School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Arcade Fundamental Middle School	34-67447-6034342	May 22, 2023	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.   This document also serves as the Additional Targeted Support and Improvement Plan.

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

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

Goal 1: Connected School Communities
Goal 2: Healthy Environments for Socio-Emotional Growth
Goal 3: Engaging Academic Programs
Goal 4: Clear Pathways to Bright Futures

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

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);

- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);

- Are reasonable, necessary, and allocable cost to the program (2 CFR 200.404 - 200.405);

- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);

All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

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. Arcade Fundamental Middle School met the criteria for the following student groups and areas:

1. Black or African American Students, in the area of suspensions (very high)
2. Asian Students, in the areas of progress in ELA (very low) and math (very low)
3. English Learners, in the areas of progress in ELA (very low) and math (very low) and in suspensions (very high)
4. Hispanic Students, in the areas of progress in ELA (low) and math (very low) and in suspensions (very high)
5. Socio-Economically Disadvantaged Youth, in the areas of progress in ELA (very low) and math (very low) and in suspensions (very high)
6. Students with Disabilities, in the areas of progress in ELA (very low) and math (very low) and in suspensions (very high)

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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.

Comprehensive Needs Assessments are completed on a 3-year cycle. Arcade's Comprehensive Needs Assessment was completed in the 2020-2021 school year, with the intention to remain in place (with adjustments as necessary) through the 2021-2022, 2022-2023, and 2023-2024 school years.

Due to the suspension of Smarter Balanced Assessment (SBAC) in the spring of 2020, state testing did not occur for the 2019-2020 and the 2020-2021 school years, so there was no state academic assessment available when the Comprehensive Needs Assessment was last completed in the 2020-2021 school year. Data used to inform the Comprehensive Needs Assessment, though, includes surveys, local assessments, and student information around suspension and attendance prior to distance learning being implemented in response to county mandates.

Due to the Coronavirus Pandemic and resulting shift to distance learning, hybrid learning began in March 2021. The 2021-2022 Comprehensive needs Assessment is focused on the following:

1. Attendance as based on 2020 -2021 Distance Learning Data.
2. Engagement in synchronous learning as measured by participation in Zoom classroom meetings.
3. Engagement in asynchronous learning as measured by assignment completion.
4. Learning loss to be determined through local assessments, teacher observation, and student outcomes.

Current data for Fall 2020 shows the following:

Attendance rate: 97.5%
Synchronous learning: Teachers report that participation in Synchronous learning is increasing as students are becoming more familiar with the platform and comfortable with the expectations.
Asynchronous engagement - weekly assignment completion rate remains steady with the majority of students completing the assignments.
Learning Loss - to be determined through the use of iReady, grades and teacher observation.

Prior to the pandemic, MAP data shows the following:

In ELA Reading 46.8% of students in grades 6-8 met or exceeded growth targets.
In ELA Reading, 38.1% of students in grades 6-8 were at or exceeding standards.
In Math,48.4% of students in grades 6-8 met or exceeded growth targets.
In Math, 24.4% of students in grades 6-8 were at or exceeding standards.
More than 50% of students are not meeting the growth target in ELA and Math and more than 60% of students are not at standard in ELA and Math.
This highlights the need for Interventions. Due the the pandemic, intervention will need to be virtual or in small groups as safety allows.

Winter Survey Data:
High Expectations/Caring Relationships
Parents 83.2% (1.5% decrease); Students 77.4% (0.5 increase) Staff 72.7% (24.7% increase)

Meaningful Participation:
Parents 89% (2.8% increase); Students 70% (0.2 increase) Staff 72.7% (22.7% increase)

School Culture:
Parents 76.% (1% increase); Students 63.8% (2.4 decrease) Staff 59.1% (13.3% increase)

School Safety:
Parents 81.8% (4.2% decrease); Students 79.5% (0.4 increase) Staff 72.7% (37.9% increase)

Attendance: Prior to then switch to distance learning attendance was at 95.7%

Suspension Rate: Overall suspension rate was 10.6%. While suspensions of African Americans declined by 7.1% the suspension rate for Asian students increased by 14.6%. This highlights the need for more work to be done on alternatives to suspension and equity.

Based on the above data, staff recognizes that English learners are negatively impacted at a greater percentage than non English learners in distance learning. In addition, students with disabilities struggle to engage in the daily routine of synchronous and asynchronous activities more than students without disabilities. Also, students in our Low SES group struggle to engage in synchronous and asynchronous work. Staff contacted parents of students that were not engaging in learning to discern where support was needed. Anecdotal evidence from this contact shows parents of Low SES reported issues with internet connectivity and trouble with technology as the primary reasons for not engaging. English Language Learner parents reported that their students struggled to understand due to language issues and not having enough supplies.

Due to the pandemic, Distance Learning and Hybrid Learning will be the method of instruction for the foreseeable future. Students will require more small group instruction, tutorial supports and social-emotional learning during this time. The site needs to address the need to engage students during the distance learning portions of instructions. Professional development and technological supports are needed to support teachers in this endeavor.

Identification for Additional Targeted Supports and Interventions (ATSI):

In the spring of the 2021-2022 school year, Arcade met the criteria for Additional Targeted Support and Improvement (ATSI) as a result of "low" performance on the 2019 California School Dashboard for two or more consecutive years for the following student group: Students with Disabilities. The lack of progress of students with disabilities was identified as a concern in four areas: progress in ELA (very low) and math (very low), suspension rates (very high), and chronic absenteeism (very high).

In the spring of the 2022-2023 school year, several other groups were identified as in need of additional supports, specifically these groups of students:

1. Black or African American Students, in the areas of suspensions (very high) and chronic absenteeism (very high)
2. Asian Students, in the areas of progress in ELA (very low) and math (very low) and chronic absenteeism (very high)
3. English Learners, in the areas of progress in ELA (very low) and math (very low), suspensions (very high), and chronic absenteeism (very high)
4. Hispanic Students, in the areas of progress in ELA (low) and math (very low), suspensions (very high), and chronic absenteeism (very high)
5. Socio-Economically Disadvantaged Youth, in the areas of progress in ELA (very low) and math (very low), suspensions (very high), and chronic absenteeism (very high)
6. Students with Disabilities, in the areas of progress in ELA (very low) and math (very low), suspensions (very high), and chronic absenteeism (very high)

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.

Site leadership, including administration, elected Leadership Team members, School Site Council, and our English Learner Advisory Committee, participated in data analysis to develop a deeper understanding of the data sources identified above and create recommendations based on identification of the root causes. Specifically, staff participated in the collaborative learning cycle to identify problem areas, determine causality and develop a comprehensive plan for improvement related to various models of instruction.

Stakeholder discussions indicated that there were several root causes for low performance on standardized tests.
1. Overall, Arcade students are struggling with Math and English. Many students are reading below grade level and struggle to access the grade-level curriculum.
2. Arcade has three periods of math intervention for students who are near standard, but this does not address the needs of students who are far below grade level.
3. Students with social and emotional needs can struggle to function in a classroom setting. These behaviors have resulted in classroom and school suspensions, which reduce learning time.
4. Students who feel unsuccessful academically avoid classroom activities that might reveal to the teacher or other students that they are struggling.
5. Arcade needs to implement more behavior interventions both in and out of the classroom that will keep students in the classrooms and preserve learning time. This will also help to reduce the suspension rate.

To help address needs 1-2, a school-wide flex period was implemented to provide all students with access to intervention in all subject areas, including ELA and math. To help address needs 3-5, PBIS, WEB, and a Check-in/Check-out system were implemented in the 2022-2023 school year.

As delineated above in the "data analysis" section, in the 2022-2023 Arcade met the criteria for Additional Targeted Support and Improvement (ATSI) as a result of "low" performance on the California School Dashboard for two or more consecutive years for the following student groups: Black/African American students, Asian students, Hispanic students, socio-economically disadvantages students, and students with disabilities. The lack of progress for these student groups was identified across all four areas: progress in English Language Arts, progress in mathematics, chronic absenteeism, and rates of suspension.

Based on an analysis of state and local data, the following root causes contributing to the results were identified:
1. After examining the data, we found that many of our students are struggling more than their peers academically because their classes are too challenging and they are not receiving enough support to access grade-level curriculum. For example, more of our students with disabilities are reading at a Kindergarten level than in any year prior, so accessing 6th-grade English Language Arts curriculum with push-in support is inadequate in meeting their needs.
2. We also found that many of our student groups have a higher rate of chronic absenteeism than their peers for several possible reasons:
a. Students with disabilities, for example, are more likely to have extended illnesses or chronic illnesses.
b. Every student group that was identified as having a "very high" suspension rate, also had a "very high" absenteeism rate, and this may be correlative. Sometimes after receiving a disciplinary consequence, students do not return to campus the next day, perhaps to avoid serving a consequence or because they are upset about the prior day's consequence.
c. Most of the student groups that are identified as having a "very high" absenteeism rate, also were identified as making "very low" or "low" progress in ELA and math. The academic demands placed on these student groups in their classes are sometimes unattainable for them, so they may not attend class to avoid the academic demands.
d. When these students are struggling to access the content in their grade-level classes, they may often look for ways to escape or avoid the academic demands in a class, which can lead to increased behaviors. These behaviors can then lead to an increase in referrals to the office, class suspensions, or at-home suspension.

Our biggest takeaway was that all four of the ways that some of our student groups are underperforming their peers (academically in ELA and in math and in regards to suspension and attendance) are cyclical. Avoiding class because of a consequence or because of the rigor of the class, leads to a cycle of students falling further behind academically than they were before, while not being able to access the content can lead to a behavior which results in removal from class. We knew that we needed to address all four ways that our students were struggling in order to see improvement in any area.

In response to this data, we are implementing the following evidence-based interventions, practices, programs, services, and/or resources to address the needs of our student groups who need additional supports:

1. To address the academic needs of our students with disabilities, we reorganized how we support these students and opened more support classes for students who needed more intensive supports than push-in or Directed Study. To that end, we opened a Language Live class, a General Math Tutorial class, and two General English classes.

2. All students participate in a flex period, which, in the 2023-2024 school year, will include a chance for each student to receive academic intervention support in each content area every 7-10 days.

3. To address the chronic absenteeism of students, the Arcade Attendance Committee (comprised of a vice principal, a school social worker, and our Records and Reports clerk, and a School Community Worker from the district's Attendance Improvement Program) meets monthly to discuss appropriate needed interventions for the students with the current highest absentee rates. This team implements these interventions themselves or loops in our Intervention Team to address the barriers discovered for each individual student. Arcade also has an Attendance Celebration Committee, which in conjunction with PBIS, incentivizes student attendance. The Attendance Celebration Committee plans tardy challenges, in which students are acknowledged when they attend class on time with PBIS tickets and or other prizes. The Attendance Celebration Committee will also shift its focus to chronic absenteeism in the 2023-2024 school year, in addition to promoting timeliness to class periods.

4. To address the behavior needs of the targeted student groups, we have a Check-in/Check-out program, which is part of our PBIS program, and facilitated by our School Community Intervention Assistant. This program pairs a student with an adult on campus who they touch base with each morning and afternoon to discuss the student's progress towards their goals, which are targeted for the individual student. Each student in the program also has a brief check-in with each of their teachers throughout the day. In addition to providing students with timely and targeted feedback each day, it also helps foster and improve the relationship between students and staff, and provides numerous opportunities for student reflection throughout the day.

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.

In the 2020-2021 school year, a need to address the increasingly diverse population's needs in a different manner was identified. These actions were designed to meet those student needs:

1. Provide support and interventions to students without the necessary skills to succeed in middle school
2. Increase opportunities for students to learn with hands-on, STEAM activities
3. Provide incentives for student attendance, citizenship, and engagement in curriculum
4. Provide teachers with professional development in student engagement and equity.
5. Provide supplemental materials to support students in EL programs
6. Provide social-emotional learning through Character Strong
7. Provide digital materials or platforms to support instruction
8. Provide additional supports and outreach to families

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

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

Resource Inequities

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

Through the Comprehensive Needs Assessment process, these resource inequities were identified: there is insufficient support for our English Learners, there are insufficient interventions for all students in all academic areas, and there is a need for supporting students behaviorally.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.7%	0.42%	0.49%	4	2	2
African American	8.8%	7.42%	7.62%	48	35	31
Asian	17.4%	19.70%	22.11%	95	93	90
Filipino	0.9%	1.06%	0.98%	5	5	4
Hispanic/Latino	26.1%	23.31%	26.04%	143	110	106
Pacific Islander	0.4%	0.42%	0.49%	2	2	2
White	40.4%	43.22%	38.33%	221	204	156
Multiple/No Response	5.3%	4.45%	3.93%	29	21	16
			Total Enrollment	547	472	407

Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	130	100	107
Grade 7	214	173	137
Grade 8	203	199	163
Total Enrollment	547	472	407

Student Enrollment by Grade Level

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	159	148	145	29.10%	31.4%	35.6%
Fluent English Proficient (FEP)	87	62	49	15.90%	13.1%	12.0%
Reclassified Fluent English Proficient (RFEP)	6			3.8%		

Conclusions based on this data:

1.

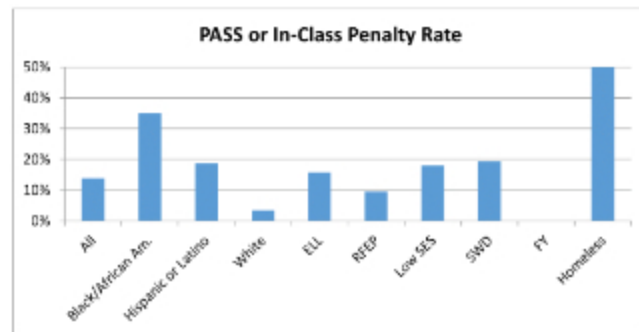| Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Caring Relationships	N	Pct	N	Pct	N	Pct
A) School has a climate that is caring.	171	78.95%	361	60.11%	25	80.00%
B) There are students and staff on campus who listen to students when they have something to say.	171	77.19%	358	70.67%	25	96.00%
C) There is an adult from the school who checks on how students are doing.	169	64.50%	353	43.63%	25	96.00%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	169	75.15%	350	66.00%	25	64.00%
E) Staff feels supported to do their job well in meeting the needs of all students.					25	68.00%
F) Staff feels part of an effective team.					25	84.00%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Family and Staff Engagement	N	Pct	N	Pct	N	Pct
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	171	77.19%			25	92.00%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	170	77.06%			25	84.00%
C) The school offers families opportunities to be involved in school and classroom activities.	170	72.35%			24	79.17%
D) The school keeps families well-informed about school activities.	170	84.71%			25	84.00%
E) The staff at our school listens to family concerns about issues.	170	72.94%			25	92.00%
F) The staff at school are helpful and welcoming when families come to school or call.	168	88.10%			25	92.00%
G) The school and families are partners in promoting positive behavior for my student.	169	76.92%			25	68.00%
H) Families who speak a language other than English receive general information about our school in their home language.	169	82.84%			25	88.00%
I) Staff receive information about upcoming events and important information about the school.					25	92.00%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
School Decision Making	N	Pct	N	Pct	N	Pct
A) School seeks input when making important decisions.	170	66.47%	359	47.63%	25	80.00%
B) Important school decisions reflect diverse input.	170	61.76%	353	48.16%	25	88.00%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	169	78.11%				
D) The principal and staff listen to concerns of other staff members about issues.					25	92.00%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					25	96.00%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					25	88.00%
G) Our school uses data from this survey to inform site decision making.					25	84.00%
H) Staff voice matters in decision making.					25	76.00%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Safety	N	Pct	N	Pct	N	Pct
A) Concerns about student safety are taken seriously.	170	75.88%	356	67.70%	25	88.00%
B) Concerns about student safety are addressed in a timely manner at my school.	169	73.96%	348	65.80%	25	88.00%
C) My school is a safe place for all students.	166	70.48%	353	59.77%	25	64.00%
D) My school is a safe place for all staff.					25	72.00%
E) Students know what staff member to go to if they have a safety concern.	166	78.31%	351	67.52%	25	92.00%
F) Students know school safety protocols.	169	80.47%	354	77.40%	25	76.00%
G) I feel safe sharing different viewpoints and perspectives at my school.	167	63.47%	353	47.88%	24	70.83%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Sense of Belonging	N	Pct	N	Pct	N	Pct
A) School staff respects student diversity.	168	74.40%	358	75.70%	25	88.00%
B) Adults at my school treat students respectfully.	167	84.43%	355	69.86%	25	96.00%
C) Students are respectful to each other at school.	167	47.90%	355	22.54%	25	36.00%
D) Students have opportunities to socialize with other students often at school.	168	79.76%	354	62.43%	25	92.00%
E) Students have an adult on campus they trust.	167	72.46%	353	67.99%	25	100.00%
F) Students trust other students at school.	160	72.50%	351	80.09%	25	52.00%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	166	56.02%	347	52.16%	25	76.00%
H) School staff reflects student diversity.	167	63.47%	345	60.29%	25	40.00%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Academic Progress	N	Pct	N	Pct	N	Pct
A) Families and students understand how assignments and tests are graded.	166	75.30%	355	72.96%	24	66.67%
B) Questions and concerns about schoolwork are addressed.	165	75.15%	355	69.86%	24	83.33%
C) Student grades reflect their knowledge of the material.	166	79.52%	353	59.77%	24	75.00%
D) Adults at my school believe all students can be successful.	164	84.15%	351	69.80%	24	79.17%
E) Students feel comfortable and unjudged to ask their teacher for help.	167	74.85%	355	58.59%	24	91.67%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	167	82.04%	351	72.65%	24	100.00%
G) Teachers at my school go out of their way to help all students.	165	70.91%	352	56.82%	24	87.50%
H) Students receive timely and regular feedback on their learning.	168	73.21%	352	65.91%	24	70.83%
I) Staff at my school provides resources or ideas that help families support their students at home.	168	64.29%			24	75.00%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
High Expectations	N	Pct	N	Pct	N	Pct
A) Students are challenged academically at school.	167	63.47%	354	56.50%	24	75.00%
B) School recognizes and celebrates the academic success of all students.	168	72.62%	351	66.38%	24	95.83%
C) Adults on campus motivate students to do their best.	167	73.05%	352	60.23%	24	87.50%
D) School provides additional academic support when students are struggling.	168	60.71%	350	58.00%	24	70.83%

The School Plan for Student Achievement for Arcade Fundamental Middle School

	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.		169	74.56%	353	54.39%	24	58.33%
B) Students have access to classes and activities that meet their interests and talents.		166	72.89%	355	55.77%	24	70.83%
C) Students understand how to complete their schoolwork.		164	84.15%	356	69.94%	24	70.83%
D) Students complete assignments on time.		167	77.84%	356	53.65%	24	37.50%
E) Students are motivated to do their schoolwork.		169	74.56%	348	45.40%	24	58.33%

	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.		165	60.00%	351	62.96%	24	66.67%
B) Students and families know what classes they will have to take and pass to graduate from high school.		165	56.97%	354	53.11%	24	41.67%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.		164	75.00%	354	62.15%	24	45.83%
D) School offers college and career programs.		162	41.36%	350	43.43%	24	29.17%
E) Students participate in programs to learn about different jobs, careers, and colleges.		164	44.51%	355	34.65%	24	37.50%
F) Students are prepared for the next step of their educational experience.		167	69.46%	349	60.46%	24	41.67%
G) Staff are optimistic about the future of their career in San Juan Unified.						24	66.67%
H) There are equitable opportunities for advancement in the district.						24	66.67%

	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.		166	80.12%	353	65.16%	24	75.00%
B) San Juan Unified School District is a district that I would recommend to other families.		166	80.72%	356	74.16%	24	75.00%

Arcade Fundamental 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	431	24	5.57%	64	37	8.58%	41	9.51%	60	13.92%
Black/African Am.	40	2	5.00%	11	7	17.50%	6	15.00%	14	35.00%
Hispanic or Latino	112	10	8.93%	36	16	14.29%	14	12.50%	21	18.75%
White	169	3	1.78%	5	4	2.37%	6	3.55%	6	3.55%
ELL	140	12	8.57%	20	15	10.71%	17	12.14%	22	15.71%
RFEP	63	3	4.76%	9	4	6.35%	6	9.52%	6	9.52%
Low SES	244	18	7.38%	52	29	11.89%	28	11.48%	44	18.03%
SWD	67	2	2.99%	14	8	11.94%	4	5.97%	13	19.40%
FY	-	-	-	-	-	-	0		0	
Homeless	20	6	30.00%	21	12	60.00%	4	20.00%	11	55.00%

% 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
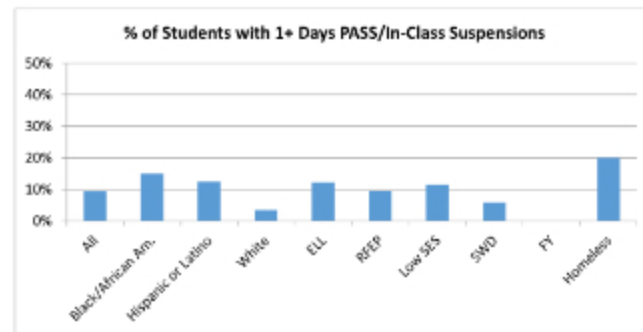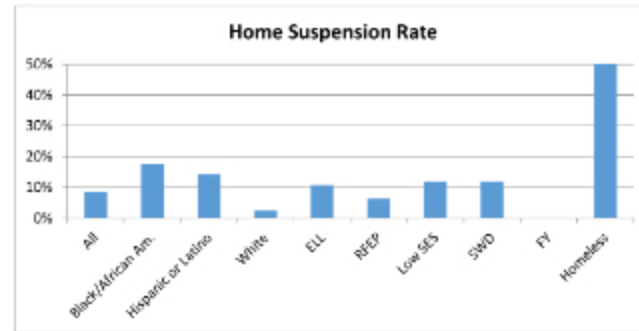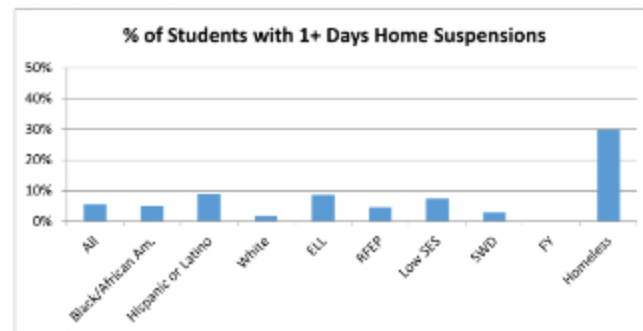
* Low SES: Low SES includes low income students and students whose parents have not completed high school.

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

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

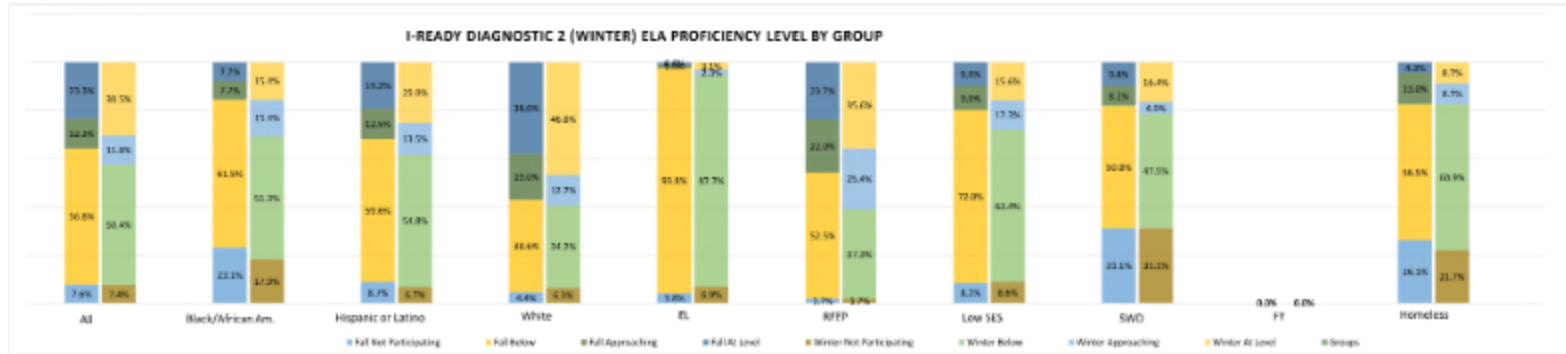| Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	407	31	231	50	95	30	205	48	124				
Black/African Am.	39	9	24	3	3	7	20	6	6				
Hispanic or Latino	104	9	62	13	20	7	57	14	26				
White	158	7	61	30	60	10	54	20	74				
EL	130	5	122	2	1	9	114	3	4				
RFEP	59	1	31	13	14	1	22	15	21				
Low SES	243	20	175	24	24	21	154	30	38				
SWD	61	39	31	5	6	19	29	3	10				
FY	1	0	1	0	0	0	1	0	0				
Homeless	23	6	13	3	1	5	14	2	2				

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	407	7.6%	56.8%	12.3%	23.3%	7.4%	50.4%	11.8%	30.5%				
Black/African Am.	39	23.1%	61.5%	7.7%	7.7%	17.9%	51.3%	15.4%	15.4%				
Hispanic or Latino	104	8.7%	59.6%	12.5%	19.2%	6.7%	54.8%	13.5%	25.0%				
White	158	4.4%	38.6%	19.0%	38.0%	6.3%	34.2%	12.7%	46.8%				
EL	130	3.8%	93.8%	1.5%	0.8%	6.9%	87.7%	2.3%	3.1%				
RFEP	59	1.7%	52.5%	22.0%	23.7%	1.7%	37.3%	25.4%	35.6%				
Low SES	243	8.2%	72.0%	9.9%	9.9%	8.6%	63.4%	12.3%	15.6%				
SWD	61	31.1%	50.8%	8.2%	9.8%	31.1%	47.5%	4.9%	16.4%				
FY	1	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%				
Homeless	23	26.1%	56.5%	13.0%	4.3%	21.7%	60.9%	8.7%	8.7%				

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 LEVEL BY GROUP

Arcade Fundamental 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	107	4	71	16	16	5	62	14	26				
7	139	15	72	17	35	14	60	17	48				
8	161	12	88	17	44	11	83	17	50				

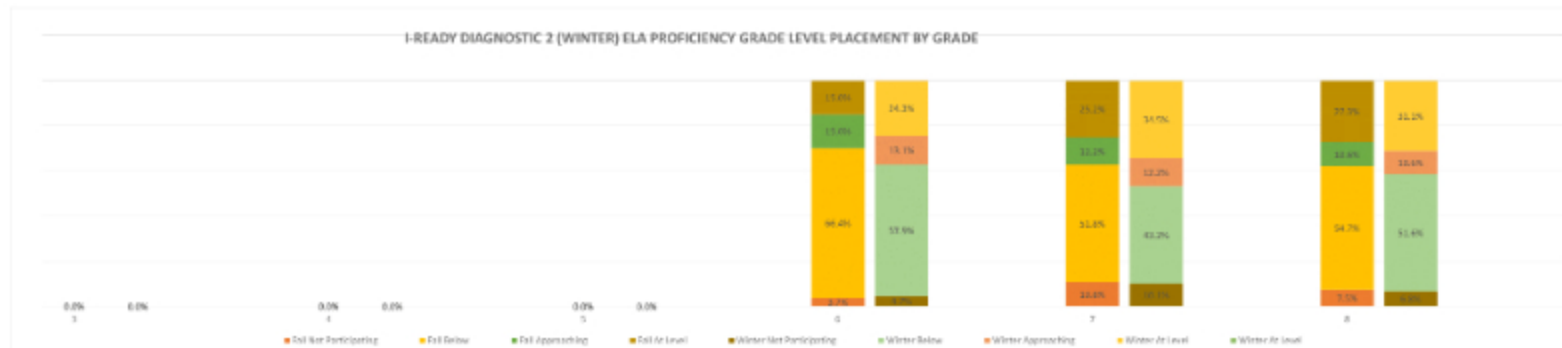| Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	0												
4	0												
5	0												
6	107	1.7%	66.4%	15.0%	15.0%	4.7%	57.9%	13.1%	24.3%				
7	139	10.8%	51.8%	12.2%	25.2%	10.1%	43.2%	12.2%	34.5%				
8	161	7.5%	54.7%	10.6%	27.3%	6.8%	51.6%	10.6%	31.1%				

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

Arcade Fundamental Middle School - i-Ready Diagnostic 2 Math Proficiency Level by Group

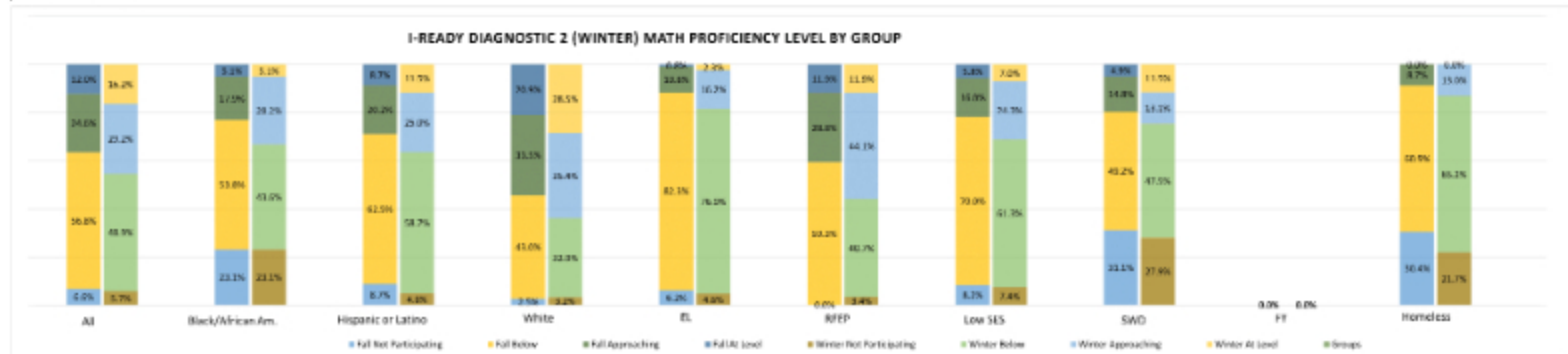| Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	407	27	231	100	49	23	199	119	66				
Black/African Am.	39	9	21	7	2	9	17	11	2				
Hispanic or Latino	104	9	65	21	9	5	61	26	12				
White	158	4	68	53	33	5	52	56	45				
EL	130	8	107	14	1	6	100	21	3				
RFEP	59	0	35	17	7	2	24	26	7				
Low SES	243	20	170	39	14	18	149	59	17				
SWD	61	19	30	6	3	17	29	8	7				
FY	1	0	1	0	0	1	0	0	0				
Homeless	23	7	14	2	0	5	15	3	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	407	6.6%	56.8%	24.6%	12.0%	5.7%	48.9%	29.2%	16.2%				
Black/African Am.	39	23.1%	53.8%	17.9%	5.1%	23.1%	43.6%	28.2%	5.1%				
Hispanic or Latino	104	8.7%	62.5%	20.2%	8.7%	4.8%	58.7%	25.0%	11.5%				
White	158	2.5%	43.0%	33.5%	20.9%	3.2%	32.9%	35.4%	28.5%				
EL	130	6.2%	82.3%	10.8%	0.8%	4.6%	76.9%	16.2%	2.3%				
RFEP	59	0.0%	59.3%	28.8%	11.9%	3.4%	40.7%	44.1%	11.9%				
Low SES	243	8.2%	70.0%	16.0%	5.8%	7.4%	61.3%	24.3%	7.0%				
SWD	61	31.1%	49.2%	14.8%	4.9%	27.9%	47.5%	13.1%	11.5%				
FY	1	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%				
Homeless	23	30.4%	60.9%	8.7%	0.0%	21.7%	65.2%	13.0%	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) MATH PROFICIENCY LEVEL BY GROUP

Arcade Fundamental 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	107	5	63	30	12	7	53	33	14				
7	139	11	75	36	17	9	61	44	25				
8	161	11	96	34	20	7	85	42	27				

| 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	107	4.7%	58.1%	28.0%	11.2%	6.5%	49.5%	30.8%	13.1%				
7	139	7.9%	54.0%	25.9%	12.2%	6.5%	43.9%	31.7%	18.0%				
8	161	6.8%	59.6%	21.1%	12.4%	4.3%	52.8%	26.1%	16.8%				

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
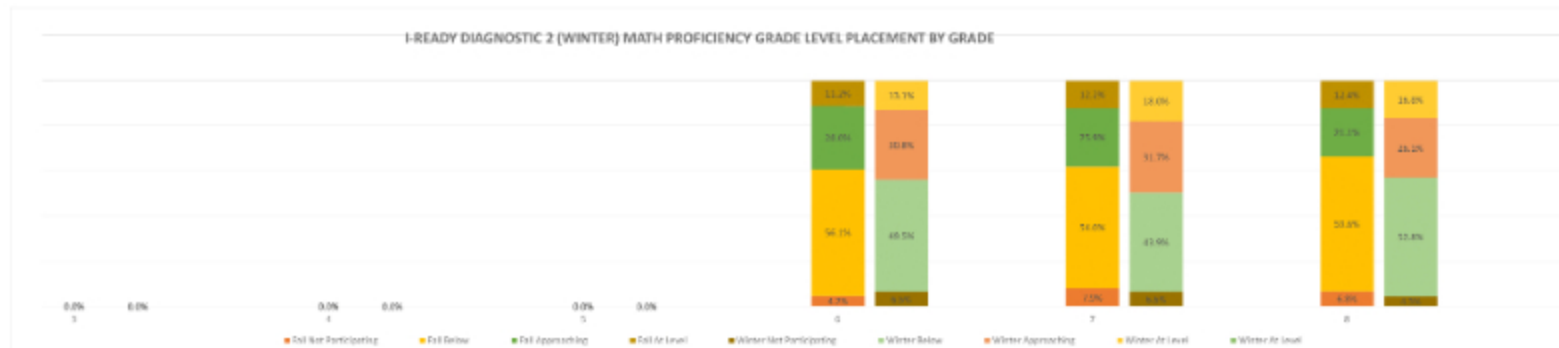
Conclusions based on this data:

1. On the winter implementation of the iReady assessment in Reading, 30% of students in grades 6-8 met or exceeded growth targets.
   On the winter implementation of the iReady assessment in Reading, 52% of students of students in grades 6-8 are two or more grade levels behind.

   On the winter implementation of the iReady assessment in Mathematics, 21% of students in grades 6-8 met or exceeded growth targets.
   On the winter implementation of the iReady assessment in Mathematics, 51% of students of students in grades 6-8 are two or more grade levels behind.

   Based on this data, the number of students who are meeting or exceeding the standards and the growth targets are low in both ELA and Math. Targeted interventions are needed to support the students that are not meeting the growth targets and that are not meeting the standards.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Connected School Communities

LEA/LCAP Goal

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

SPSA/Goal 1

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

Annual Review

SPSA Year Reviewed: 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?

We looked at data from the District Survey to parents, students, and staff. We also gauged engagement by attendance at school events (Back-to-School Night, Family Information Night, Open House, and STEAM Week. We also used anecdotal data received from families by administration, teachers, and office staff.

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

Giving each student a planner to use to monitor their classroom assignments was highly beneficial, according to teachers. We also received positive feedback from families about the number of translators at each event.

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

We did not need to allocate as much towards translators because it did not cost as much as we had anticipated. We also use our own classified staff to perform outreach to families, and they are providing much more support than we anticipated, so we have increased the amount allocated to 1.4 for the 2023-2024 school year.

2022-23
Identified Need

Data results from the school survey indicate a need to continue to focus on connected school communities.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
District survey, parent response to "the school offers parents opportunities to be involved in school and classroom activities."	Parent response: 40.2% strongly agree or agree	Raise Agreement Overall by 10%
District survey, parent response to "the staff at our school listen to parent concerns about issues."	Parent response: 55.7% strongly agree or agree	Raise Agreement Overall by 10%
District survey, parent response to "this school actively seeks the input of parents/staff before making important decisions."	Parent response: 40.7% strongly agree or agree	Raise Agreement Overall by 10%

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

Strategy/Activity & Proposed Expenditures

1.1	Provide school agendas to promote parent/teacher communication and student organization.	X All Students English Learners Low-Income Students Foster Youth Other	Admin, teachers	LCFF Supplemental Site Allocation	4,000	School year 2023-24

1.2	Communication services, including translation services, to provide families and community school information in home languages.	X All Students English Learners Low-Income Students Foster Youth Other	Admin, teachers	Title I Part A Parent Involvement	1,500	School year 2023-24
1.3	Provide staff additional hours to make parent phone calls and provide additional assistance to parents.	X All Students English Learners Low-Income Students Foster Youth Other	Admin	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Parent Involvement 1000-1999: Certificated Personnel Salaries	7,500 2,188	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

Healthy Environments for Socio-Emotional Growth

LEA/LCAP Goal

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

SPSA/Goal 2

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

Annual Review

SPSA Year Reviewed: 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?

We examined the numbers of students engaged in lunchtime activities each month. Our committees (Academic and Attendance/Citizenship) reviewed participation for incentive events after each event. We also examined suspension, other discipline data, and attendance data bimonthly at various meetings, including PBIS. Our SCIA also regularly updated staff in regards to supports for students on the Check-in/Check-out system.

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

Having lunchtime activities reduced the number of behavioral incidents happening at lunch.

Our commitment to WEB and PBIS has been positively received by staff. We have fully implemented PBIS in the 2022-2023 school year, which is ahead of our original plan, and we will implement WEB more fully in the 2022-2023 school year. We hope that both

programs will further improve school culture and reduce disciplinary incidents. We are still concerned about chronic absenteeism, which our Attendance Celebrations Committee will focus on next year, in addition to tardies.

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

In regards to lunchtime activities, we identified a greater academic need around providing additional access to organized, team sport activities, so we moved a lot of funding for this into Goal 3, which focuses on academics.

We decided to ensure that our SEL curriculum always has an academic focus, so we will be moving that item to Goal 3 as well.

Our Attendance Celebration Committee and PBIS Committee carefully analyzed their budgets and decided that they could still provide adequate supports to students in these areas with less funding than in the 2022-2023 school year.

2022-23
Identified Need

Healthy Environments for Social/Emotional Growth. Arcade will support students with social/emotional needs through WEB, PBIS, the Attendance Celebrations Committee and through using a School Community Intervention Assistant.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
District survey, student response to "there is an adult from the school who checks in on how students are doing."	Students: 51.3%	Growth in overall agreement of 10%
District survey, student response to "people are respectful to others at this school."	Students: 37.3%	Growth in overall agreement of 10%
District survey, student response to "School Culture/Sense of Belonging" category.	Students: 70.6%	Growth in overall agreement of 10%
School Chronic Absenteeism	In the fall semester of 2021-2022, 53.9% of students had "regular attendance," while 16.6% of students were "at risk of	Decrease "chronically absent" students by 10%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	being chronically absent," and 29.5% were "chronically absent."	
School Home Suspension Rate	In the fall semester of 2021-2022, the suspension rate was 9.9%	Decrease the suspension rate by 3%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Supporting school culture and connecting students to the school through lunchtime organized academic activities. Having sports equipment available to check out during lunch to engage students in positive interactions. including but not limited to awards.	X All Students English Learners Low-Income Students Foster Youth Other	Admin, teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	3,000 3,878	School year 2023-24
2.2	Supporting school culture through positive	X All Students English Learners Low-Income Students Foster Youth	Admin, counselors, teachers	LCFF Supplemental Site Allocation	3,000	School year 2023-24

	rewards and incentives to students for academic progress, such as through the Academic Celebrations Committee.	Other		4000-4999: Books And Supplies		
2.3	Attendance incentive program to help increase ADA to 97% over the course of the school year.	X All Students English Learners Low-Income Students Foster Youth Other	Admin, teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3,000	School year 2023-24
2.4	Provide necessary supplemental school supplies to students in need.	X All Students English Learners Low-Income Students Foster Youth Other	Admin, counselors, social workers, teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies	4,000	School year 2023-24
2.5	Support student culture and connectedness through Student Government,	X All Students English Learners Low-Income Students Foster Youth Other	Admin, teachers	LCFF Supplemental Site Allocation 1000-1999: Certificated	2,100	School year 2023-24

					Personnel Salaries		
	WEB, and other activities that provide a positive school experience.						
2.6	Provide experiences for students. Includes transportation and fees.	X All Students English Learners Low-Income Students Foster Youth Other	Admin, teachers	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	25,000	School year 2023-24
2.7	Incentives to support PBIS, Tier 1 and Tier 2	X All Students English Learners Low-Income Students Foster Youth Other	Admin, teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	8,500	School year 2023-24
2.8	Off-set cost of additional Vice Principal	X All Students English Learners Low-Income Students Foster Youth Other	Admin	LCFF Supplemental Site Allocation 1000-1999: Certificated	17,194 6,488	School year 2023-24

				Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits		
2.9	School Community Intervention Assistant	X All Students English Learners Low-Income Students Foster Youth Other	Admin	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	37,240 26,434	School year 2023-24
2.10	Period release to support Tier 1 and Tier 2 PBIS programs. Paid for out of ELO 1.07.	X All Students English Learners Low-Income Students Foster Youth Other	Admin, teachers			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

Engaging Academic Programs

LEA/LCAP Goal

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

SPSA/Goal 3

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

Annual Review

SPSA Year Reviewed: 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?

We looked at anecdotal data around our flex period monthly, and we monitored student grades monthly as well. We also looked at iReady scores to see improvements for our EL students and our entire population to monitor the effectiveness of our flex period. We also monitored the number of students our counselor was providing services to on a weekly basis.

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

Our school counselor was also able to create lessons to use during our flex period that had an SEL focus and were directly targeted to issues we were seeing on campus. We experienced increased engagement with our high-interest reading materials and digital subscriptions, including Learning Ally. The data, both in PE grades and in behavior incidents at lunch, have shown that students need more opportunities to engage in highly structured team-based activities with their peers.

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

In order to support students reaching various PE standards, we have allocated more funds to providing organized academic activities at lunch. We experienced such success with our counselor-created SEL lessons, including increased student engagement and common language used around campus, that we have decided to expand this program and ensure that each lesson also has a site-wide academic focus. We have created a new allocation of $10,000 to support this. Because of the increased engagement with our new reading materials, we have decided to double the allocation towards this expenditure. We have identified several conferences that directly support our site programs (STEAM, equitable grading practices, etc.), so we have also increased the allocation for that expenditure. In addition to the BIA support we receive through district supplemental LCFF funds, we are also going to support our English Learners further by providing increased intervention opportunities and by lowering class size of the ELD Directed Study classes (this does not have a cost associated with it through Title or LCFF).

2022-23
Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
iReady ELA Data (for 6th grade only)	No comparable data yet We will use Fall 2022 ELA iReady data and compare it to the Winter 2022 ELA iReady data to ensure the intervention model in 6th-grade ELA classes is sufficiently impactful.	Increase students who meet or exceed standards by 10%.
EL Placements	No comparable data For the 2022-2023 school year, there will be 113 students receiving ELD services. Twenty-five students will begin the year in ELD Directed Study.	50% of students in ELD Directed Study will reclassify and 50% of students in an ELD class will meet the qualification to move to the next level class the following year.
iReady ELA Data (for 7th and 8th grade only)	On the winter implementation of the iReady assessment in Reading, 28% of students in grade 7 met or exceeded growth targets.	Increase students who meet or exceed standards by 3% in each grade level

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	On the winter implementation of the iReady assessment in Reading, 35% of students in grade 8 met or exceeded growth targets.	
iReady Math Data (for all grade levels)	On the winter implementation of the iReady assessment in Mathematics, 21% of students in grades 6-8 met or exceeded growth targets.	Increase students who meet or exceed standards by 3%

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 organized, group activities during lunchtime to support PE curriculum/standards	X All Students English Learners Low-Income Students Foster Youth Other	Teachers	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	30,000	School year 2023-24
3.2	Purchase high interest, diverse, and representative contemporary reading materials to bridge elementary to	All Students X English Learners X Low-Income Students X Foster Youth Other	English Department, Library/Media Tech, Admin	Title I Part A Site Allocation 4000-4999: Books And Supplies	12,000	School year 2023-24

		middle school reading gap (e-books and hard copies)					
3.3		Supplemental supplies and materials to support Common Core learning.	X All Students English Learners Low-Income Students Foster Youth Other	Admin, teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies	25,000	School year 2023-24
3.4		Support Flex (Intervention) Period implementation	X All Students English Learners Low-Income Students Foster Youth Other	Admin, teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies	5,000	School year 2023-24
3.5		Curriculum design for academic site-wide lessons with an SEL focus	X All Students English Learners Low-Income Students Foster Youth Other	Admin, teachers	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	10,000	School year 2023-24
3.6		Provide additional	X All Students English Learners	Admin, teachers	LCFF Supplemen		School year 2023-24

	language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher (BIA/IA). Two .75 FTE BIAs	Low-Income Students Foster Youth Other		tal Centralized Services (District Only) 2000-2999: Classified Personnel Salaries LCFF Supplemental Centralized Services (District Only) 3000-3999: Employee Benefits		
3.7	Provide collaboration and planning time for teachers to build supplemental curriculum.	X All Students English Learners Low-Income Students Foster Youth Other	Admin, teachers	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	4,000	School year 2023-24
3.8	Release period for targeted interventions	X All Students English Learners Low-Income Students	Admin, teachers	Title I Part A Site Allocation	21,841 7,561	School year 2023-24

		for English learners	Foster Youth Other		1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits		
3.9		Provide additional counseling services for parents and students in the area of education, student performance, personal and social relations and parent and family relations. .5 FTE Counselor	X All Students English Learners Low-Income Students Foster Youth Other	Admin, teachers	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	37,657 10,054	School year 2023-24
3.10		Ensure all English Learners receive Designated and Integrated English Language	All Students X English Learners Low-Income Students Foster Youth Other	ELD teacher	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	178,020	School year 2023-24

	Development daily (ELD). 1.0 ELD Teacher					
3.11	Provide additional, middle school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. .5 FTE Counselor	X All Students X English Learners Low-Income Students Foster Youth Other	Admin	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries LCFF Supplemental Centralized Services (District Only) 3000-3999: Employee Benefits	37,657 10,054	School year 2023-24
3.12	Send staff to trainings and conferences to support instruction, STEAM integration, etc.	X All Students English Learners Low-Income Students Foster Youth Other	Teachers, Admin	Title I Part A Site Allocation 5000-5999: Services And Other Operating	20,000	School year 2023-24

				Expenditures		
3.13		All Students English Learners Low-Income Students Foster Youth Other				
3.14	Technology and digital classroom enhancements to support and supplement student learning across the curriculum and to assist in closing the achievement gap	X All Students English Learners Low-Income Students Foster Youth Other	Admin	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures Title I Part A Site Allocation 4000-4999: Books And Supplies	18,000 13,000	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

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

Annual Review

SPSA Year Reviewed: 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?

We used anecdotal evidence, attendance data, and course request data to monitor the effectiveness of the STEAM program.

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

We were able to create a STEAM Committee, which meets 1-2 times a month to monitor the progress of the program and make necessary improvements. We have continued to incorporate STEAM into our Open House event, and we receive a lot of positive feedback from families. STEAM Week was also very successful, according to staff, as students were very engaged in the activities. We also implemented an inaugural STEAM Day event, which was successful because every 6th and 7th grader were able to participate in a 1.5-hour STEAM block during the day while 8th graders attended a science-based field trip to the Exploratorium. We also continue to monitor the student sign-ups for our STEAM classes, and we are even had the sign-ups to introduce a new STEAM Media class in the 2023-2024 school year.

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

We have purchased so many supplies to improve our program over the past few years, that we were able to allocate a bit less for these purchases for this coming year, but we do have a new STEAM Media class and need to properly fund the equipment needed for the class.

2022-23
Identified Need

Based on our anecdotal data from staff and students, there remains a need to grow our STEAM pathway.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Number of students selecting STEAM elective during course selection	NA	baseline
Survey students and families to gauge engagement, interest, and success of STEAM Week and STEAM Night activities	NA	baseline

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	STEAM elective pathway. Exploration classes 1 and 2 build to Exploration 3, a year-long STEAM/Media	X All Students English Learners Low-Income Students Foster Youth Other	Admin, teachers			School year 2023-2024

		class. Classes for the pathway are paid for out of ELO funds.					

4.2		Supplies and curriculum for supplemental STEAM pathway/classes	X All Students
			  English Learners
			  Low-Income Students
			  Foster Youth
			  Other
				Admin, teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies	5,000	School year 2023-2024

4.3		STEAM kits and other supplies for STEAM Week, STEAM Day, and other school-wide STEAM Events	X All Students
			  English Learners
			  Low-Income Students
			  Foster Youth
			  Other
				Admin, teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies	19,338	School year 2023-2024

4.4		Technology for STEAM/Media program	X All Students
			  English Learners
			  Low-Income Students
			  Foster Youth
			  Other
				Admin, teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies	5,000	School year 2023-2024

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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endcollapse					

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	$351,726
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$624,204.00

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)	$47,711.00
LCFF Supplemental English Learner Central	$178,020.00
LCFF Supplemental Site Allocation	$48,160.00
Title I Part A Parent Involvement	$3,688.00
Title I Part A Site Allocation	$346,625.00

Subtotal of state or local funds included for this school: $624,204.00

Total of federal, state, and/or local funds for this school: $624,204.00

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	48,160	0.00
LCFF Supplemental English Learner Central	178,020	0.00
LCFF Supplemental Centralized Services (District Only)	47,711	0.00
Title I Part A Site Allocation	346,625	0.00
Title I Part A Parent Involvement	3,688	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	47,711.00
LCFF Supplemental English Learner Central	178,020.00
LCFF Supplemental Site Allocation	48,160.00
Title I Part A Parent Involvement	3,688.00
Title I Part A Site Allocation	346,625.00

Expenditures by Budget Reference

Budget Reference	Amount
	5,500.00
1000-1999: Certificated Personnel Salaries	352,035.00
2000-2999: Classified Personnel Salaries	37,240.00
3000-3999: Employee Benefits	60,591.00
4000-4999: Books And Supplies	105,838.00
5000-5999: Services And Other Operating Expenditures	63,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	37,657.00
3000-3999: Employee Benefits	LCFF Supplemental Centralized Services (District Only)	10,054.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	178,020.00
	LCFF Supplemental Site Allocation	4,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	23,172.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	6,488.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	14,500.00
	Title I Part A Parent Involvement	1,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A Parent Involvement	2,188.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	110,998.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	37,240.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	44,049.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	91,338.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	63,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	15,188.00
Goal 2	139,834.00
Goal 3	439,844.00
Goal 4	29,338.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Lindsey McManigal	Principal
Mariela Jimenez	Other School Staff
Vicky Velasco	Classroom Teacher
Donna Pool	Classroom Teacher
Dan Androlowicz	Classroom Teacher
Kristin Baker	Classroom Teacher
Linda Litka	Parent or Community Member
Tamara Wahlquist	Parent or Community Member
Denna Cobabe	Parent or Community Member
Hannah Fox	Secondary Student
Wasy Ramakey	Secondary Student
Hadia Rahimi	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
(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 22, 2023.

Attested:

(signature)	Principal, Lindsey McManigal on 05.22.23
(signature)	SSC Chairperson, Vicky Velasco on 05.22.23

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

Arcade Fundamental Middle School

Funding Source: LCFF Supplemental Centralized Services (District Only)   **$47,711.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide additional, middle school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. .5 FTE Counselor	1000-1999: Certificated Personnel Salaries	$37,657.00	Engaging Academic Programs	Counseling services for students. After school tutoring support will be offered by teachers to support the needs of our English Learners and underachieving students.
	3000-3999: Employee Benefits	$10,054.00	Engaging Academic Programs	Counseling services for students. After school tutoring support will be offered by teachers to support the needs of our English Learners and underachieving students.
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		$47,711.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		$0.00		

Funding Source: LCFF Supplemental English Learner Central   **$178,020.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). 1.0 ELD Teacher	1000-1999: Certificated Personnel Salaries	$178,020.00	Engaging Academic Programs	
LCFF Supplemental English Learner Central Total Expenditures:		$178,020.00		
LCFF Supplemental English Learner Central Allocation Balance:		$0.00		

Arcade Fundamental Middle School

Funding Source: LCFF Supplemental Site Allocation   **$48,160.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Incentives to support PBIS, Tier 1 and Tier 2	4000-4999: Books And Supplies	$8,500.00	Healthy Environments for Socio-Emotional Growth	
Off-set cost of additional Vice Principal	1000-1999: Certificated Personnel Salaries	$17,194.00	Healthy Environments for Socio-Emotional Growth	
Provide school agendas to promote parent/teacher communication and student organization.		$4,000.00	Connected School Communities	
Supporting school culture through positive rewards and incentives to students for academic progress, such as through the Academic Celebrations Committee.	4000-4999: Books And Supplies	$3,000.00	Healthy Environments for Socio-Emotional Growth	
Attendance incentive program to help increase ADA to 97% over the course of the school year.	4000-4999: Books And Supplies	$3,000.00	Healthy Environments for Socio-Emotional Growth	
Support student culture and connectedness through Student Government, WEB, and other activities that provide a positive school experience.	1000-1999: Certificated Personnel Salaries	$2,100.00	Healthy Environments for Socio-Emotional Growth	
	1000-1999: Certificated Personnel Salaries	$3,878.00	Healthy Environments for Socio-Emotional Growth	
	3000-3999: Employee Benefits	$6,488.00	Healthy Environments for Socio-Emotional Growth	

LCFF Supplemental Site Allocation Total Expenditures: $48,160.00

LCFF Supplemental Site Allocation Allocation Balance: $0.00

Arcade Fundamental Middle School

Funding Source: Title I Part A Parent Involvement   **$3,688.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Communication services, including translation services, to provide families and community school information in home languages.		$1,500.00	Connected School Communities	
	1000-1999: Certificated Personnel Salaries	$2,188.00	Connected School Communities	

Title I Part A Parent Involvement Total Expenditures:	$3,688.00		
Title I Part A Parent Involvement Allocation Balance:	$0.00		

Funding Source: Title I Part A Site Allocation   **$346,625.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Supporting school culture and connecting students to the school through lunchtime organized academic activities. Having sports equipment available to check out during lunch to engage students in positive interactions. including but not limited to awards.	4000-4999: Books And Supplies	$3,000.00	Healthy Environments for Socio-Emotional Growth	
Provide staff additional hours to make parent phone calls and provide additional assistance to parents.	1000-1999: Certificated Personnel Salaries	$7,500.00	Connected School Communities	
Provide experiences for students. Includes transportation and fees.	5000-5999: Services And Other Operating Expenditures	$25,000.00	Healthy Environments for Socio-Emotional Growth	
Provide necessary supplemental school supplies to students in need.	4000-4999: Books And Supplies	$4,000.00	Healthy Environments for Socio-Emotional Growth	

	3000-3999: Employee Benefits	$26,434.00	Healthy Environments for Socio-Emotional Growth
Provide organized, group activities during lunchtime to support PE curriculum/standards	1000-1999: Certificated Personnel Salaries	$30,000.00	Engaging Academic Programs
Purchase high interest, diverse, and representative contemporary reading materials to bridge elementary to middle school reading gap (e-books and hard copies)	4000-4999: Books And Supplies	$12,000.00	Engaging Academic Programs
Supplemental supplies and materials to support Common Core learning.	4000-4999: Books And Supplies	$25,000.00	Engaging Academic Programs
Support Flex (Intervention) Period implementation	4000-4999: Books And Supplies	$5,000.00	Engaging Academic Programs
Curriculum design for academic site-wide lessons with an SEL focus	1000-1999: Certificated Personnel Salaries	$10,000.00	Engaging Academic Programs
Provide collaboration and planning time for teachers to build supplemental curriculum.	1000-1999: Certificated Personnel Salaries	$4,000.00	Engaging Academic Programs
Release period for targeted interventions for English learners	1000-1999: Certificated Personnel Salaries	$21,841.00	Engaging Academic Programs
Provide additional counseling services for parents and students in the area of education, student performance, personal and social relations and parent and family relations. .5 FTE Counselor	1000-1999: Certificated Personnel Salaries	$37,657.00	Engaging Academic Programs
School Community Intervention Assistant	2000-2999: Classified Personnel Salaries	$37,240.00	Healthy Environments for Socio-Emotional Growth
	4000-4999: Books And Supplies	$13,000.00	Engaging Academic Programs
Supplies and curriculum for supplemental STEAM pathway/classes	4000-4999: Books And Supplies	$5,000.00	Clear Pathways to Bright Futures

Arcade Fundamental Middle School

STEAM kits and other supplies for STEAM Week, STEAM Day, and other school-wide STEAM Events	4000-4999: Books And Supplies	$19,338.00	Clear Pathways to Bright Futures
Technology for STEAM/Media program	4000-4999: Books And Supplies	$5,000.00	Clear Pathways to Bright Futures
Send staff to trainings and conferences to support instruction, STEAM integration, etc.	5000-5999: Services And Other Operating Expenditures	$20,000.00	Engaging Academic Programs
Technology and digital classroom enhancements to support and supplement student learning across the curriculum and to assist in closing the achievement gap	5000-5999: Services And Other Operating Expenditures	$18,000.00	Engaging Academic Programs
	3000-3999: Employee Benefits	$7,561.00	Engaging Academic Programs
	3000-3999: Employee Benefits	$10,054.00	Engaging Academic Programs

Title I Part A Site Allocation Total Expenditures: $346,625.00

Title I Part A Site Allocation Allocation Balance: $0.00

Arcade Fundamental Middle School Total Expenditures: $624,204.00