School Year: **2025-26**

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	May 20, 2025	June 24,2025

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

X 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).

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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

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)			7	11.1%		4.43%

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
956	**41.7%**	**9.6%**	**0.0%**
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	92	9.6%
Foster Youth	0	0.0%
Homeless	28	2.9%
Socioeconomically Disadvantaged	399	41.7%
Students with Disabilities	95	9.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	52	5.4%
American Indian	4	0.4%
Asian	79	8.3%
Filipino	7	0.7%
Hispanic	252	26.4%
Two or More Races	75	7.8%
Pacific Islander	8	0.8%
White	479	50.1%

School and Student Performance Data

Overall Performance

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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.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance
English Language Arts

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Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
4	2	1	2	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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Red	Red
8.1 points below standard	87.7 points below standard	139.8 points below standard
Declined 5.7 points	Maintained 0.1 points	Declined 5.0 points
899 Students	158 Students	34 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
0 Students	79.6 points below standard	39.0 points below standard
	25 Students	Increased 7.7 points
		415 Students

Students with Disabilities	African American	American Indian
Red	Red	No Performance Color
83.5 points below standard	87.6 points below standard	Less than 11 Students
Declined 4.1 points	Declined 26.0 points	4 Students
92 Students	47 Students	

Asian	Filipino	Hispanic
Orange	No Performance Color	Orange
68.4 points below standard	Less than 11 Students	28.0 points below standard
Declined 24.8 points	6 Students	Maintained 2.2 points
72 Students		238 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Green
5.1 points above standard	Less than 11 Students	18.9 points above standard
Increased 8.9 points	7 Students	Declined 3.3 points
75 Students		450 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.

We had four lowest performing student groups. Those four groups were English learners, Long Term English Learners, African Americans, and Students with Disabilities.
English learners scored 87.7 points below standard which was similar to the previous school year.
LTELs scores 139.8 points below standard which was a decline of 5 points from the previous year.
Students with Disabilities scored 83.5 points below standard which was a decline of 4.1 points from the previous year.
African American students scored 87.6 points below standard which was a decline of 26 points from the previous year.
In comparison, all students scored 8.1 points below standard which was a decrease of 5.7 points from the previous year.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

We had an increase number in students specifically EL student that may have contributed to these results. Our noticing's consisted of: needing I-Ready PD, and IXL PD for teachers, systems for targeting specific interventions is lacking, create a system for targeted before and after school tutoring.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Extras hours for staff to create a system of tutoring, IXL is a targeted intervention program, and purchase supplemental technology to engage our ELL's low SES and foster/homeless population.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
5	3	1	0	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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Red	Red
55.0 points below standard	134.9 points below standard	175.9 points below standard
Declined 18.1 points	Declined 13.9 points	Declined 11.7 points
880 Students	156 Students	34 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	123.0 points below standard	87.0 points below standard
	24 Students	Declined 4.9 points
		403 Students

Students with Disabilities	African American	American Indian
Red	Red	No Performance Color
168.3 points below standard	149.7 points below standard	Less than 11 Students
Declined 20.3 points	Declined 37.6 points	4 Students
91 Students	46 Students	

Asian	Filipino	Hispanic
Red	No Performance Color	Orange
121.7 points below standard	Less than 11 Students	79.8 points below standard
Declined 35.1 points	6 Students	Declined 12.0 points
71 Students		230 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Yellow
65.3 points below standard	Less than 11 Students	21.1 points below standard
Declined 27.6 points	7 Students	Declined 11.3 points
73 Students		447 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.

Our lowest performing student groups were English learners, Long Term English Leaners, Students with Disabilities, African American, and Asian.
English learners scored 134.9 points below standard which was a decrease of 13.9 from the previous year.
LTELS scored 179.5 points below standard which was a decrease of 11.7 from the previous school year.
Students with Disabilities scored 168.3 points below standard which was a decrease of 20.3 from the previous year.
African American students scored 149.7 points below standard which was a 37.6 point decrease from the previous year.
Asian students scores 121.7 points below standard which was a decrease of 35.1 points from the previous year.
In comparison, all students scored 55.0 points below standard which was a decrease of 18.1 points from the previous year.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Increase number of EL's and staff lacks training on how to provide support for this diverse group of students. Our noticing's consisted of: needing I-Ready PD, and IXL PD for teachers, systems for targeting specific interventions is lacking, create a system for targeted before and after school tutoring.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Extras hours for staff to create a system of tutoring, IXL is a targeted intervention program, and purchase supplemental technology to engage our ELL's low SES and foster/homeless population.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 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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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Orange	No Performance Color
36.6% making progress.	44.4% making progress.
Number Students: 101 Students	Number Students: 36 Students

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.

2024 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**
20.8%	42.6%	1%	35.6%

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

35.6% of our students progressed at least one level on ELPAC.
42.6% of our students maintained their progress level at Level 1, 2L, 2H, 3L, or 3H.
20.8% of our students decreased on their ELPAC school.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Arden had a influx of newcomers as of December 2023. In addition to the influx of newcomers, we acknowledge that we did have a designated English Language Development teacher. We now that ELD is a requirement yet the mindset and training of our teachers is an area of growth.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Supplemental supplies and materials for D.ELD
Extra hours for tutoring before school and afterschool specifically for our newcomer students.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 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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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 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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Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Red	Red	Red
20.2% Chronically Absent	36.2% Chronically Absent	31% Chronically Absent
Increased 2	Increased 8.2	Increased 2.7
1033 Students	149 Students	42 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
0 Students	43.8% Chronically Absent	29.5% Chronically Absent
	Declined 14.6	Maintained 0.2
	48 Students	519 Students

Students with Disabilities	African American	American Indian
Red	Red	No Performance Color
34.3% Chronically Absent	36.8% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Increased 9	Increased 3.5	4 Students
108 Students	57 Students	

Asian	Filipino	Hispanic
Red	No Performance Color	Red
29.2% Chronically Absent	Fewer than 11 students - data not displayed for privacy	25.2% Chronically Absent
Increased 4.9	8 Students	Increased 1.4
113 Students		266 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Orange
17.5% Chronically Absent	Fewer than 11 students - data not displayed for privacy	14.1% Chronically Absent
Declined 5.6	7 Students	Increased 1.7
80 Students		498 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.

There are many lowest performing student groups. Those groups are English learners, Long Term English learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, Asian, and Hispanic.
36.2% of our English learners were chronically absent which was an increase of 8.2 from the previous year.
31% of our LTELs were chronically absent which was an increase of 2.7 from the previous year.
29.5% of our Socioeconomically Disadvantaged students were chronically absent which was similar from the previous year.
35.4% of our Students with Disabilities were chronically absent which was an increase of 9 from the previous year.
36.8% of our African American students were chronically absent which was an increase of 3.5 from the previous year.
29.2% of our Asian students were chronically absent which was an increase of 4.9 from the previous year.
25.2% of our Hispanic students were chronically absent which was an increase of 1,4 from the previous year.
In comparison, 20.2% of all students were chronically absent which was an increase of 2 from the previous year.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

System for tardies to create accountability and communication to families and students. SARB process is lacking and SART process for address attendance concerns. Work with AIP monthly to discuss students of concern and create a plan. Team meetings to discuss attendance and develop interventions.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Implementing a revised attendance team targeting specific student groups.

School and Student Performance Data

Academic Engagement
Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate 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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Conditions & Climate
Suspension Rate

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Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	3	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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Orange	Yellow
5.9% suspended at least one day	8.2% suspended at least one day	11.6% suspended at least one day
Increased 0.3%	Increased 0.6%	Declined 3%
1051 Students	159 Students	43 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
0 Students	16.7% suspended at least one day	8.1% suspended at least one day
	Declined 10%	Declined 1.7%
	48 Students	534 Students

Students with Disabilities	African American	American Indian
Yellow	Red	No Performance Color
8.2% suspended at least one day	24.1% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 3.4%	Increased 7.5%	4 Students
110 Students	58 Students	

Asian	Filipino	Hispanic
Orange	No Performance Color	Green
7.4% suspended at least one day	Fewer than 11 students - data not displayed for privacy	5.6% suspended at least one day
Increased 3.6%	8 Students	Declined 2.1%
122 Students		269 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Orange
5% suspended at least one day	Fewer than 11 students - data not displayed for privacy	3.6% suspended at least one day
Declined 5.1%	7 Students	Increased 0.6%
80 Students		503 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.

Our lowest performing student group was African American students.
24.1% of our African American students were suspended at least one day which was an increase of 7.5%.
In comparison, 5.9% of all students were suspended at least one day.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

We acknowledge that cultural relevant practices, building relationships, de-escalation, and restorative practices is a need for professional learning.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

PBIS, WEB, IYT, Student leadership, SCIS, Restorative conversations, alternatives to school suspensions.

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: 2024-25

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 2025

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.

2025-26

Identified Need

Extras hours for staff to create a system of tutoring, IXL is a targeted intervention program, and purchase supplemental technology to engage our ELL's low SES and foster/homeless population.
Extras hours for staff to create a system of Math tutoring, IXL for Math, and purchase supplemental technology to engage our ELL's low SES and foster/homeless population.
Supplemental supplies and materials for D.ELD
Extra hours for tutoring before school and afterschool specifically for our newcomer students.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	8.1 points below standard	+3 scale score points
	English Learners	87.7 points below standard	
	Foster Youth		
	Homeless	79.6 points below standard	
	Socioeconomically Disadvantaged	39.0 points below standard	
	Students with Disabilities	83.5 points below standard	
	African American	87.6 points below standard	
	American Indian		
	Asian	68.4 points below standard	
	Filipino		
	Hispanic	28.0 points below standard	
	Two or More Races	5.1 points above standard	
	Pacific Islander		

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
	White	18.9 points above standard	
Math State Assessment: Change in scale score	All Students	55.0 points below standard	+3 scale score points
	English Learners	134.9 points below standard	
	Foster Youth		
	Homeless	123.0 points below standard	
	Socioeconomically Disadvantaged	87.0 points below standard	
	Students with Disabilities	168.3 points below standard	
	African American	149.7 points below standard	
	American Indian		
	Asian	121.7 points below standard	
	Filipino		
	Hispanic	79.8 points below standard	
	Two or More Races	65.3 points below standard	
	Pacific Islander		
	White	21.1 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	36.6%		+2%
English Learner Reclassification:	4.43%		+2%

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
Percentage of English language learners who are reclassified to Fluent English Proficient		

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 materials and supplies above and beyond core including but not limited to technology.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	20,000	2025-26
1.2	ELA/Math/ELD Intervention program support for lowest performing student groups.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities, African American, and LTELs	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	30,000	2025-26

1.3	Extra hours for small group Math intervention	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities, African America, Asian	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	9780	2025-26
1.4	Supplemental ELD Curriculum including but not limited to EL Achieve	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	10,000	2025-26
1.5	Extra Hours for EL intervention support - before and after school tutoring.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	9780	2025-26

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: 2024-25

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

2025-26

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 2024-25	Expected Outcome 2025-26
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: 20.2% Chronically Absent English Learners: 36.2% Chronically Absent Foster Youth: Homeless: 43.8% Chronically Absent Socioeconomically Disadvantaged: 29.5% Chronically Absent Students with Disabilities: 34.3% Chronically Absent African American: 36.8% Chronically Absent American Indian: Asian: 29.2% Chronically Absent Filipino: Hispanic: 25.2% Chronically Absent Two or More Races: 17.5% Chronically Absent Pacific Islander: White: 14.1% Chronically Absent	-0.5%
Attendance: Percentage of the school year attended for students in TK-12	93.7%	+2%
High School Dropout Rate:	N/A	NA

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
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.	1	-.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	NA

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 - Attendance	All Students X English Learners X Low-Income Students Foster Youth	LCFF Supplemental Site Allocation	0	2025-26

	academy, AIP monthly meetings, and more communication.	X Lowest Performing African American, Asian, Hispanic, Students with Disabilities			
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	2025-26
2.3	Attendance Academy	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	0	2025-26

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: 2024-25

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.

2025-26

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 2024-25		Expected Outcome 2025-26
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	5.9% suspended at least one day	-0.3%
	English Learners	8.2% suspended at least one day	
	Foster Youth		
	Homeless	16.7% suspended at least one day	
	Socioeconomically Disadvantaged	8.1% suspended at least one day	
	Students with Disabilities	8.2% suspended at least one day	
	African American	24.1% suspended at least one day	
	American Indian		
	Asian	7.4% suspended at least one day	
	Filipino		
	Hispanic	5.6% suspended at least one day	
	Two or More Races	5% suspended at least one day	
	Pacific Islander		
	White	3.6% suspended at least one day	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	52.4%	60%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	51.7%	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).	10%	+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
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	2025-26
3.2	Compass Behavior Modules (Tier intervention) to provide alternative to	All Students English Learners Low-Income Students Foster Youth	LCFF Supplemental Site Allocation	0	2025-26

	school suspension	X Lowest Performing African American			
3.3	WEB (Where Everyone Belongs)	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Rec Aide Allocation	0	2025-26
3.4	Parent Roles- outreach, parent nights, weekly communication/talking points	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	0	2025-26
3.5	Campus Monitor for school safety	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	0	2025-26

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.	2025-2026	ELD Teacher	1000-1999: Certificated Personnel Salaries		
Provide primary language support to emerging bilinguals in core classes outside of ELD.	2025-2026	BIA	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	2025-2026	.6 FTE AVID Teachers	1000-1999: Certificated Personnel Salaries		
Counselor .5 FTE Counselor	2025-2026	Healthy Environments for Socio-Emotional Growth	1000-1999: Certificated Personnel Salaries		
Math support class for students not at grade level. .2 FTE Teacher	2025-2026	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	$82,560.00

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 Rec Aide Allocation	$0.00
LCFF Supplemental Site Allocation	$82,560.00

Subtotal of state or local funds included for this school: $82,560.00

Total of federal, state, and/or local funds for this school: $82,560.00

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	82,560	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	0.00
LCFF Supplemental Site Allocation	82,560.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	19,560.00
4000-4999: Books And Supplies	33,000.00
5800: Professional/Consulting Services And Operating Expenditures	30,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Rec Aide Allocation	0.00
	LCFF Supplemental Site Allocation	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	19,560.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	33,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	30,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	79,560.00
Goal 2	0.00
Goal 3	3,000.00

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

0 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
Irene Arduini	Parent or Community Member
Ashlee Gadd	Parent or Community Member
Dustin Hunter El	Parent or Community Member
Irit Winston	Parent or Community Member
Armando De Leon	Parent or Community Member
Tessa Green	Classroom Teacher

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 20, 2025.

Attested:

	Principal, Teresa Cummings on 5/20/25
	SSC Chairperson, Hayme Lake on 5/20/25

Budget By Expenditures

Arden Middle School

Funding Source: LCFF Rec Aide Allocation **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
WEB (Where Everyone Belongs)		$0.00	Engaging Academic Programs	

LCFF Rec Aide Allocation Total Expenditures:	$0.00
LCFF Rec Aide Allocation Allocation Balance:	$0.00

Funding Source: LCFF Supplemental Site Allocation **$82,560.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent Roles-outreach, parent nights, weekly communication/talking points		$0.00	Engaging Academic Programs	
Campus Monitor for school safety		$0.00	Engaging Academic Programs	
All 6th-8th grade students will complete district assigned Naviance activities.	4000-4999: Books And Supplies	$0.00	Clear Pathways to Bright Futures	
EL intervention/support programs and services		$0.00	Clear Pathways to Bright Futures	
Maintain school website to include information on college and career preparation, Naviance, academic resources, and enrichment opportunities.		$0.00	Clear Pathways to Bright Futures	
Supplemental materials and supplies above and beyond core including but not limited to technology.	4000-4999: Books And Supplies	$20,000.00	Connected School Communities	

Arden Middle School

ELA/Math/ELD Intervention program support for lowest performing student groups.	5800: Professional/Consulting Services And Operating Expenditures	$30,000.00	Connected School Communities
Extra hours for small group Math intervention	1000-1999: Certificated Personnel Salaries	$9,780.00	Connected School Communities
Supplemental ELD Curriculum including but not limited to EL Achieve	4000-4999: Books And Supplies	$10,000.00	Connected School Communities
Extra Hours for EL intervention support - before and after school tutoring.	1000-1999: Certificated Personnel Salaries	$9,780.00	Connected School Communities
Chronic Absenteeism outreach - Attendance academy, AIP monthly meetings, and more communication.		$0.00	Healthy Environments for Socio-Emotional Growth
Middle School Drop Out Naviance Program		$0.00	Healthy Environments for Socio-Emotional Growth
Attendance Academy		$0.00	Healthy Environments for Socio-Emotional Growth
PBIS materials and rewards	4000-4999: Books And Supplies	$3,000.00	Engaging Academic Programs
Compass Behavior Modules (Tier intervention) to provide alternative to school suspension		$0.00	Engaging Academic Programs

LCFF Supplemental Site Allocation Total Expenditures:	$82,560.00
LCFF Supplemental Site Allocation Allocation Balance:	$0.00

Funding Source: Other **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

Arden Middle School

Provide opportunities for students to access AVID in support of academic success moving into secondary education, college/career. .6 FTE AVID Teachers.	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:	$154,720.00