School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Arden Middle School	34-67447-6034359	5/28/2024	July 30, 2024

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 the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

Arden Middle School met the criteria for ATSI for the following indicators and/or student groups:
ELA - English learners and Students with Disabilities
Math - Students with Disabilities
Absenteeism - English learners and Students with Disabilities

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.

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards
Goal 2: Student Engagement and Course Access
Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

Table of Contents

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

Please refer to the School and Student Performance Data section where an analysis is provided.

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

Input from Educational Partners

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

Involvement Process for the SPSA and Annual Review and Update

Whole staff analyzed assessment and school survey data; whole staff then completed a needs assessment and built consensus around allocation of LCFF funds for 2024-2025; School Site Council concurred with analysis and needs assessment, and approved the LCFF plan. The plan was shared and discussed with ELAC and SLT. The staff, SSC, SLT, and ELAC discussed the supports needed for student learning.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.35%	0.65%	0.42%	3	6	4
African American	4.29%	3.9%	5.44%	37	36	52
Asian	6.15%	7.27%	8.26%	53	67	79
Filipino	0.46%	0.54%	0.73%	4	5	7
Hispanic/Latino	25.87%	25.49%	26.36%	223	235	252
Pacific Islander	1.04%	1.08%	0.84%	9	10	8
White	53.83%	52.6%	50.10%	464	485	479
Multiple/No Response	8.00%	8.46%	7.85%	69	78	75
			Total Enrollment	862	922	956

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	228	230	231
Grade 7	339	357	342
Grade 8	295	335	383
Total Enrollment	862	922	956

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	77	83	92	9.40%	8.9%	9.6%
Fluent English Proficient (FEP)	109	127	143	12.80%	12.6%	15.0%
Reclassified Fluent English Proficient (RFEP)				11.1%		

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
922	**37.9**	**9**	**0.1**
Total Number of Students enrolled in Arden Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	83	9
Foster Youth	1	0.1
Homeless	10	1.1
Socioeconomically Disadvantaged	349	37.9
Students with Disabilities	86	9.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	36	3.9
American Indian	6	0.7
Asian	67	7.3
Filipino	5	0.5
Hispanic	235	25.5
Two or More Races	78	8.5
Pacific Islander	10	1.1
White	485	52.6

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Yellow		
English Learner Progress Red		

Conclusions based on this data:

1. Overall academic performance in ELA and Mathematics is a strength.

2. Improvements need to be made with Chronic Absenteeism.

3. Improvements need to be made with Suspension.

School and Student Performance Data

Academic Performance
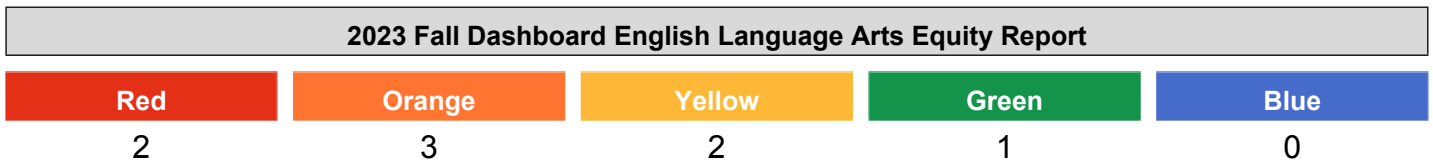## English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	3	2	1	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Red	Less than 11 Students
2.5 points below standard	87.8 points below standard	1 Student
Increased +5.2 points	Decreased -3.2 points	
875 Students	132 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Red
10 Students	46.7 points below standard	79.4 points below standard
	Increased +5.2 points	Maintained -1.1 points
	367 Students	83 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	Less than 11 Students	Orange	Less than 11 Students
61.5 points below standard		43.6 points below standard	
Maintained -1.3 points	5 Students	Decreased -14.7 points	5 Students
33 Students		65 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Yellow	Less than 11 Students	Green
30.2 points below standard	3.8 points below standard		22.2 points above standard
Maintained +2.7 points	Maintained +0.6 points	8 Students	Increased +10.4 points
224 Students	72 Students		463 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
139.4 points below standard	58.3 points below standard	14.3 points above standard
Decreased -14.2 points	Decreased Significantly -16.2 points	Increased +8.7 points
48 Students	84 Students	678 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students scored 2.5 points below standard which was an increase from the previous school year. Our lowest performing student groups are English learners and Students with Disabilities. English learners scored 87.8 points below standard which was a decrease from the previous school year. Students with disabilities scored 79.4 points below standard which was similar to the previous school year.
Only Arden's white students are performing at or above standard on the 2023 Fall English Language Arts Dashboard.

In 2022-23, IXL program was used as a support intervention tool to fill in the learning gaps of ELA. Before and afterschool tutoring was provided daily for students who needed support in ELA. Technology was purchased (mac books) to increase the access to online ELA curriculum and supports. Daily students planners were provided for all students to help students monitor progress.

Reclassified English Learners are still performing below standard on English Language Arts, they are showing a decrease of over 16 points.

Our English Learners, Socioeconomically Disadvantaged, African American, Asian, Hispanic and two of more races need intervention support, technology, IXL to support gaps in learning and professional development

School and Student Performance Data
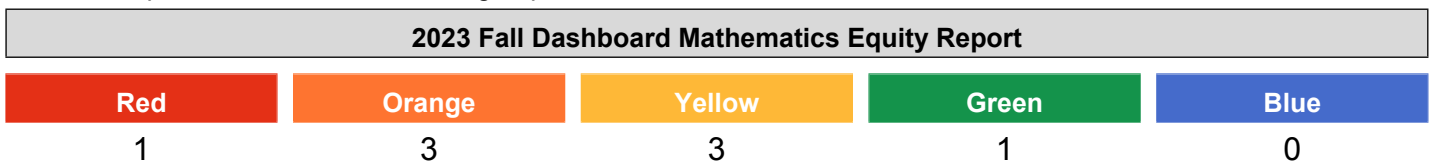
Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	3	3	1	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	Less than 11 Students
36.9 points below standard	121 points below standard	
Increased +11.6 points	Increased +3.2 points	1 Student
864 Students	130 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Yellow	Red
	82 points below standard	148 points below standard
10 Students	Increased +12.6 points	Decreased Significantly -27.5 points
	359 Students	83 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	Less than 11 Students	Orange	Less than 11 Students
112.1 points below standard	5 Students	86.6 points below standard	5 Students
Increased +5.7 points		Maintained +0.1 points	
33 Students		63 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Yellow	Less than 11 Students	Green
67.8 points below standard	37.7 points below standard	8 Students	9.8 points below standard
Increased Significantly +15.5 points	Increased +6.6 points		Increased +11 points
221 Students	71 Students		460 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
171.3 points below standard	91.5 points below standard	22.4 points below standard
Maintained -1.9 points	Decreased Significantly -15.5 points	Increased +11.6 points
48 Students	82 Students	670 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students scored 36.9 points below standard which was an increase from the previous school year. Our lowest performing student group is Students with Disabilities. Students with Disabilities scored 148 points below standard which was a significant decrease from the previous school year.
Only Arden's white students are performing at or above standard on the 2023 Math Dashboard.

In 2022-23, IXL program was used as a support intervention tool to fill in the learning gaps of Math. Before and afterschool tutoring was provided daily for students who needed support in Math. Technology was purchased (mac books) to increase the access to online Math curriculum and supports. Daily students planners were provided for all students to help students monitor progress.

Reclassified English Learners are still performing below standard on Math, they are showing a decrease of over 15 points.

All students will be provided before and after school math tutoring to supplement their learning needs. Specifically, our students with disabilities, will be targeted to provide access to all programs and supports (tutoring, IXL). IXL program

will also be used as a math intervention to support and improve math skills for all students however, specifically targeting students with disabilities.

Our English Learners, Socioeconomically Disadvantaged, African American, Asian, Hispanic and two of more races need intervention support, technology, IXL to support gaps in learning and professional development

School and Student Performance Data

Academic Performance
## English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Red
0.433% making progress towards English language proficiency
Number of EL Students: 60 Students
Performance Level: 2
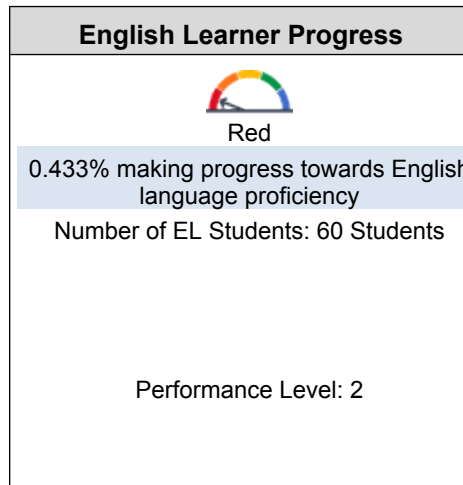
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12	22	0	25

Lowest Performing Group:
Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

57% of our EL learners are not progressing at least one ELPI Level. We have 25 students that made at least one ELPI level of progress yet we had 22 that maintained and 12 that decreased one level.
Lacking permanent faculty, an increase in EL students, lack of curricular supports/interventions in 2023-23
ELD curriculum, small group tutoring and professional development

School and Student Performance Data

Academic Performance
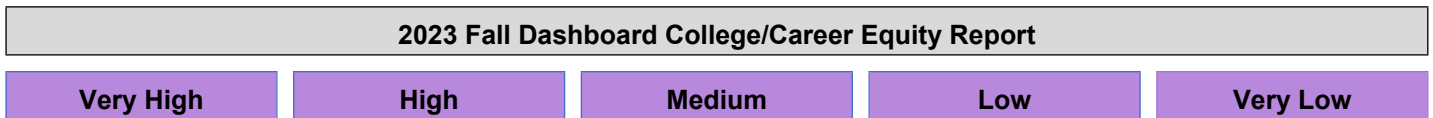## College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
N/A	N/A	N/A
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
N/A	N/A	N/A

2023 Fall Dashboard College/Career Reportby Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
N/A	N/A	N/A	N/A
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

School and Student Performance Data

Academic Engagement
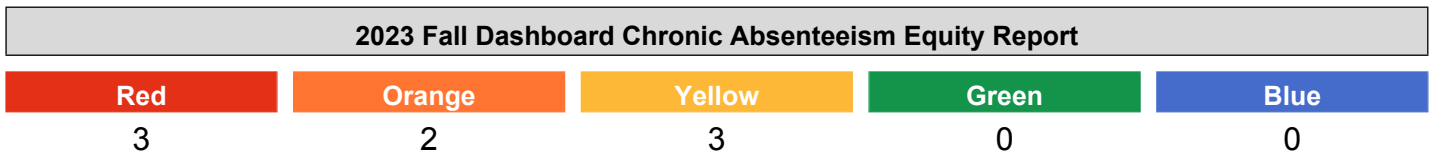## Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	2	3	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Red	Less than 11 Students
18.2% Chronically Absent	28% Chronically Absent	
Declined Significantly -4.2	Maintained 0.2	1 Student
948 Students	100 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
58.3% Chronically Absent	Yellow	Red
Increased 13.9	29.3% Chronically Absent	25.3% Chronically Absent
12 Students	Declined Significantly -3.3	Increased 0.8
	413 Students	99 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	Less than 11 Students	Orange	Less than 11 Students
33.3% Chronically Absent	6 Students	24.3% Chronically Absent	5 Students
Declined -11.4		Declined -7.2	
42 Students		74 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Red	Less than 11 Students	Yellow
23.8% Chronically Absent	23.1% Chronically Absent	10 Students	12.4% Chronically Absent
Declined Significantly -5.7	Increased 1.3		Declined Significantly -3.4
240 Students	78 Students		493 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All student groups saw no growth in attendance. 18.2% of all students were chronically absent which was a significant decrease from the previous school year. Our lowest performing student groups are English learners, Students with Disabilities, and students who identify as two or more races. 28% of our English learners were chronically absent which was similar to the previous school year. 25.3% of our students with disabilities were chronically absent which was an increase from the previous school year. 23.1% of students who identify as two or more races were chronically absent which was an increase from the previous school year.

Lack of transportation support, increase in our socioeconomically disadvantaged students and lack of incentives to motivate attendance in 2022-23.
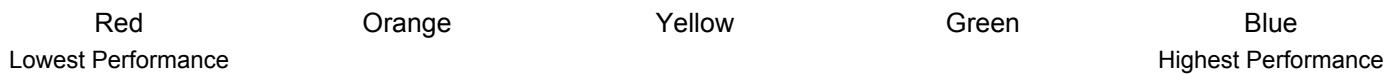
Attendance incentives and rewards

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.
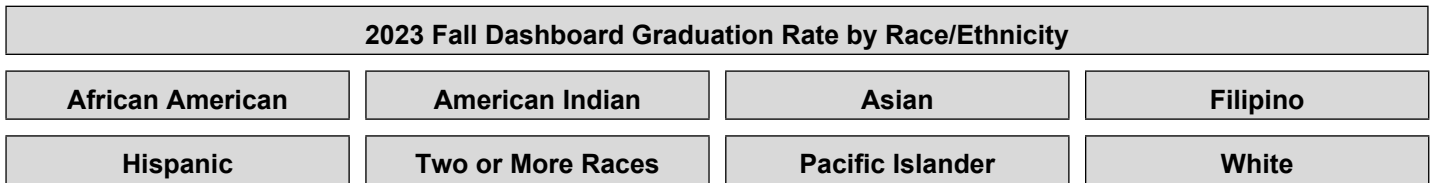
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.
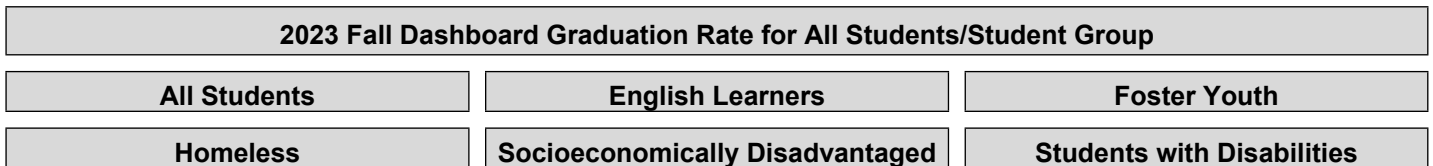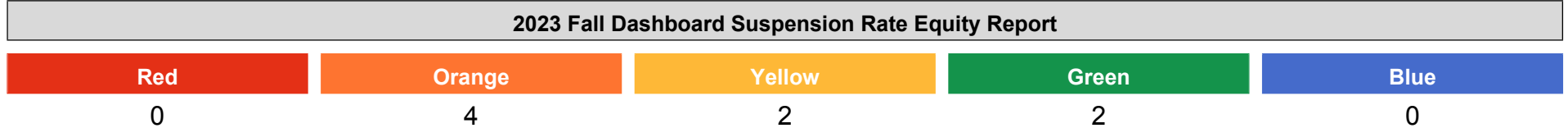
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	2	2	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Orange

5.6% suspended at least one day

Increased 0.4

975 Students

English Learners

Green

7.5% suspended at least one day

Declined -5

106 Students

Foster Youth

Less than 11 Students

2 Students

Homeless

26.7% suspended at least one day

Increased 21.4

15 Students

Socioeconomically Disadvantaged

Yellow

9.7% suspended at least one day

Declined -0.9

432 Students

Students with Disabilities

Orange

11.5% suspended at least one day

Increased 2.4

104 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
Orange	Less than 11 Students	Green	Less than 11 Students
16.7% suspended at least one day	6 Students	3.8% suspended at least one day	5 Students
Declined -1.3		Declined -5.1	
48 Students		79 Students	

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Orange	18.2% suspended at least one day	Orange
7.7% suspended at least one day	10.1% suspended at least one day	11 Students	3% suspended at least one day
Maintained -0.2	Increased 5.8		Increased 0.6
246 Students	79 Students		501 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

5.6% of all students were suspended at least on day which was an increase from last school year. Suspension rates either increased or showed no significant decrease for all reported ethnic groups, socioeconomically disadvantaged, students with disabilities and EL's.

Increase in student population, changing of demographics and a need for a positive behavior support program

Professional development, PBIS supports, materials/supplies and a rec aide to increase supervision

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

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

Annual Review

SPSA Year Reviewed: 2023-24

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?

CAASPP, I-Ready, District Survey Results Spring 2024

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

Homeroom, before and after school tutoring, IXL intervention support, student planners and increasing behavior supports. We need to increase the intervention supports for attendance.

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

Continuing homeroom for the next 2 years and repurchasing planners to help continue the communication and involvement from parents, IXL, increasing tutoring make it more accessible to all student groups.

2023-24
Identified Need

Based on the Comprehensive Needs Assessment and the above analysis of this goal, through a collaborative process with educational partners, the following need has been identified: For ELA CAASPP all students are below standard excepts for white students are 22 points above standard. For Math CAASPP all students are below standard. 57% of our EL population is not making progress in ELA and Math. 63% of our EL population are still not reclassified.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	2.5 points below standard	+3 scale score points
	English Learners	87.8 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	46.7 points below standard	
	Students with Disabilities	79.4 points below standard	
	African American	61.5 points below standard	
	American Indian		
	Asian	43.6 points below standard	
	Filipino		
	Hispanic	30.2 points below standard	
	Two or More Races	3.8 points below standard	
	Pacific Islander		
	White	22.2 points above standard	
Math State Assessment: Change in scale score	All Students	36.9 points below standard	+3 scale score points

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	English Learners	121 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	82 points below standard	
	Students with Disabilities	148 points below standard	
	African American	112.1 points below standard	
	American Indian		
	Asian	86.6 points below standard	
	Filipino		
	Hispanic	67.8 points below standard	
	Two or More Races	37.7 points below standard	
	Pacific Islander		
	White	9.8 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.433%		+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	37.50%		+2%

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	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Supplemental support materials	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3000.00	2024-25
1.2	ELA Intervention program support for lowest performing student groups.	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	13,000	2024-25
1.3	Small group Math intervention	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	15,057	2024-25

1.4	ELD Curriculum EL Achieve	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	6650.44	2024-25
1.5	EL intervention support	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	1349.56	2024-25
1.6	Professional Development for strengthening Tier I instruction	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	4329.00	2024-25

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

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

Attendance reports including daily, weekly, and monthly. Chronic absenteeism reports

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

Developing an incentive plan for improvement with incentives. Monthly tardy sweeps, SART and SARB referrals, attendance letters to families

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

Increase in attendance rewards

2023-24

Identified Need

Based on the Comprehensive Needs Assessment and the above analysis of this goal, through a collaborative process with educational partners, the following need has been identified: Attendance data indicated that all groups have a significant percentage chronic absenteeism between 10-30 %. This data indicated the need for extra resources and supports to improve attendance.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	18.2% Chronically Absent	-0.5%
	English Learners	28% Chronically Absent	
	Foster Youth		
	Homeless	58.3% Chronically Absent	
	Socioeconomically Disadvantaged	29.3% Chronically Absent	
	Students with Disabilities	25.3% Chronically Absent	
	African American	33.3% Chronically Absent	
	American Indian		
	Asian	24.3% Chronically Absent	
	Filipino		
	Hispanic	23.8% Chronically Absent	
	Two or More Races	23.1% Chronically Absent	
	Pacific Islander		
	White	12.4% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	93.36%		+2%
High School Dropout Rate:	.		

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Percentage of high school students who dropout (based on the 4-year cohort outcomes)		
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	.43%	.30%
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	.

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	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Chronic Absenteeism outreach	X All Students English Learners Low-Income Students Foster Youth	LCFF Supplemental Site Allocation	0	2024-25

		Lowest Performing			
2.2	Middle School Drop Out Naviance Program	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	0	2024-25
2.3	Attendance Rewards	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000.00	2024-25

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

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

District climate survey, suspension data, and safety committee feedback

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

Our suspension percentage rate increased for all populations. The district survey regarding safety indicated that students feel less safe than previous years.

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

SCIS position was hired to help reduce suspensions and make students feel safe at school. PBIS funding and support was geared towards increasing positive behaviors. With the increase in our EL's we designated funding to help support education and behavior.

2023-24
Identified Need

Based on the Comprehensive Needs Assessment and the above analysis of this goal, through a collaborative process with educational partners, the following need has been identified:
Decrease suspension rates for all students. Increase students perception of safety on campus and address their needs through PBIS and SCIS support and listening sessions.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	5.6% suspended at least one day	-0.3%
	English Learners	7.5% suspended at least one day	
	Foster Youth		
	Homeless	26.7% suspended at least one day	
	Socioeconomically Disadvantaged	9.7% suspended at least one day	
	Students with Disabilities	11.5% suspended at least one day	
	African American	16.7% suspended at least one day	
	American Indian		
	Asian	3.8% suspended at least one day	
	Filipino		
	Hispanic	7.7% suspended at least one day	
	Two or More Races	10.1% suspended at least one day	
	Pacific Islander	18.2% suspended at least one day	

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	White	3% suspended at least one day	
Expulsion Rate: Percentage of students expelled from school.	0.10%		0.05%
Connectedness: Percentage of students who respond "agree"or "strongly agree" in Connectedness on the district climate survey.	57.8%		60%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	57.1%		60%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).			

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	Source(s)	Proposed Allocation	Implementation Timeline
3.1	PBIS materials and rewards	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3000.00	2024-25

3.2	Recreation Aide	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	18165.00	2024-25
3.3	Professional Development around increasing student relationships.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	4329.00	2024-25
3.4	Parent Roles-outreach, parent nights, weekly communication/tal king points	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024-25

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:
Student Achievement and Implementation of Standards

| 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 |
| Provide explicit language development to emerging bilinguals based on language proficiency level. | 2024-2025 | ELD Teacher | 1000-1999: Certificated Personnel Salaries | | |
| Provide primary language support to emerging bilinguals in core classes outside of ELD. | 2024-25 | BIA | 2000-2999: Classified Personnel Salaries | | |
| Provide safety position for campus supervision | 2024-25 | Safety campus monitor | 2000-2999: Classified Personnel Salaries | | |
| Provide opportunities for students to access AVID in support of academic success moving into secondary education, college/career >6 FTE AVID Teachers | 2024-25 | .6 FTE AVID Teachers | 1000-1999: Certificated Personnel Salaries | | |
| Counselor .5 FTE Counselor | 2024-25 | Healthy Environments for Socio-Emotional Growth | 1000-1999: Certificated Personnel Salaries | | |
| Math support class for students not at grade level. .2 FTE Teacher | 2024-25 | Engaging Academic Programs | 1000-1999: Certificated Personnel Salaries | | |

SCHOOL GOAL #2:
Student Engagement and Course Access

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

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$70,880.00

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 Site Allocation	$70,880.00

Subtotal of state or local funds included for this school: $70,880.00

Total of federal, state, and/or local funds for this school: $70,880.00

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	70880	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	70,880.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	29,406.56
2000-2999: Classified Personnel Salaries	18,165.00
4000-4999: Books And Supplies	14,650.44
5800: Professional/Consulting Services And Operating Expenditures	8,658.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental Site Allocation	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	29,406.56
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	18,165.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	14,650.44
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	8,658.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	43,386.00
Goal 2	2,000.00
Goal 3	25,494.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

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

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
on file	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 28th, 2024.

Attested:

Teresa Cummings (signature)	Principal, Teresa Cummings on 5/28/24
Hayme Lake (signature)	SSC Chairperson, Hayme Lake on 5/28/24

Budget By Expenditures

Arden Middle School

Funding Source: LCFF Supplemental Site Allocation   **$70,880.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Supplemental support materials	4000-4999: Books And Supplies	$3,000.00	Connected School Communities	
ELA Intervention program support for lowest performing student groups.	1000-1999: Certificated Personnel Salaries	$13,000.00	Connected School Communities	
Small group Math intervention	1000-1999: Certificated Personnel Salaries	$15,057.00	Connected School Communities	
ELD Curriculum EL Achieve	4000-4999: Books And Supplies	$6,650.44	Connected School Communities	
EL intervention support	1000-1999: Certificated Personnel Salaries	$1,349.56	Connected School Communities	
Professional Development for strengthening Tier I instruction	5800: Professional/Consulting Services And Operating Expenditures	$4,329.00	Connected School Communities	
Chronic Absenteeism outreach		$0.00	Healthy Environments for Socio-Emotional Growth	
Middle School Drop Out Naviance Program		$0.00	Healthy Environments for Socio-Emotional Growth	
Attendance Rewards	4000-4999: Books And Supplies	$2,000.00	Healthy Environments for Socio-Emotional Growth	
PBIS materials and rewards	4000-4999: Books And Supplies	$3,000.00	Engaging Academic Programs	

Arden Middle School

Proposed Expenditure	Object Code	Amount	Goal	Action
Recreation Aide	2000-2999: Classified Personnel Salaries	$18,165.00	Engaging Academic Programs	
Professional Development around increasing student relationships.	5800: Professional/Consulting Services And Operating Expenditures	$4,329.00	Engaging Academic Programs	
All 6th-8th grade students will complete district assigned Naviance activities.	4000-4999: Books And Supplies	$0.00	Clear Pathways to Bright Futures	
EL intervention/support programs and services		$0.00	Clear Pathways to Bright Futures	
Maintain school website to include information on college and career preparation, Naviance, academic resources, and enrichment opportunities.		$0.00	Clear Pathways to Bright Futures	

LCFF Supplemental Site Allocation Total Expenditures: $70,880.00

LCFF Supplemental Site Allocation Allocation Balance: $0.00

Funding Source: Other — $0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide opportunities for students to access AVID in support of academic success moving into secondary education, college/career. .6 FTE AVID Teachers.	1000-1999: Certificated Personnel Salaries	$72,160.00	Clear Pathways to Bright Futures	

Other Total Expenditures: $72,160.00

Other Allocation Balance: $0.00

Arden Middle School Total Expenditures: $143,040.00