	108	92	108				

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	0												
4	0												
5	0												
6	233	2.2%	27.6%	32.3%	37.9%	14.2%	21.9%	26.2%	37.8%				
7	356	2.5%	32.0%	36.5%	26.9%	11.2%	29.8%	27.0%	32.0%				
8	332	1.8%	41.7%	31.1%	25.4%	7.2%	32.5%	27.7%	32.5%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) MATH PROFICIENCY GRADE LEVEL PLACEMENT BY GRADE
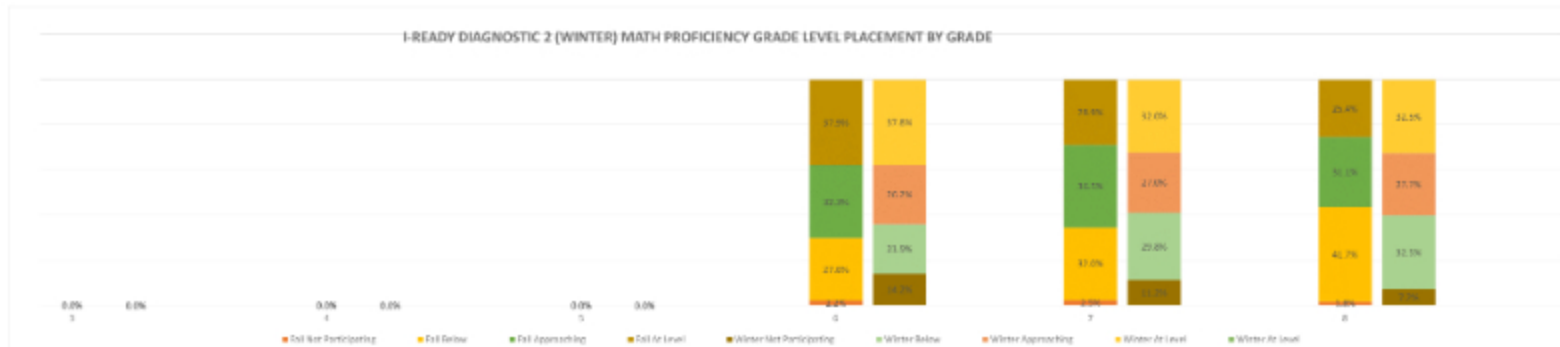
Conclusions based on this data:

1. Based on this data, we found that English Language Learners and Socio-Economically Disadvantaged students considerably lower rates of proficiency.

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: 2022-23

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

ANALYSIS

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

District Survey Results Spring 2023

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

Homeroom, and student planners. Gathering volunteers after COVID was a challenge for the PTA

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

Continuing homeroom for the next 2 years and repurchasing planners to help continue the communication and involvement from parents.

2022-23

Identified Need

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

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

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Spring 2023 School Survey - Average rating from parents on questions in the family/staff engagement section. Percent strongly agree/agree.	The average rating for all questions in this area for parents is 71.75%	The expected outcome in this area is 75%
Spring 2023 School Survey - Average rating of questions for parents in the School Decision Making section. Percent strongly agree/agree.	The average rating for all questions in this area for parents is 58.53%.	The expected outcome in this area is 75%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Spring 2023 School Survey - Average rating of questions for parents/families in the Caring Relationships section. Percent strongly agree/agree.	The average rating for all questions in this area for parents is 70.25%.	The expected outcome in this area is 75%
Spring 2023 School Survey - Average rating of questions for students in the Caring Relationships section. Percent strongly agree/agree.	The average rating for all questions in this area for students is 70.25%.	The expected outcome in this area is 75%
Spring 2023 School Survey - Average rating of questions for parents/families in the Sense of Belonging section. Percent strongly agree/agree.	The average rating for all questions in this area for parents is 67.5%.	The expected outcome in this area is 75%
Spring 2023 School Survey - Average rating of questions for students in the Sense of Belonging section. Percent strongly agree/agree.	The average rating for all questions in this area for students is 57.25%	The expected outcome in this area is 75%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Supplemental support materials	X All Students English Learners Low-Income Students Foster Youth Other	Teachers and administration	LCFF Supplemental Site Allocation	4000	2023-24 School Year

1.2	Hold regular parent/guardian informational meetings.	X All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Site Allocation	0	2023-24 School Year
1.3	Create supply closest providing necessities for our students in need.	All Students X English Learners X Low-Income Students X Foster Youth X Other Homeless	PTA	LCFF Supplemental Site Allocation	0	2023-24 School Year
1.4	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; LGBTQ+ youth	Administrators, Counselors, District Personnel	LCFF Supplemental Site Allocation	0	2023-24 School Year

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Healthy Environments for Socio-Emotional Growth

LEA/LCAP Goal

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

SPSA/Goal 2

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

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

I-ready, student office referrals, suspensions, couseling referrals, empathy gathering, parent, student, staff survey, and attendance data.

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

Suspensions and office referrals decreased. Alternatives to school suspension was provided. Clubs were offered and homeroom was put in place to help create a healthy environment.

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

Two lunches in the 2023-24 school year, and homeroom was voted to continue for 2023-2024

2022-23
Identified Need

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

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

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
School Chronic Absenteeism	22.4% of all students were chronically absent for Fall Semester 44.7% of AA students were chronically absent for Fall Semester 27.8% of EL were chronically absent for Fall Semester 32.6% of Low SES students were chronically absent for Fall Semester 44.4% of Homeless students were chronically absent for Fall Semester 24.5% of Students with disabilities were chronically absent for Fall Semester	The expected percentage of all students chronically absent for Fall Semester of 2023-24 is 12% The expected percentage of SS students chronically absent for Fall Semester of 2023-24 is 40% The expected percentage of ELL students chronically absent for Fall Semester of 2023-24 is 20% The expected percentage of Low SES students chronically absent for Fall Semester of 2023-24 is 25% The expected percentage of Homeless students chronically absent for Fall Semester of 2023-24 is 30%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
		The expected percentage of Students with disabilities students chronically absent for Fall Semester of 2023-24 is 20%
School Home Suspension Rate	The home suspension rate for all students for 8/11-4/27/23 was 5.2% The home suspension rate for AA students for 8/11-4/27/23 was 17.9% The home suspension rate for ELL students for 8/11-4/27/23 was 12.5% The home suspension rate for SpEd students for 8/11-4/27/23r was 9.92% The home suspension rate for Low SES students for 8/11-4/27/23 was 10.6% The home suspension rate for Homeless students for 8/11-4/27/23 was 5.3%	The expected suspension rate for all students for the Fall Semester of 2023-2024 is 2.0% The expected suspension rate for AA students for the Fall Semester of 2023-2024 is 10.0% The expected suspension rate for ELL students for the Fall Semester of 2023-2024 is 5.0% The expected suspension rate for SpEd students for the Fall Semester of 2023-2024 is 3.5% The expected suspension rate for Low SES students for the Fall Semester of 2023-2024 is 2.8% The expected suspension rate for Homeless students for the Fall Semester of 2023-2024 is 5.0%
District Survey - Safety average parent/ family response. Percent strongly agree/agree overall.	The overall rating for staff for all questions in this area is 72%.	The expected outcome for is 70%.
District Survey - Safety average Student. Percent strongly agree/agree overall.	The overall rating for students for all questions in this area is 56.8%.	The expected outcome for is 70%.
Listening Circles (one per semester)	N/A	We hope to see an overall improvement in student sense of belonging and well being over the course of the year.

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

2.5	Hire an additional SCIS1 to support school safety and community building and to target high suspension rates with our margananiluzed groups.	All Students English Learners Low-Income Students Foster Youth X Other AA	Administration	Other 2000-2999: Classified Personnel Salaries	0	2023-24
2.6	Provide technology needed to sustain school programs , support intervention programs before and after school with a 1 to 1 computer ratio. Also buy program to support growth in academics.	All Students English Learners Low-Income Students Foster Youth X Other AA	Administrators and staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	15895.58	2023-24
2.7	Conduct empathy gathering sessions with targeted	All Students X English Learners X Low-Income Students X Foster Youth	Administrators , Counselors, and District Staff	LCFF Supplemental Site Allocation	0	2023-24

		student groups to determine academic and socio-emotional needs.	X Other Students of Color; LGBTQAI				
2.8		Implement and utilize home room to provide targeted academic and socio-emotional support.	X All Students English Learners Low-Income Students Foster Youth Other	Administrators and teachers	LCFF Supplemental Site Allocation	0	2023-24
2.9		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.	X All Students English Learners Low-Income Students Foster Youth Other	Administrators and teachers	LCFF Supplemental Site Allocation	0	2023-24
2.10		Support and intervention for targeted groups	All Students X English Learners X Low-Income Students X Foster Youth Other	Teachers	LCFF Supplemental Site Allocation 1000-1999: Certificated	23624.42	2023-24

				Personnel Salaries		
2.11	Counselor .5 FTE Counselor	X All Students English Learners Low-Income Students Foster Youth Other	Administrator and counselor	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	51327	2023-24

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: 2022-23

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

ANALYSIS

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

I-Ready, CAASPP, and parent survey

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

Grade level meetings, needs improvement EL and math support

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

To continue IXL and an additional science computer resource to help supplement engaging lessons

2022-23
Identified Need

Based on the Comprehensive Needs Assessment and the above analysis of this goal, through a collaborative process with educational partners, the following need has been identified:
While our students did show improvement between the Fall and Winter administration of the iReady assessments, the majority of our students are still performing below grade level in both ELA and Math. Additionally, our EL, RFEP, low SES, and Homeless students are all performing well below the general student average, so we need to make sure these students have more regular monitoring and targeted support and intervention.

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

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
IReady ELA/Reading Scores & Math	In ELA Reading 6th Grade 50% are at or above grade level; (9% increase Fall to Winter) In ELA Reading 7th Grade 49% are at or above grade level; (6% increase Fall to Winter) In ELA Reading 8th Grade 46% are at or above grade level; (7% increase Fall to Winter) In Math Reading 6th Grade 37% are at or above grade level; (0% increase Fall to Winter)	We will increase the percentage of students meeting grade level across all groups by 5% by the Winter 2024 administration of the iReady ELA test. We will increase the percentage of students meeting grade level across all groups by 5% by the Winter 2024 administration of the iReady Math test.

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	In Math Reading 7th Grade 32% are at or above grade level; (4% increase Fall to Winter) In Math Reading 8th Grade 32% are at or above grade level; (7% increase Fall to Winter)	

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, and SWD. EL students . Provide tutoring opportunities for students who need additional supports and thoesstudents who are working towards the reclassification process.	All Students X English Learners Low-Income Students Foster Youth Other	Teachers	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	0	School year 2023-24
3.2	Ensure all English Learners	All Students X English Learners Low-Income Students	Administrators and ELD Teacher	LCFF Supplemental English	76,010	School year 2023-24

	receive Designated and Integrated English Language .60 FTE ELD Teacher	Foster Youth Other		Learner Central 1000-1999: Certificated Personnel Salaries		
3.3		All Students English Learners Low-Income Students Foster Youth Other				
3.4	Purchase site licenses for acadmic support program to provide intervention to struggling students and enrichment to students who need more rigorous work. The Intervention team and ELD teacher will be using the data to provide individualized support for our	All Students X English Learners X Low-Income Students X Foster Youth X Other SWD	Administrators and teachers	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	20000	School year 2023-24

		low SES students, foster and/or homeless youth, EL students and SWD.					
3.5		Math support class for our students (EL, SWD, and AA) to grade level. .2 FTE Teacher	All Students X English Learners X Low-Income Students X Foster Youth X Other AA, SWD	Administrators and teachers	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	18653	School year 2023-24

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: 2022-23

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

ANALYSIS

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

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

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

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

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

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

2022-23
Identified Need

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

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

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Spring 2022 School Survey Results: College and Career. Percent of students are undecided about their plans beyond high school.	27.5% of students are undecided about their plans beyond high school.	Expected outcome is 20%.
Spring 2022 School Survey Results: College and Career. Percent of students who know the kinds of courses they need to pass to be prepared for college.	56.5% of students know what classes they will have to pass to be prepared for college.	Expected outcome is 70%.
Spring 2022 School Survey Results: College and Career. Percent of parents	61.7% of parents know what classes their students will have to pass to be prepared for high school.	Expected outcome is 75%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
who know the kinds of courses they need to pass to be prepared for college.		
Spring 2022 School Survey Results: College and Career. Percent of students who know what classes they will have to take and pass to graduate from high school.	62.8% of students know what classes their students will have to take and pass to graduate from high school.	Expected outcome is 75%
Spring 2022 School Survey Results: College and Career. Percent of parents who know what classes they will have to take and pass to graduate from high school.	66.0% of parents know what classes their students will have to take and pass to graduate from high school.	Expected outcome is 75%
Percentage of 8th graders who complete 4 year high school plans in Naviance.	96% of our 8th graders completed a 4 year high school plan in Naviance.	Expected outcome is 100%
Percentage of 8th graders who complete the additional Naviance activities: • Career Cluster Finder • Multiple Intelligences • Road Trip Nation What's My Road	Percentage of 8th graders who completed the additional Naviance activities: • Career Cluster Finder is at 76% • Multiple Intelligences is at 0% • Road Trip Nation What's My Road is at 0%	Expected outcomes • Career Cluster Finder - 90% • Multiple Intelligences - 50% • Road Trip Nation What's My Road - 50%
AVID Enrollment - students enrolled in AVID at each grade and the number of students who were enrolled in AVID all three years.	Number of students enrolled in AVID: 6th - 20 7th - 21 8th - 25 Number of students enrolled in AVID all three years: N/A	Expected Outcomes: Number of students enrolled in AVID: 6th - 25 7th - 25 8th - 25 Number of students enrolled in AVID all three years: 15
Quarterly student surveys, particularly in ELD classes to measure student knowledge of graduation requirements.	N/A	Expected outcome is that 100% of our ELD 8th grade students understand the high school graduation requirements.

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Provide opportunities for students to access AVID in support of academic success moving into secondary education, college/career. .6 FTE AVID Teachers.	X All Students English Learners Low-Income Students Foster Youth Other	Administration and Teachers	Other 1000-1999: Certificated Personnel Salaries	72160	School year 2023-24
4.2	All 6th-8th grade students will complete district assigned Naviance activities.	X All Students English Learners Low-Income Students Foster Youth Other	Administrators, Counselors, and Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	0	School year 2023-24
4.3	EL intervention/support programs and services	All Students X English Learners Low-Income Students Foster Youth	Teachers	LCFF Supplemental Site Allocation	0	School year 2023-24

		Other				
4.4	Maintain school website to include information on college and career preparation, Naviance, academic resources, and enrichment opportunities.	X All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Site Allocation	0	School year 2023-24

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Centralized Services

SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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	$281,670.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
LCFF Supplemental Centralized Services (District Only)	$69,980.00
LCFF Supplemental English Learner Central	$76,010.00
LCFF Supplemental Site Allocation	$63,520.00
Other	$72,160.00

Subtotal of state or local funds included for this school: $281,670.00

Total of federal, state, and/or local funds for this school: $281,670.00

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	63,520	0.00
LCFF Supplemental English Learner Central	76,010	0.00
LCFF Supplemental Centralized Services (District Only)	69,980	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	69,980.00
LCFF Supplemental English Learner Central	76,010.00
LCFF Supplemental Site Allocation	63,520.00
Other	72,160.00

Expenditures by Budget Reference

Budget Reference	Amount
	4,000.00
1000-1999: Certificated Personnel Salaries	241,774.42
2000-2999: Classified Personnel Salaries	0.00
4000-4999: Books And Supplies	15,895.58
5000-5999: Services And Other Operating Expenditures	20,000.00

Expenditures by Budget Reference and Funding Source

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

	LCFF Supplemental Site Allocation	4,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	23,624.42
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	15,895.58
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	20,000.00
1000-1999: Certificated Personnel Salaries	Other	72,160.00
2000-2999: Classified Personnel Salaries	Other	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,000.00
Goal 2	90,847.00
Goal 3	114,663.00
Goal 4	72,160.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Teresa Cummings	Principal
Hayme Lake	Classroom Teacher
Kristen Vathis	Classroom Teacher
Cathy Franz	Classroom Teacher
Gabriel Cooper	Parent or Community Member
Brian Weatherford	Parent or Community Member
Lacy Bauer	Parent or Community Member
Christine Cummings	Parent or Community Member
Tiffany Holladay	Parent or Community Member
Lisa Marie De Leon	Other School Staff

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
(signature)	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 22nd, 2023.

Attested:

(signature)	Principal, Teresa Cummings on 5/22/23
(signature)	SSC Chairperson, Hayme Lake on 5/22/23

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

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

[This section meets the requirements for CSI.]

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

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

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

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

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

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

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

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

Budget By Expenditures

Arden Middle School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
Counselor .5 FTE Counselor	1000-1999: Certificated Personnel Salaries	$51,327.00	Healthy Environments for Socio-Emotional Growth	
Math support class for our students (EL, SWD, and AA) to grade level. .2 FTE Teacher	1000-1999: Certificated Personnel Salaries	$18,653.00	Engaging Academic Programs	

LCFF Supplemental Centralized Services (District Only) Total Expenditures:	$69,980.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:	$0.00		

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

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

LCFF Supplemental English Learner Central Total Expenditures:	$76,010.00		
LCFF Supplemental English Learner Central Allocation Balance:	$0.00		

Funding Source: LCFF Supplemental Site Allocation $63,520.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action

Arden Middle School

Purchase site licenses for acadmic support program to provide intervention to struggling students and enrichment to students who need more rigorous work. The Intervention team and ELD teacher will be using the data to provide individualized support for our low SES students, foster and/or homeless youth, EL students and SWD.	5000-5999: Services And Other Operating Expenditures	$20,000.00	Engaging Academic Programs
Provide resources to support EL students, and SWD. EL students . Provide tutoring opportunities for students who need additional supports and thoesstudents who are working towards the reclassification process.	1000-1999: Certificated Personnel Salaries	$0.00	Engaging Academic Programs
All 6th-8th grade students will complete district assigned Naviance activities.	4000-4999: Books And Supplies	$0.00	Clear Pathways to Bright Futures
EL intervention/support programs and services		$0.00	Clear Pathways to Bright Futures
Maintain school website to include information on college and career preparation, Naviance, academic resources, and enrichment opportunities.		$0.00	Clear Pathways to Bright Futures
Supplemental support materials		$4,000.00	Connected School Communities
Hold regular parent/guardian informational meetings.		$0.00	Connected School Communities
Create supply closest providing necessities for our students in need.		$0.00	Connected School Communities
Conduct empathy gathering with targeted student groups to better determine their academic and socioemotional needs.		$0.00	Connected School Communities
Provide technology needed to sustain school programs , support intervention programs before and after school with a 1 to 1 computer ratio. Also buy program to support growth in academics.	4000-4999: Books And Supplies	$15,895.58	Healthy Environments for Socio-Emotional Growth

Arden Middle School

Proposed Expenditure	Object Code	Amount	Goal	Action
Conduct empathy gathering sessions with targeted student groups to determine academic and socio-emotional needs.		$0.00	Healthy Environments for Socio-Emotional Growth	
Implement and utilize home room to provide targeted academic and socio-emotional support.		$0.00	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.		$0.00	Healthy Environments for Socio-Emotional Growth	
Support and intervention for targeted groups	1000-1999: Certificated Personnel Salaries	$23,624.42	Healthy Environments for Socio-Emotional Growth	

LCFF Supplemental Site Allocation Total Expenditures:	$63,520.00
LCFF Supplemental Site Allocation Allocation Balance:	$0.00

Funding Source: Other $0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Hire an additional SCIS1 to support school safety and community building and to target high suspension rates with our margananiluzed groups.	2000-2999: Classified Personnel Salaries	$0.00	Healthy Environments for Socio-Emotional Growth	
Provide opportunities for students to access AVID in support of academic success moving into secondary education, college/career. .6 FTE AVID Teachers.	1000-1999: Certificated Personnel Salaries	$72,160.00	Clear Pathways to Bright Futures	

Other Total Expenditures: $72,160.00

Other Allocation Balance: $0.00

Arden Middle School Total Expenditures: $281,670.00