



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 Middle School	34-67447-6034342	May 19, 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

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).

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 19, 2025.

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)			11	3.8%		6.96%

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
391	72.9%	37.1%	0.5%
Total Number of Students enrolled in Arcade 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	145	37.1%
Foster Youth	2	0.5%
Homeless	16	4.1%
Socioeconomically Disadvantaged	285	72.9%
Students with Disabilities	51	13%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	26	6.6%
American Indian	1	0.3%
Asian	96	24.6%
Filipino	3	0.8%
Hispanic	89	22.8%
Two or More Races	25	6.4%
Pacific Islander	2	0.5%
White	149	38.1%

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.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div><p>Orange</p></div>	<div>Chronic Absenteeism</div> <div><p>Yellow</p></div>	<div>Suspension Rate</div> <div><p>Green</p></div>
<div>Mathematics</div> <div><p>Red</p></div>		
<div>English Learner Progress</div> <div><p>Green</p></div>		

School and Student Performance Data

Academic Performance English Language Arts

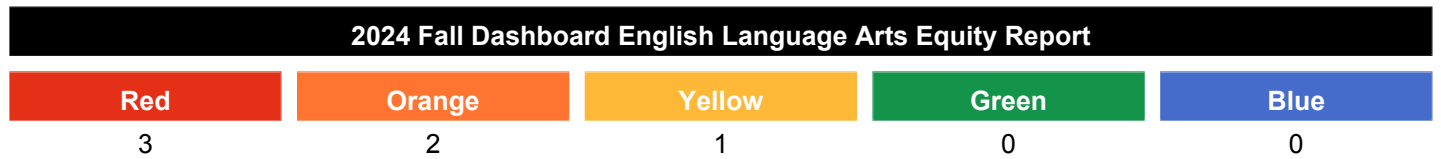
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>61.8 points below standard</div> <div>Declined 6.7 points</div> <div>334 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>99.1 points below standard</div> <div>Increased 8.7 points</div> <div>161 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>116.0 points below standard</div> <div>Declined 11.4 points</div> <div>25 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>85.9 points below standard</div> <div>Maintained 1.6 points</div> <div>15 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>77.8 points below standard</div> <div>Increased 4.9 points</div> <div>263 Students</div>

Students with Disabilities  Red 128.1 points below standard Declined 45.1 points 45 Students	African American  No Performance Color 114.9 points below standard Declined 32.3 points 22 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Red 109.5 points below standard Maintained 0.1 points 84 Students	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  Red 77.4 points below standard Declined 13.5 points 78 Students
Two or More Races  No Performance Color 42.3 points below standard Declined 49.5 points 20 Students	Pacific Islander  No Performance Color Less than 11 Students 2 Students	White  Yellow 18.9 points below standard Increased 3.6 points 128 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.

Potential causes:

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

Our English Department underwent a handful of staffing changes during the 23-24 school year. Two of the three English teachers were new to the profession. The third left the school mid year, leaving the class with a series of long term substitutes to finish the year. Our school wide focus for the year was rooted in a book study on "Grading for Equity" and enhancing EL strategies within the regular classroom. Although English teachers began to identify equitable grading practices and make changes to their practice, the focus on evaluating lessons and assessment for learning became challenging for them and they asked for additional time and training around the deconstruction of standards and common assessment planning. Additionally, the English department identified a need for in class support, specifically calling for additional Bilingual Instructional Assistance. Another area they found as a need was to get training in GLAD related strategies so to better support our emerging bilinguals and enhance classroom engagement for all students. Lastly, over the course of the 23-24 school year, Arcade was participating in a whole-school construction project, where the classrooms and buildings they were teaching in was to be demolished at the end

of the school year. Staff spent many hours of their non-teaching time to prepare their entire classroom for an end of year classroom and school move.

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

Just 3 days before the start of the 24-25 school year teachers were able to move into our new school and their new classrooms. Our four member English department started the 24-25 school year with one new teacher and one long term substitute. They began the year with professional development focused on how to deconstruct and identifying essential standards. They were tasked to spend the year identify standard mastery and create student-friendly learning targets to make goals and necessary learning more clear to students. The work has continued through the entire year and will need to continue next year with departments identifying essential standards, establish common assessments, and creating common rubrics. Specific to English language Arts, the teachers identified a need for training in GLAD strategies and the "constructing meaning" framework to better support emerging bilinguals and establish mastery of standard. In both 23- 24 and the 24 - 25 school year the Arcade staff participated in a series of trainings that was provided by either by the Refugee Department or the EL Department. Following the trainings teachers have asked for extended release time as there is a strong need for extensive collaboration. Arcade continues to expand enrollment and up to 9 new teachers will be joining the staff in the 25- 26 school year, with 6 of them being brand new to the profession. These teachers , along with their department will need training and time to calibrate. Collaboration Thursday is and will continue to be set aside on identified early release Thursdays for departments to discuss and elaborate plans so that they may implement concepts presented. Funding to support adding additional an BIA has been established and will need continue as necessary.

School and Student Performance Data

Academic Performance Mathematics

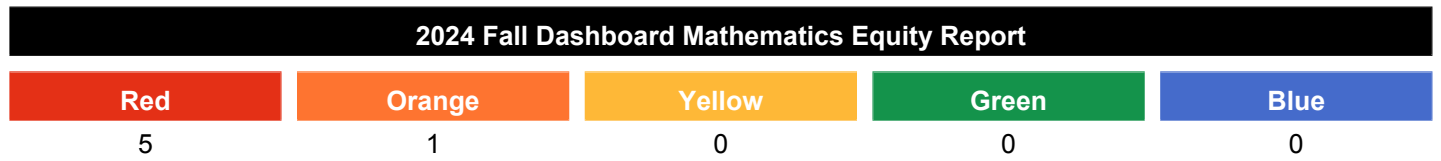
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>106.8 points below standard</div> <div>Declined 7.1 points</div> <div>340 Students</div>	<div>English Learners</div> <div> Red</div> <div>152.6 points below standard</div> <div>Maintained 1.6 points</div> <div>165 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>188.2 points below standard</div> <div>Declined 8.6 points</div> <div>25 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>149.2 points below standard</div> <div>Increased 18.2 points</div> <div>17 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>126.5 points below standard</div> <div>Maintained 2.9 points</div> <div>270 Students</div>

Students with Disabilities  Red 154.0 points below standard Declined 30.3 points 45 Students	African American  No Performance Color 158.6 points below standard Declined 38.2 points 23 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Red 165.0 points below standard Declined 17.4 points 86 Students	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  Red 126.3 points below standard Maintained 0.5 points 78 Students
Two or More Races  No Performance Color 79.7 points below standard Declined 16.0 points 21 Students	Pacific Islander  No Performance Color Less than 11 Students 2 Students	White  Orange 58.8 points below standard Maintained 1.8 points 131 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, our students declined in performance from the previous year by an average of 7.1 points: all students are scoring an average of 106.8 points below standard, which is "red" on the CA Dashboard. Students with disabilities, socio-economically disadvantaged students, English Learners, Asian students, and Hispanic students are also indicated as "red" on the CA Dashboard, but are performing below their peers, often significantly, anywhere from 19.7 points (socio-economically disadvantaged students) to 58.2 points (Asian students).

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 an average of 58.8 points below standard, and they maintained their progress.

Potential causes:

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

As a site, we were discouraged to discover that all of our students either maintained or declined, often significantly, in math even though our math teachers had committed to using iReady regularly. We also implemented intervention with all students through our flex period ("Growth and Opportunity" Period) last year, but clearly these two strategies were not effective. We had a significant increase in our newcomer population which alerted us to identify a need for additional Bilingual Instructional Assistants who were comfortable supporting Math instruction. Our resource teacher and instructional staff who support students with disabilities identified large gaps in Mathematics and began a shift their services by offering a two fold system of math support. They created a math skills class and began additional push-in support in other various math classes.

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

Our math teachers decided that we should spend this year identifying essential standards and putting those standards into student-friendly learning targets to make goals and necessary learning more clear to students. They also wanted to create common assessments and rubrics. We also identified that all teachers, including math teachers, need training in strategies to support our emerging bilingual students in all of their content areas. While the math department worked diligently to create common learning targets, they have not gotten to the work of creating common assessments, and they need more time to collaborate around implementing strategies to support all students in the learning of new content. With the addition of two new math teachers in the 25-26 school year, and the need to complete essential standards, common assessments, and common rubrics, we have a great need to set aside days for this department to collaborate with each other once a month so they can work to complete 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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 No Performance Color
57.6% making progress.	69.2% making progress.
Number Students: 125 Students	Number Students: 26 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
8%	34.4%	0.8%	55.2%

Lowest Performing Group:

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

Overall, 57.6% of our Emerging Bilingual students are making progress in the English language acquisition as measured but ELPAC which is the green status on the dashboard.
One area to call out is that in comparison to over half of our students are making progress, 34.4% of our Emerging Bilingual students have maintained their status on ELPAC meaning that they have not made at least one level of growth. Further data analysis needs to be conducted to determine who these particular students are and whether or not they are considered Long Term English learners.

Potential causes:

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

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. Regular practice on the iready program has become effective in that students are familiar with its structure and are able to use it with ease. A series of trainings was provided by the Refugee Department for staff to gain deeper insight to the learning needs of English Learners. Some staff made immediate changes to classroom instruction as learned through the training. Many staff have requested more intimate and detailed training for the purpose to develop best practices when working with and

teaching English Learners. Staff called for funds for additional support staff who could work with students and families on school practices, routines, and success.

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

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. We will be hyper focused on reducing class size and making use of resources that will allow us to add additional teachers. Three new ELD teachers will be joining Arcade and we will provide them with the training, support and collaboration time they need with their site colleges. Additional materials and/or books will be purchased to support English Learning. Hands on projects and field experiences will be explored to aid to their new learning. IReady assessments will be used and staff will spend more time evaluating learning needs and lesson planning as such.

School and Student Performance Data

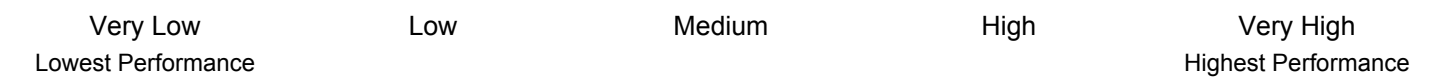
Academic Performance College/Career Report

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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.



This section provides number of student groups in each level.



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

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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



Yellow

24.8% Chronically Absent

Declined 4.7

411 Students

English Learners



Yellow

20% Chronically Absent

Declined 9.6

155 Students

Long-Term English Learners



No Performance Color

20.7% Chronically Absent

Declined 11.6

29 Students

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

2 Students

Homeless



No Performance Color

62.5% Chronically Absent

Declined 14.4

24 Students

Socioeconomically Disadvantaged












Yellow

27.7% Chronically Absent

Declined 7.9

329 Students

Students with Disabilities  Orange 42.1% Chronically Absent Declined 2 57 Students	African American  Orange 36.7% Chronically Absent Declined 10.6 30 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Yellow 16.5% Chronically Absent Declined 5.4 103 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Hispanic  Orange 33.3% Chronically Absent Declined 3.9 93 Students
Two or More Races  No Performance Color 14.8% Chronically Absent Declined 22 27 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Red 24.3% Chronically Absent Maintained 0.4 152 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 white students.

24.3% of our white students were chronically absent which is similar to the previous year.

In comparison, 24.8% of all students were chronically absent which was a decrease of 4.7 from the previous school year.

Potential causes:

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

A district liason was provided and the site was able to use collective efforts to increase attendance. The combined efforts of the attendance clerk, the vice principal, and a social worker offered extended review of student attendance. Students were met with frequently and given incentives to continue with positive attendance. School wide PBIS programming was established and several incentives, prizes and activities were created to draw their attention and participation. A school counselor was tasked with developing and Intervention Committee who then made extended efforts to support academics, home life, personal resources needed for school, and health and wellness.

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

We will continue to need a Counselor dedicated to chronic absenteeism. We will continue to make use of a Attendance Committee and the support services found with in. Our school will seek further incentives and rewards for positive school attendance and we will work with our PBIS team to enhance activities and events to draw desire to attend

school. We will expand use of the counselor and committee with the addition of home visits and help provide whatever necessary resources students made need to feel comfortable coming to school

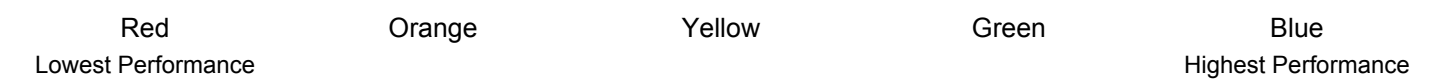
School and Student Performance Data

Academic Engagement Graduation Rate

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.

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



This section provides 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.

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

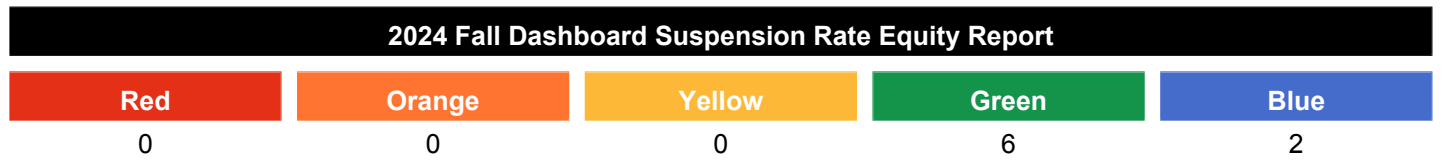
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.







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












This section provides 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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>3.3% suspended at least one day</div> <div>Declined 8.8%</div> <div>422 Students</div>	<div>English Learners</div> <div></div> <div>Blue</div> <div>1.9% suspended at least one day</div> <div>Declined 13.1%</div> <div>158 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Declined 12.9%</div> <div>30 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>7.7% suspended at least one day</div> <div>Declined 15.6%</div> <div>26 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>3.2% suspended at least one day</div> <div>Declined 10.5%</div> <div>340 Students</div>

Students with Disabilities  Green 1.7% suspended at least one day Declined 1.5% 60 Students	African American  Green 3% suspended at least one day Declined 12.4% 33 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Green 1.9% suspended at least one day Declined 15.7% 105 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Hispanic  Green 2.1% suspended at least one day Declined 13.5% 94 Students
Two or More Races  No Performance Color 10.7% suspended at least one day Declined 9.3% 28 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Green 3.8% suspended at least one day Declined 0.9% 156 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 suspension rates were overwhelming low across all statistically significantly student groups.

When looking at all student groups, there are two that are suspended at a higher rate which are homeless and students who identify as two or more races.

7.7% of our homeless students were suspended at least one day which was a decrease of 15.6% from the previous school year.

10.7% of our students who identify as two or more races were suspended at least one day which was a decrease of 9.3% from the previous year.

In comparison, 3.3% of all students were suspended at least one day which was a decrease of 8.8% from the previous year.

Potential causes:

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

Several support staff have been hired over the past year to assist with student behavioral needs

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

Campus monitor to continue support with behavioral needs.

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?

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.

2025-26

Identified Need

School Community Intervention Specialist - CICO
School Community Intervention Assistant- Academic support
Collaboration time
Supplemental materials and supplies above core

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	61.8 points below standard	+3 scale score
	English Learners	99.1 points below standard	
	Foster Youth		
	Homeless	85.9 points below standard	
	Socioeconomically Disadvantaged	77.8 points below standard	
	Students with Disabilities	128.1 points below standard	
	African American	114.9 points below standard	
	American Indian		
	Asian	109.5 points below standard	
	Filipino		
	Hispanic	77.4 points below standard	
	Two or More Races	42.3 points below standard	
	Pacific Islander		

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
	White	18.9 points below standard	
Math State Assessment: Change in scale score	All Students	106.8 points below standard	+3 scale score points
	English Learners	152.6 points below standard	
	Foster Youth		
	Homeless	149.2 points below standard	
	Socioeconomically Disadvantaged	126.5 points below standard	
	Students with Disabilities	154.0 points below standard	
	African American	158.6 points below standard	
	American Indian		
	Asian	165.0 points below standard	
	Filipino		
	Hispanic	126.3 points below standard	
	Two or More Races	79.7 points below standard	
	Pacific Islander		
	White	58.8 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	57.6%		+2%
English Learner Reclassification:	6.96%		+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	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	25-26 School Year
1.2	Supporting student achievement through positive rewards and incentives to students for academic progress (such as through the Academic Celebrations Committee and the Multilingual Progress Celebrations	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,400	25-26 School Year

	Committee, celebrating reclassifications and progression of Levels).				
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. 1.0 FTE SCIS 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	47,103 30,735	25-26 School Year
1.4	School Community Intervention Assistant supports the academic progress and achievement of students through analysis of academic behaviors,	All Students X 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	35,990 16,807	25-26 School Year

	classroom observations, and data collection, small group instruction and tutoring, and liaising between staff and families. 1.0 FTE SCIA PC #39894		3000-3999: Employee Benefits		
1.5	Supplemental supplies, materials, and technology to support learning and academic achievement (technology, STEAM supplies, etc.; all supplies except books).	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	45,000	25-26 School Year
1.6	Purchase high interest, diverse, and representative contemporary reading materials to increase interest and achievement in reading and English Language Arts and ensure continuity amongst English classes.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	5,000	25-26 School Year

1.7	Provide additional collaboration time for teachers, including summer planning, 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.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Asian, Students with Disabilities, Hispanic	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	7,000	25-26 School Year
1.8	Provide staff with various collaborative trainings to support implementation of instruction to improve student achievement and meet state standards	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Asian, Students with Disabilities, Hispanic	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	4,000	25-26 School Year
1.9	Digital subscriptions to primarily support reading progress	All Students X English Learners Low-Income Students Foster Youth	Title I Part A Site Allocation	10,000	25-26 School Year

	of students, including but not limited to English learners, so to prepare them for in part for reclassification as proficient in English (i.e., Lexia Power up, etc.).	Lowest Performing	5000-5999: Services And Other Operating Expenditures		
1.10	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	10,000	25-26 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: 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?

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.

2025-26

Identified Need

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

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	24.8% Chronically Absent	- 0.5%
	English Learners	20% Chronically Absent	
	Foster Youth		
	Homeless	62.5% Chronically Absent	
	Socioeconomically Disadvantaged	27.7% Chronically Absent	
	Students with Disabilities	42.1% Chronically Absent	
	African American	36.7% Chronically Absent	
	American Indian		
	Asian	16.5% Chronically Absent	
	Filipino		
	Hispanic	33.3% Chronically Absent	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	<p>Two or More Races 14.8% Chronically Absent</p> <p>Pacific Islander</p> <p>White 24.3% Chronically Absent</p>	
Attendance: Percentage of the school year attended for students in TK-12	92.3%	+2%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	NA
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	-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.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing White	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3,000	25-26 School Year
2.2	Provide hands on learning experiences through academic field trips, for students. Includes transportation and fees.	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	30,000	25-26 School Year
2.3	Provide additional counseling services for parents and	X All Students English Learners Low-Income Students Foster Youth	Title I Part A Site Allocation	45,500 11,637	25-26 School Year

	students in the area of education, student performance, personal and social relations and parent and family relations. 0.5 FTE Counselor PC #35260/61	Lowest Performing	3000-3999: Employee Benefits Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries		
2.4		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: 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?

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.

2025-26

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 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	3.3% suspended at least one day	-0.3%
	English Learners	1.9% suspended at least one day	
	Foster Youth		
	Homeless	7.7% suspended at least one day	
	Socioeconomically Disadvantaged	3.2% suspended at least one day	
	Students with Disabilities	1.7% suspended at least one day	
	African American	3% suspended at least one day	
	American Indian		
	Asian	1.9% suspended at least one day	
	Filipino		
	Hispanic	2.1% suspended at least one day	
	Two or More Races	10.7% suspended at least one day	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	Pacific Islander White 3.8% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	56.8%	+3%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	61.4%	+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).	24%	+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
3.1	Campus Monitor supports the safety and supervision of students, decreasing student behaviors and time spent out of class. 1.0 FTE PC # TBD	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation	35,742 26,948	25-26 School Year

			3000-3999: Employee Benefits		
3.2	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	6,970	25-26 School Year
3.3	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 2000-2999: Classified Personnel Salaries	2,000	25-26 School Year
3.4	School Community Resource Assistant (Farsi/Dari-speaking) acts as a liaison between school and families.	All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	72,600	25-26 School Year

	Supports families and students through small group and face to face meetings. Helps families access resources, supports students academically and behaviorally, and with attendance. 1.0 FTE PC# TBD				
3.5	Support staff provide additional assistance to families and support student programs around attendance, which increases time in class and student achievement and student achievement.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	4,990 26,830	25-26 School Year

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 additional language support to English Learners at beginning and early intermediate proficiency levels in core content classes.	2025-26 School Year	0.75 FTE BIAs (Farsi/Dari) (2) 0.75 FTE BIA (Pashto) (1)	2000-2999: Classified Personnel Salaries		
Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD).	2025-26 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.	2025-26 School Year	0.5 FTE Counselor	1000-1999: Certificated Personnel Salaries		
Provide intervention support to students and curricular support to staff.	2025-26 School Year	1.0 Academic Intervention Specialist	1000-1999: Certificated Personnel Salaries		
Provide students with targeted support to support mathematics instruction.	2025-26 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)	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
Provide additional support with student and campus safety and behavior interventions.	2025-26 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.	2025-26 School Year	1.0 School Community Resource Assistant	2000-2999: Classified Personnel Salaries		
Provide additional support and resources to families.	2025-26 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	\$485,752.00

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	\$82,560.00
Title I Part A Parent Involvement	\$4,990.00
Title I Part A Site Allocation	\$398,202.00

Subtotal of state or local funds included for this school: \$485,752.00

Total of federal, state, and/or local funds for this school: \$485,752.00

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
Title I Part A Site Allocation	398,202	0.00
Title I Part A Parent Involvement	4,990	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	82,560.00
Title I Part A Parent Involvement	4,990.00
Title I Part A Site Allocation	398,202.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	11,000.00
2000-2999: Classified Personnel Salaries	236,892.00
3000-3999: Employee Benefits	119,990.00
4000-4999: Books And Supplies	67,870.00
5000-5999: Services And Other Operating Expenditures	50,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	37,742.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	26,948.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	17,870.00

2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	4,990.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	11,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	194,160.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	93,042.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	50,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	50,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	219,535.00
Goal 2	90,137.00
Goal 3	176,080.00

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 & Michele Lorenzo	Principal
Mariela Jimenez	Other School Staff
Keira Kirby	Classroom Teacher
Evelyn Troike	Classroom Teacher
Lauren Kelley	Classroom Teacher
Aston Ferland	Classroom Teacher
Linda Litka	Parent or Community Member
Michelle Andersen	Parent or Community Member
RS	Secondary Student
KP	Secondary Student
BT	Secondary Student
Vacant Position	Parent or Community Member

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 19th, 2025.

Attested:

	Principal, Michele Lorenzo on May 19th, 2025
	SSC Chairperson, Mariela Jimenez on May 19th, 2025

Budget By Expenditures

Arcade Fundamental Middle School

Funding Source: LCFF Supplemental Site Allocation

\$82,560.00 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 and the Multilingual Progress Celebrations Committee, celebrating reclassifications and progression of Levels).	4000-4999: Books And Supplies	\$2,400.00	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	\$3,000.00	Healthy Environments for Socio-Emotional Growth	
Campus Monitor supports the safety and supervision of students, decreasing student behaviors and time spent out of class. 1.0 FTE PC # TBD	2000-2999: Classified Personnel Salaries	\$35,742.00	Engaging Academic Programs	
Incentives and other supplies to support PBIS, both Tiers 1 and 2.	4000-4999: Books And Supplies	\$6,970.00	Engaging Academic Programs	
Staff support of PBIS, both Tiers 1 and 2 (i.e., data analysis, facilitation of incentives and raffles, etc.).	2000-2999: Classified Personnel Salaries	\$2,000.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	\$26,948.00	Engaging Academic Programs	

Arcade Fundamental Middle School

LCFF Supplemental Site Allocation Total Expenditures: \$82,560.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement \$4,990.00 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.	2000-2999: Classified Personnel Salaries	\$4,990.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures: \$4,990.00

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

Funding Source: Title I Part A Site Allocation \$398,202.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	2000-2999: Classified Personnel Salaries	\$26,830.00	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	

Arcade Fundamental Middle School

School Community Resource Assistant (Farsi/Dari-speaking) acts as a liaison between school and families. Supports families and students through small group and face to face meetings. Helps families access resources, supports students academically and behaviorally, and with attendance. 1.0 FTE PC# TBD	2000-2999: Classified Personnel Salaries	\$72,600.00	Engaging Academic Programs
Provide hands on learning experiences through academic field trips, for students. Includes transportation and fees.	5000-5999: Services And Other Operating Expenditures	\$30,000.00	Healthy Environments for Socio-Emotional Growth
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	3000-3999: Employee Benefits	\$45,500.00	Healthy Environments for Socio-Emotional Growth
	2000-2999: Classified Personnel Salaries	\$11,637.00	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. 1.0 FTE SCIS PC# 39124	2000-2999: Classified Personnel Salaries	\$47,103.00	Connected School Communities
School Community Intervention Assistant supports the academic progress and achievement of students through analysis of academic behaviors, classroom observations, and data collection, small group instruction and tutoring, and liaising between staff and families. 1.0 FTE SCIA PC #39894	2000-2999: Classified Personnel Salaries	\$35,990.00	Connected School Communities

Arcade Fundamental Middle School

Supplemental supplies, materials, and technology to support learning and academic achievement (technology, STEAM supplies, etc.; all supplies except books).	4000-4999: Books And Supplies	\$45,000.00	Connected School Communities
Purchase high interest, diverse, and representative contemporary reading materials to increase interest and achievement in reading and English Language Arts and ensure continuity amongst English classes.	4000-4999: Books And Supplies	\$5,000.00	Connected School Communities
Provide additional collaboration time for teachers, including summer planning, 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	\$7,000.00	Connected School Communities
Provide staff with various collaborative trainings to support implementation of instruction to improve student achievement and meet state standards	1000-1999: Certificated Personnel Salaries	\$4,000.00	Connected School Communities
Digital subscriptions to primarily support reading progress of students, including but not limited to English learners, so to prepare them for in part for reclassification as proficient in English (i.e., Lexia Power up, etc.).	5000-5999: Services And Other Operating Expenditures	\$10,000.00	Connected School Communities
Digital subscriptions to support and supplement student learning.	5000-5999: Services And Other Operating Expenditures	\$10,000.00	Connected School Communities
	3000-3999: Employee Benefits	\$30,735.00	Connected School Communities
	3000-3999: Employee Benefits	\$16,807.00	Connected School Communities

Arcade Fundamental Middle School

Title I Part A Site Allocation Total Expenditures: \$427,540.00

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

Arcade Fundamental Middle School Total Expenditures: \$515,090.00