



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 20th, 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 school-wide 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).

Arcade Middle School met the criteria for ATSI for the following indicators and/or student groups:

- In the area of "Progress Made in English Language Arts," Asian students, English Learners, Socio-economically Disadvantaged Students, and Students with Disabilities were identified for ATSI.
- In the area of "Progress Made in Mathematics," Asian students and Hispanic students were identified for ATSI.
- In the area of "Suspensions," Asian students were identified for ATSI.

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).

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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

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

Arcade's School Site Council meets several times a year to review the current year's SPSA goals and the actions the site is taking to reach those goals, to examine data around our progress towards those goals, and to discuss making adjustments to our goals and action items for next year. Arcade's Site Council examined data related to our ATSI placement and the CA Dashboard, considered feedback from Arcade's English Learner Advisory Committee (ELAC), and considered the results from the district's climate survey. Our School Site Council finalized and adopted the action items and expenditures for next year's SPSA on May 20, 2024.

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	0.42%	0.49%	0.26%	2	2	1
African American	7.42%	7.62%	6.65%	35	31	26
Asian	19.70%	22.11%	24.55%	93	90	96
Filipino	1.06%	0.98%	0.77%	5	4	3
Hispanic/Latino	23.31%	26.04%	22.76%	110	106	89
Pacific Islander	0.42%	0.49%	0.51%	2	2	2
White	43.22%	38.33%	38.11%	204	156	149
Multiple/No Response	4.45%	3.93%	6.39%	21	16	25
	Total Enrollment			472	407	391

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	100	107	107
Grade 7	173	137	140
Grade 8	199	163	144
Total Enrollment	472	407	391

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	148	145	145	29.10%	31.4%	37.1%
Fluent English Proficient (FEP)	62	49	63	15.90%	13.1%	16.1%
Reclassified Fluent English Proficient (RFEP)				3.8%		

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
407	69	35.6	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Arcade Fundamental 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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	145	35.6
Foster Youth		
Homeless	16	3.9
Socioeconomically Disadvantaged	281	69
Students with Disabilities	53	13

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	31	7.6
American Indian	2	0.5
Asian	90	22.1
Filipino	4	1
Hispanic	106	26
Two or More Races	16	3.9
Pacific Islander	2	0.5
White	156	38.3

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.

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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.”



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Chronic Absenteeism overall was improving prior to distance learning.
2. Math and English Language Arts are performing in the middle to low range
3. Suspension for the school as a whole are are an area of concern

School and Student Performance Data

Academic Performance English Language Arts

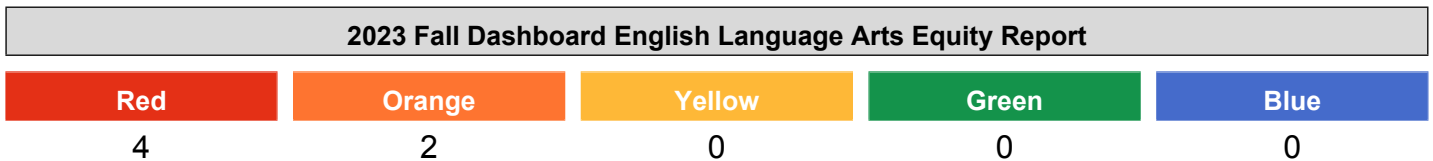
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This section provides number of student groups in each level.



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		
<p>All Students</p> <p>Orange</p> <p>55.1 points below standard Decreased Significantly -16 points</p> <p>362 Students</p>	<p>English Learners</p> <p>Red</p> <p>107.7 points below standard Decreased -10.4 points</p> <p>150 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>0 Students</p>
<p>Homeless</p> <p>87.5 points below standard Increased Significantly +18.9 points</p> <p>17 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>82.6 points below standard Decreased -9.4 points</p> <p>256 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>83 points below standard Maintained -1.1 points</p> <p>49 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
82.6 points below standard Decreased -9.8 points 26 Students	Less than 11 Students 2 Students	 Red 109.4 points below standard Decreased -12.1 points 77 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 64 points below standard Decreased -10.4 points 97 Students	7.3 points above standard Increased +8.1 points 15 Students	Less than 11 Students 2 Students	 Orange 22.5 points below standard Decreased Significantly - 21.1 points 141 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
143.8 points below standard Decreased -9.5 points 103 Students	28.6 points below standard Decreased Significantly -44.3 points 47 Students	17.7 points below standard Decreased -13.9 points 191 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.

Overall, all students are scoring an average of 55.1 points below standard in English Language Arts, which is an overall decline of 16 points and "orange" on the CA Dashboard. Asian students, English Learners, Socio-economically Disadvantaged students, and Students with Disabilities are not making progress at the same rate as their peers in English Language Arts and are indicated as "red" on the CA Dashboard, respectively scoring 109.4, 107.7, 82.6, and 83 points below standard. White and Hispanic students are also not making adequate progress in English Language Arts and are indicated as "orange" on the CA Dashboard, although at 22.5 points below standard, White students are making more progress in English Language Arts than their peers.

As a site, we were surprised to that our progress in English Language Arts declined overall, as we implemented intervention in ELA with every 6th grader on campus, and we also implemented intervention with all students through our flex period ("Growth and Opportunity" Period). We believe that because we have a significant population of students who are learning English, or who have recently become fluent in English, and we were not able to secure a Bilingual Instructional Assistant (BIA) to provide primary language support to students in their content classes.

Our English Department has undergone many staffing changes recently, and we will have almost all new English teachers next year. The current English teachers have decided that we should spend time identifying essential standards and putting those standards into student-friendly learning targets to make goals and necessary learning more clear to students. They will also work on creating common assessments and rubrics. We also identified that our

English teachers need training in GLAD strategies and the "constructing meaning" framework to better support our emerging bilinguals. We will set aside days to send this department to trainings and to collaborate with each other in completing this work. We will also continue to allot funds for a BIA, and we hope we are able to hire someone for this position to provide students with additional primary language support.

School and Student Performance Data

Academic Performance Mathematics

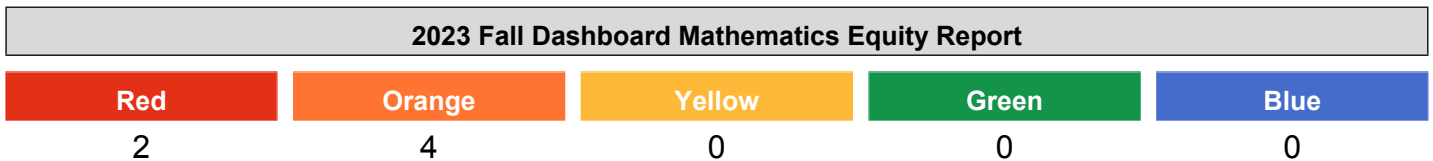
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This section provides number of student groups in each level.



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		
<p>All Students</p> <p>Red</p> <p>99.7 points below standard Maintained -1.7 points</p> <p>363 Students</p>	<p>English Learners</p> <p>Orange</p> <p>154.2 points below standard Increased +4.4 points</p> <p>151 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>0 Students</p>
<p>Homeless</p> <p>167.4 points below standard Increased Significantly +20.5 points</p> <p>18 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>129.4 points below standard Increased +3.4 points</p> <p>257 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>123.7 points below standard Increased +3.8 points</p> <p>48 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
120.4 points below standard Increased Significantly +19.4 points 25 Students	Less than 11 Students 2 Students	 Red 147.6 points below standard Maintained +1 points 77 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 126.8 points below standard Decreased -11.7 points 99 Students	63.8 points below standard Increased Significantly +25.2 points 16 Students	Less than 11 Students 2 Students	 Orange 60.6 points below standard Decreased -4.9 points 142 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
191.9 points below standard Decreased -5 points 106 Students	83 points below standard Decreased -10.9 points 48 Students	60.5 points below standard Maintained +0.5 points 192 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.

Overall, even though our students maintained in performance from the previous year, all students are scoring an average of 99.7 points below standard, which is "red" on the CA Dashboard. Asian students and Hispanic students are not making progress in mathematics at the rate of their peers and are indicated as "red" on the CA Dashboard, scoring 147.6 and 126.8 points below standard respectively. White students are also not making adequate progress in mathematics and are indicated as "orange" on the CA Dashboard, but they are scoring higher than their peers, at 60.6 points below standard.

As a site, we were encouraged that our students maintained in math, and we were especially encouraged to see that the many subgroups of students who were indicated as "very low" on the previous year's Dashboard improved a level and are now "orange" on this year's Dashboard, specifically English Learners, students with disabilities, and socio-economically disadvantaged students. We believe that these subgroups improved and overall all students maintained because our math teachers have committed to using iReady regularly, and also because we implemented intervention with all students through our flex period ("Growth and Opportunity" Period). Our Asian and Hispanic students are still identified as "red," though, which we believe is possibly because we have a significant population of English Learners in both of these subgroups.

Our math teachers have decided that we should spend time identifying essential standards and putting those standards into student-friendly learning targets to make goals and necessary learning more clear to students. They will also work

on creating common assessments and rubrics. We also identified that our math teachers need training in GLAD strategies and the "constructing meaning" framework to better support our emerging bilinguals. We will set aside days to send this department to trainings and to collaborate with each other in completing this work.

School and Student Performance Data

Academic Performance English Learner Progress

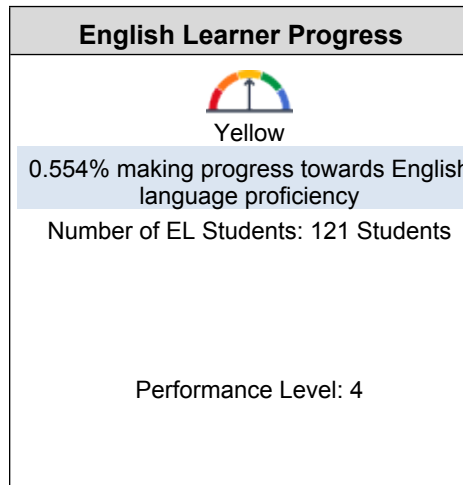
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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
9	45	2	64

Lowest Performing Group:

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

Sixty-four of our 121 English Learners, or 52.89%, progressed at least one ELPI level, which is positive. Unfortunately, nine students decreased an ELPI level.

We believe that the collaboration between our English teachers and our ELD teacher has helped contribute to the number of students who are making progress, and we plan to continue this participation.

Because we are adding one or two new teachers to our ELD Department, we will provide the new department with time to collaborate and we will send them to the EL Achieve training together. We have also set aside funds to purchase the necessary digital subscriptions to implement the EL Achieve curriculum in each ELD class.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

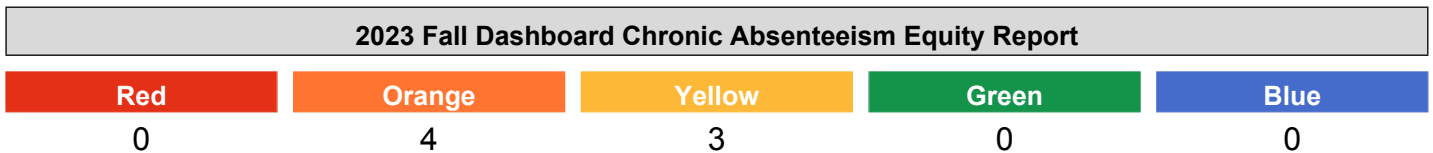
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This section provides number of student groups in each level.



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		
<p>All Students</p> <p>Yellow</p> <p>29.6% Chronically Absent</p> <p>Declined Significantly -5.9</p> <p>433 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>29.6% Chronically Absent</p> <p>Declined Significantly -4.6</p> <p>159 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>76.9% Chronically Absent</p> <p>Increased 9.1</p> <p>26 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>35.5% Chronically Absent</p> <p>Declined Significantly -7.5</p> <p>321 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>44.1% Chronically Absent</p> <p>Declined -7.9</p> <p>59 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 47.2% Chronically Absent Declined -8 36 Students	Less than 11 Students 3 Students	 Orange 21.9% Chronically Absent Declined -9.1 96 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 37.3% Chronically Absent Declined -4.1 110 Students	36.8% Chronically Absent Declined -1.3 19 Students	Less than 11 Students 2 Students	 Yellow 23.9% Chronically Absent Declined Significantly -6.7 163 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.

Overall, 29.6% of students are chronically absent, identified as "yellow" on the dashboard, which was an overall decline in chronic absenteeism by an average of 5.9 points. Even though none of our student groups were identified as "red" on the dashboard, several of our student groups were identified as "orange," including students with disabilities, Hispanic students, Asian students, or African American students, as they are absent at rates of 44.1%, 37.3%, 21.9%, 47.2%, respectively.

We believe that we were able to make progress with our chronic absenteeism, with all students declining significantly by an average of 5.9 points, because of several factors. Our additional vice principal has held regular attendance meetings with our school social worker and with district staff from the Attendance Improvement Program to address student attendance issues before they become chronically absent. Also, our SCIS works with students who are in danger of becoming chronically absent. In addition, we have an Attendance Celebrations Committee, comprised of teachers, our additional administrator, and our SCIS, who meet regularly to plan various incentive programs for students who attend school regularly. Finally, we are seeing an increase in student attendance around our school-wide STEAM Week and other events, such as our grade-level field trips.

We will continue to need our additional vice principal, our SCIS, and fully fund our Attendance Celebrations Committee in order to continue improving our chronic absenteeism. We will also continue to provide academic field trips and STEAM activities, such as through STEAM Week, to students.

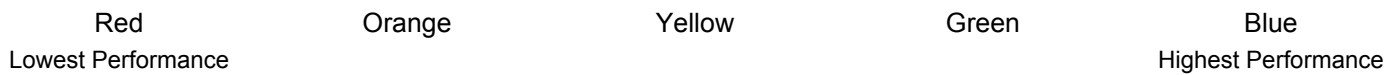
School and Student Performance Data

Academic Engagement Graduation Rate

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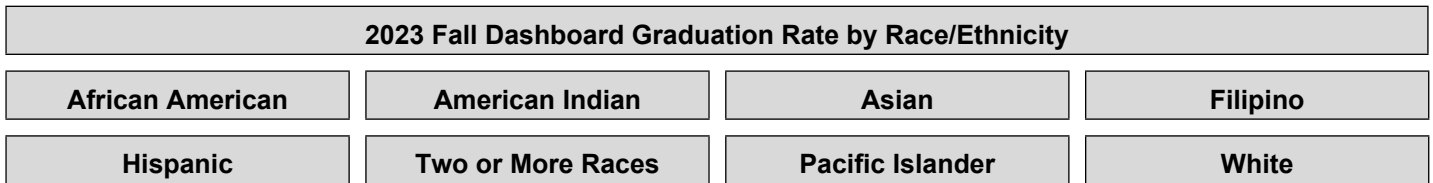
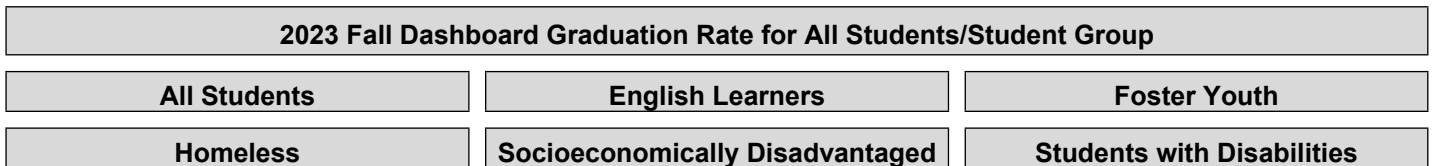
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This section provides number of student groups in each level.



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



Lowest Performing Student Groups:

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

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School and Student Performance Data

Conditions & Climate Suspension Rate

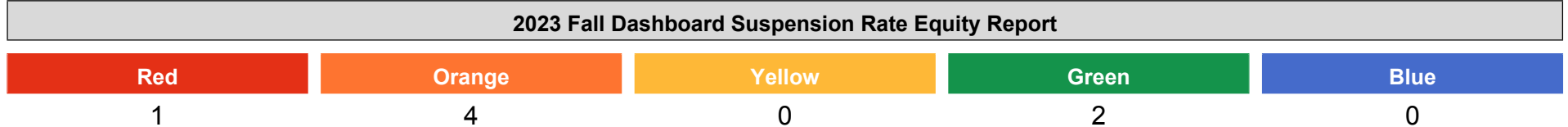
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This section provides number of student groups in each level.



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

12.1% suspended at least one day

Declined -0.7
455 Students

English Learners


 Orange

15% suspended at least one day

Declined -0.4
167 Students

Foster Youth


Less than 11 Students
3 Students

Homeless

23.3% suspended at least one day

Increased 6.1
30 Students


Socioeconomically Disadvantaged


 Orange

13.7% suspended at least one day

Declined -0.7
342 Students





Students with Disabilities


 Green

3.2% suspended at least one day

Declined -14.1
63 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 15.4% suspended at least one day Declined -7.1 39 Students	Less than 11 Students 3 Students	 Red 17.6% suspended at least one day Increased 9.8 102 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 15.7% suspended at least one day Declined -4.3 115 Students	20% suspended at least one day Increased 10.5 20 Students	Less than 11 Students 3 Students	 Green 4.7% suspended at least one day Declined Significantly -4.5 169 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.

Twelve point one percent (12.1%) of all students were suspended at least one day, which was a decrease from the previous year. Asian students is our only subgroup identified as "red" on the Dashboard, but Hispanic students, African American students, socio-economically disadvantaged students, and English Learners are subgroups identified as "orange" on the Dashboard.

Even though our suspension rate only declined by 0.7% from the previous year, overall we moved "very high" or "red" from the 22-23 Dashboard, to "orange" in the 23-24 Dashboard. Also of note: in the 22-23 school year, several of our subgroups that fell into the "very high" or "red" range, are now in the "orange" category: African American students, English Learners, Hispanic students, socio-economically disadvantaged students, and students with disabilities. Also, when we look at data from this current school year, we have only suspended 4.47% of our students, which is a marked improvement from the 12.1% reflected on the 23-24 Dashboard (from the 22-23 school year), so we expect to see this reflected in next year's Dashboard. We attribute this shift in suspension rates to the addition of our second vice principal and the work of our SCIS; the additional administrative staff (along with the work of the SCIS) has allowed us to implement more restorative practices with students before a suspension becomes necessary. Also, we are in the second year of PBIS implementation, and we have seen an overall decrease in incidents over these two years, which has then led to a decrease in suspensions.

We will continue to need our additional vice principal and a SCIS in order to continue implementing restorative practices and proactively address student behaviors. We will also need to continue supporting our PBIS program, providing funds for incentives, instructional materials to teach behavior expectations, and staff to coordinate the program and keep accurate data records and analyses.

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?

We monitored student academic progress using the iReady assessment, after fall and winter implementation. We also monitored student academic progress by examining grade data after each grading period. We also monitored our suspension rate monthly, as it impacts the amount of time that students are spending in class learning.

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

One of our biggest challenges this year in supporting our emerging bilinguals was our inability to staff our BIA position. We will continue to try to staff that position, and we are adopting the EL Achieve curriculum, so we are funding 1.11 at a higher rate than 1.12, as this is a more critical need.

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

No modifications were made.

2023-24

Identified Need

We are making many changes to this goal for next year. We are expanding the focus of our Academic Celebrations Committee, adding celebrations and acknowledgments of our students who are making progress towards reclassifying as proficient in the English language. We are also refocusing our collaboration and professional development to better target student academic achievement: whole-staff professional development will center around essential standards, creating student-friendly learning targets, and creating common assessments clearly linked to the learning targets, and then collaboration time will be provided to departments to implement what they are learning in professional development. Whole staff professional development will also be provided in the "constructing meaning" framework, which focuses on imbedding English language instruction into content areas, and approximately half of the staff will be enrolled in a professional development cohort which will focus on strengthening teacher pedagogical practices. We have reallocated many funds from supplies, technology, and digital subscriptions to better support that work.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	+3 scale score
	English Learners	
	Foster Youth	
	Homeless	
	Socioeconomically Disadvantaged	
	Students with Disabilities	
	African American	
	American Indian	
	Asian	
	Filipino	
Hispanic		

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	Two or More Races	7.3 points above standard	
	Pacific Islander		
	White	22.5 points below standard	
Math State Assessment: Change in scale score	All Students	99.7 points below standard	+3 scale score points
	English Learners	154.2 points below standard	
	Foster Youth		
	Homeless	167.4 points below standard	
	Socioeconomically Disadvantaged	129.4 points below standard	
	Students with Disabilities	123.7 points below standard	
	African American	120.4 points below standard	
	American Indian		
	Asian	147.6 points below standard	
	Filipino		
	Hispanic	126.8 points below standard	
	Two or More Races	63.8 points below standard	
	Pacific Islander		
	White	60.6 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.554%		+2%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	14.37%	+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	Provide school agendas to students to promote organization in academic areas.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5,500	24-25 School Year
1.2	Supporting student achievement through positive rewards and incentives to students for academic progress (such as through the Academic Celebrations Committee) or EL Progress (i.e., celebrating	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,700	24-25 School Year

	reclassifications or other progress).				
1.3	School Community Intervention Specialist supports student achievement through PBIS implementation and the use of restorative practices, reducing suspension rates, increasing attendance, and increasing time in class. PC# 39124	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	40,360 27,707	24-25 School Year
1.4	Purchase high interest, diverse, and representative contemporary reading materials to increase interest and achievement in reading and English Language Arts.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Asian students and students with disabilities	Title I Part A Site Allocation 4000-4999: Books And Supplies	10,000	24-25 School Year
1.5	Supplemental supplies and materials to	X All Students English Learners Low-Income Students	Title I Part A Site Allocation	17,000	24-25 School Year

	support learning and academic achievement.	Foster Youth Lowest Performing	4000-4999: Books And Supplies		
1.6	Provide staff with trainings to support instruction.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	20,000	24-25 School Year
1.7	Provide additional collaboration time for teachers for curriculum alignment to standards, creation of common assessments, norming grading and grading practices, and vertical alignment between grade levels. Provide collaboration for lesson creation to target school-	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Asian students and Hispanic students	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	5,000	24-25 School Year

	wide areas of academic need.				
1.8	Provide additional counseling services for parents and students in the area of education, student performance, personal and social relations and parent and family relations. 0.5 FTE Counselor PC #35260/61	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	44,389 11,505	24-25 School Year
1.9	Provide additional language support to English Learners at beginning and early intermediate proficiency levels in core content classes. 0.875 FTE PC #TBD	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	50,400	24-25 School Year
1.10	Technology to support and supplement student learning.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	2,000	24-25 School Year

1.11	Digital subscriptions to support progress of emerging bilinguals and their reclassification as proficient in English (i.e., EL Achieve, Lexia, etc.).	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	15,000	24-25 School Year
1.12	Digital subscriptions to support and supplement student learning.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	7,000	24-25 School Year

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

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?

Our Attendance Team meets monthly to monitor Arcade's overall attendance rate, to look at individual students' attendance patterns, and to strategize ways to support students who are struggling to attend school regularly. Our Attendance Celebrations Committee also meets nearly on a monthly basis to look at tardy data and to implement ways to acknowledge students who are attending school regularly and getting to class on time.

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

About halfway through the year, after carefully considering the data around attendance, our Attendance Celebrations Committee decided to shift its focus away from reducing tardies to look at improving students' overall attendance record, and started to design incentives based around overall attendance. This does pose challenges, though, as some of our students are medically fragile or

have other chronic conditions that impact their ability to attend school as regularly as other students, so the team does not focus on "perfect attendance," but rather on improved attendance.

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

About halfway through the year, after carefully considering the data around attendance, our Attendance Celebrations Committee decided to shift its focus away from reducing tardies to look at improving students' overall attendance record, and started to design incentives based around overall attendance.

2023-24

Identified Need

We will continue to provide engaging and academic experiences for students that will promote student attendance, such as through lunchtime activities, school-wide STEAM events, and field trips, along with incentives to promote attendance through the Attendance Celebrations Committee.

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	29.6% Chronically Absent
	English Learners	29.6% Chronically Absent
	Foster Youth	
	Homeless	76.9% Chronically Absent
	Socioeconomically Disadvantaged	35.5% Chronically Absent
	Students with Disabilities	44.1% Chronically Absent
	African American	47.2% Chronically Absent
	American Indian	
	Asian	21.9% Chronically Absent
	Filipino	
	Hispanic	37.3% Chronically Absent
		- 0.5%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	<p>Two or More Races 36.8% Chronically Absent</p> <p>Pacific Islander</p> <p>White 23.9% Chronically Absent</p>	
Attendance: Percentage of the school year attended for students in TK-12	91.45%	+2%
High School Dropout Rate: 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.	2.33%	-0.5%
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	<p>All Students</p> <p>English Learners</p> <p>Foster Youth</p> <p>Homeless</p> <p>Socioeconomically Disadvantaged</p> <p>Students with Disabilities</p> <p>African American</p> <p>American Indian</p> <p>Asian</p> <p>Filipino</p> <p>Hispanic</p> <p>Two or More Races</p> <p>Pacific Islander</p>	.

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	Supporting school culture and student connectedness through lunch time organized sports activities. Having sports equipment available to check out during lunch for increased positive interactions with peers.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,000	24-25 School Year
2.2	Attendance incentive programs, including through the Attendance Celebrations Committee, to help increase student attendance.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,200	24-25 School Year
2.3	Provide experiences, including field trips, for students. Includes	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And	20,000	24-25 School Year

	transportation and fees.		Other Operating Expenditures		
2.4	Support school-wide STEAM program (e.g., STEAM Week activities, curriculum, etc.).	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	3,139	24-25 School Year
2.5	School Community Intervention Specialist supports student achievement through PBIS implementation and the use of restorative practices, reducing suspension rates, increasing attendance, and increasing time in class. PC# 39124	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			24-25 School Year

2.6		All Students English Learners Low-Income Students Foster Youth Lowest Performing			

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?

We monitor our suspension data monthly, and we also monitor the overall rate of student incidents, as incidents can lead to actions or events that require a suspension. We also track "minor" incidents through our PBIS program in order to determine supervision needs, which also decreases the number of incidents, and in order to make school-wide adjustments to our program.

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

While we have seen a small decrease in suspensions based on the dashboard, looking at this year's suspension data, we have seen a significant improvement in our suspension rate, which will be reflected in next year's dashboard. We attribute these improvements to the addition of a second vice principal who is able to work on implementing restorative and preventative practices, the work through our PBIS team, and the additional hours that our support staff and office staff work to provide supports to students and families.

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

Throughout the year, we realized that we really needed the additional hours from our support staff, so we changed some allocations in order to provide them with more work hours, and thus more support to our students and families.

2023-24

Identified Need

We will continue to decrease suspensions by funding a small percentage of our second vice principal's salary, by continuing to implement our PBIS program, and by providing support and office staff with more working hours in order to support students in regards to behaviors, campus safety, and connectedness. We also hope to increase the number of clubs that we offer, providing more engaging activities for students and boosting their connectedness to school.

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	12.1% suspended at least one day
	English Learners	15% suspended at least one day
	Foster Youth	
	Homeless	23.3% suspended at least one day
	Socioeconomically Disadvantaged	13.7% suspended at least one day
	Students with Disabilities	3.2% suspended at least one day
	African American	15.4% suspended at least one day
	American Indian	
	Asian	17.6% suspended at least one day
	Filipino	
	Hispanic	15.7% suspended at least one day
Two or More Races	20% suspended at least one day	
		-0.3%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Pacific Islander White 4.7% suspended at least one day	
Expulsion Rate: Percentage of students expelled from school.	0.22%	0%
Connectedness: Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district climate survey.	61.4%	+3%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	64.4%	+3%
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).	0%	+1%

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
3.7	Support staff provide additional assistance to families and support student programs around attendance, which increases time in class and student	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 1000-1999: Certificated Personnel Salaries	3,660 22,000	24-25 School Year

	achievement and student achievement.		Title I Part A Site Allocation 4000-4999: Books And Supplies		
3.8	Office staff provide additional assistance to families and support student programs around attendance, which increases time in class and student achievement.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	9,500	24-25 School Year
3.9	Provide necessary school supplies and personal items to students.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,000	24-25 School Year
3.10	Incentives and other supplies to support PBIS, both Tiers 1 and 2.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	8,500	24-25 School Year

3.11	Staff support of PBIS, both Tiers 1 and 2 (i.e., data analysis, facilitation of incentives and raffles, etc.).	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	7,200	24-25 School Year
3.12	Off-set cost of additional Vice Principal to support PBIS and restorative practices, reducing suspension rate and increasing time in class.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Asian Students	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	16,928 6,420	24-25 School Year
3.13	Support the creation/running of student clubs to increase	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	952	24-25 School Year

student
connectedness.

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)
Provide additional language support to English Learners at beginning and early intermediate proficiency levels in core content classes.	24-25 School Year	0.75 FTE BIAs (Farsi/Dari)	2000-2999: Classified Personnel Salaries	
Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD).	24-25 School Year	2.4 ELD Teacher	1000-1999: Certificated Personnel Salaries	
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.	24-25 School Year	0.5 FTE Counselor	1000-1999: Certificated Personnel Salaries	
Provide intervention support to students and curricular support to staff.	24-25 School Year	1.0 Academic Intervention Specialist	1000-1999: Certificated Personnel Salaries	
Provide students with targeted support to support mathematics instruction.	24-25 School Year	0.2 FTE for math instruction	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)

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)
Provide additional support with student and campus safety and behavior interventions.	24-25 School Year	0.75 School Community Specialist	2000-2999: Classified Personnel Salaries	
Provide additional support to students and families, liaising between families and the school, in families' home language.	24-25 School Year	1.0 School Community Resource Assistant	2000-2999: Classified Personnel Salaries	
Provide additional support and resources to families.	24-25 School Year	1.0 School Social Worker	1000-1999: Certificated Personnel Salaries	

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	\$308,660.00
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	\$359,060.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
LCFF Supplemental Site Allocation	\$50,400.00
Title I Part A Parent Involvement	\$3,660.00
Title I Part A Site Allocation	\$305,000.00

Subtotal of state or local funds included for this school: \$359,060.00

Total of federal, state, and/or local funds for this school: \$359,060.00

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	50,400	0.00
Title I Part A Site Allocation	305,000	0.00
Title I Part A Parent Involvement	3,660	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	50,400.00
Title I Part A Parent Involvement	3,660.00
Title I Part A Site Allocation	305,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	952.00
1000-1999: Certificated Personnel Salaries	89,977.00
2000-2999: Classified Personnel Salaries	100,260.00
3000-3999: Employee Benefits	45,632.00
4000-4999: Books And Supplies	77,100.00
5000-5999: Services And Other Operating Expenditures	45,139.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental Site Allocation	952.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	16,928.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	6,420.00

4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	26,100.00
1000-1999: Certificated Personnel Salaries	Title I Part A Parent Involvement	3,660.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	69,389.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	100,260.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	39,212.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	51,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	45,139.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	257,561.00
Goal 2	25,339.00
Goal 3	76,160.00

School Site Council Membership

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

- 1 School Principal
- 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
Donna Pool	Classroom Teacher
Jeff Randall	Classroom Teacher
Katherine Morash	Classroom Teacher
Keira Kirby	Classroom Teacher
Linda Litka	Parent or Community Member
Tamara Wahlquist	Parent or Community Member
Denna Cobabe	Parent or Community Member
Hannah Fox	Secondary Student
Sekandar Omar	Secondary Student
Lily Wahlquist	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 20, 2024.

Attested:



Principal, Lindsey McManigal on 05.20.24



SSC Chairperson, Mariela Jimenez on 05.20.24

Budget By Expenditures

Arcade Fundamental Middle School

Funding Source: LCFF Supplemental Site Allocation **\$50,400.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide school agendas to students to promote organization in academic areas.	4000-4999: Books And Supplies	\$5,500.00	Connected School Communities	
Supporting student achievement through positive rewards and incentives to students for academic progress (such as through the Academic Celebrations Committee) or EL Progress (i.e., celebrating reclassifications or other progress).	4000-4999: Books And Supplies	\$1,700.00	Connected School Communities	
Supporting school culture and student connectedness through lunch time organized sports activities. Having sports equipment available to check out during lunch for increased positive interactions with peers.	4000-4999: Books And Supplies	\$1,000.00	Healthy Environments for Socio-Emotional Growth	
Attendance incentive programs, including through the Attendance Celebrations Committee, to help increase student attendance.	4000-4999: Books And Supplies	\$1,200.00	Healthy Environments for Socio-Emotional Growth	
Provide necessary school supplies and personal items to students.	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs	
Incentives and other supplies to support PBIS, both Tiers 1 and 2.	4000-4999: Books And Supplies	\$8,500.00	Engaging Academic Programs	
Staff support of PBIS, both Tiers 1 and 2 (i.e., data analysis, facilitation of incentives and raffles, etc.).	4000-4999: Books And Supplies	\$7,200.00	Engaging Academic Programs	
Off-set cost of additional Vice Principal to support PBIS and restorative practices, reducing suspension rate and increasing time in class.	1000-1999: Certificated Personnel Salaries	\$16,928.00	Engaging Academic Programs	
Support the creation/running of student clubs to increase student connectedness.		\$952.00	Engaging Academic Programs	

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3000-3999: Employee Benefits \$6,420.00 Engaging Academic Programs

LCFF Supplemental Site Allocation Total Expenditures: \$50,400.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement **\$3,660.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Support staff provide additional assistance to families and support student programs around attendance, which increases time in class and student achievement and student achievement.	1000-1999: Certificated Personnel Salaries	\$3,660.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures: \$3,660.00

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

Funding Source: Title I Part A Site Allocation **\$305,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Office staff provide additional assistance to families and support student programs around attendance, which increases time in class and student achievement.	2000-2999: Classified Personnel Salaries	\$9,500.00	Engaging Academic Programs	
Supplies and curriculum for supplemental STEAM pathway/classes	4000-4999: Books And Supplies	\$5,000.00	Clear Pathways to Bright Futures	
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	

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Digital subscriptions to support progress of emerging bilinguals and their reclassification as proficient in English (i.e., EL Achieve, Lexia, etc.).	5000-5999: Services And Other Operating Expenditures	\$15,000.00	Connected School Communities
Digital subscriptions to support and supplement student learning.	5000-5999: Services And Other Operating Expenditures	\$7,000.00	Connected School Communities
	4000-4999: Books And Supplies	\$22,000.00	Engaging Academic Programs
Provide experiences, including field trips, for students. Includes transportation and fees.	5000-5999: Services And Other Operating Expenditures	\$20,000.00	Healthy Environments for Socio-Emotional Growth
Support school-wide STEAM program (e.g., STEAM Week activities, curriculum, etc.).	5000-5999: Services And Other Operating Expenditures	\$3,139.00	Healthy Environments for Socio-Emotional Growth
School Community Intervention Specialist supports student achievement through PBIS implementation and the use of restorative practices, reducing suspension rates, increasing attendance, and increasing time in class. PC# 39124	2000-2999: Classified Personnel Salaries	\$40,360.00	Connected School Communities
Purchase high interest, diverse, and representative contemporary reading materials to increase interest and achievement in reading and English Language Arts.	4000-4999: Books And Supplies	\$10,000.00	Connected School Communities
Supplemental supplies and materials to support learning and academic achievement.	4000-4999: Books And Supplies	\$17,000.00	Connected School Communities
Provide staff with trainings to support instruction.	1000-1999: Certificated Personnel Salaries	\$20,000.00	Connected School Communities

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Provide additional collaboration time for teachers for curriculum alignment to standards, creation of common assessments, norming grading and grading practices, and vertical alignment between grade levels. Provide collaboration for lesson creation to target school-wide areas of academic need.	1000-1999: Certificated Personnel Salaries	\$5,000.00	Connected School Communities
Provide additional counseling services for parents and students in the area of education, student performance, personal and social relations and parent and family relations. 0.5 FTE Counselor PC #35260/61	1000-1999: Certificated Personnel Salaries	\$44,389.00	Connected School Communities
Provide additional language support to English Learners at beginning and early intermediate proficiency levels in core content classes. 0.875 FTE PC #TBD	2000-2999: Classified Personnel Salaries	\$50,400.00	Connected School Communities
Technology to support and supplement student learning.	4000-4999: Books And Supplies	\$2,000.00	Connected School Communities
	3000-3999: Employee Benefits	\$27,707.00	Connected School Communities
	3000-3999: Employee Benefits	\$11,505.00	Connected School Communities

Title I Part A Site Allocation Total Expenditures: \$334,338.00

Title I Part A Site Allocation Allocation Balance: \$0.00

Arcade Fundamental Middle School Total Expenditures: \$388,398.00