School Year: **2026-27**

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 19, 2026	June 23, 2026

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 Targeted Support and Improvement

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

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

ELA - English learners and Students with Disabilities

Math - Students with Disabilities

Absenteeism - English learners and Students with Disabilities

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

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

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

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

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

Table of Contents

Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

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

Root Cause Analysis

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

Resource Inequities

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

Input from Educational Partners

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

Involvement Process for the SPSA and Annual Review and Update

Whole staff analyzed assessment and school survey data; whole staff then completed a needs assessment and built consensus around allocation of LCFF funds for 2026-2027; 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.42%	0.50%	0.35%	4	5	4
African American	5.44%	5.94%	6.59%	52	60	76
Asian	8.26%	11.68%	15.09%	79	118	174
Filipino	0.73%	0.40%	0.35%	7	4	4
Hispanic/Latino	26.36%	27.23%	26.89%	252	275	310
Pacific Islander	0.84%	0.10%	0.43%	8	1	5
White	50.10%	46.53%	42.41%	479	470	489
Multiple/No Response	7.85%	7.62%	7.89%	75	77	91
			Total Enrollment	956	1010	1153

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	231		385
Grade 7	342		391
Grade 8	383		377
Total Enrollment	956		1,153

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	92	149	211	9.0%	9.6%	18.3%
Fluent English Proficient (FEP)	143	147	182	13.8%	15.0%	15.8%
Reclassified Fluent English Proficient (RFEP)	7				4.43%	

School and Student Performance Data

Student Population

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1010	**46.4%**	**14.8%**	**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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	149	14.8%
Foster Youth	0	0.0%
Homeless	36	3.6%
Socioeconomically Disadvantaged	469	46.4%
Students with Disabilities	102	10.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	60	5.9%
American Indian	5	0.5%
Asian	118	11.7%
Filipino	4	0.4%
Hispanic	275	27.2%
Two or More Races	77	7.6%
Pacific Islander	1	0.1%
White	470	46.5%

School and Student Performance Data

Overall Performance

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2025 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 Green		

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
3	2	2	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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Red	Orange
5.9 points below standard	88.1 points below standard	114.9 points below standard
Maintained 2.2 points	Maintained -0.5 points	Increased 24.9 points
941 Students	224 Students	42 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	80.1 points below standard	44.1 points below standard
1 Student	Maintained -0.5 points	Declined 5.1 points
	29 Students	478 Students

Students with Disabilities	African American	American Indian
Red 103.2 points below standard Declined 19.7 points 91 Students	Yellow 68.9 points below standard Increased 18.7 points 51 Students	No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Asian	Filipino	Hispanic
Red 81.2 points below standard Declined 12.8 points 107 Students	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Yellow 17.6 points below standard Increased 10.3 points 265 Students

Two or More Races	Pacific Islander	White
Green 14 points above standard Increased 8.9 points 70 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Green 22.3 points above standard Increased 3.4 points 438 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 three lowest student groups who are in the red. Those three groups were ELL's, students with disabilities, and Asian. We had three groups in the orange which include-all student LTEL's and SED.
English learners scored 88.1 points below standard however, maintained 0.5 points from the previous school year.
Student's with disabilities scored 103.2 points below standard and declined 19.7 points from the previous school year.
Asian scored 81.2 points below standard and declined 12.8 points from the previous school year.
LTELs scored 114.9 points below standard however, increased 24.9 points from the previous year.
SED scored 44.1 points below the standard and declined 5.9 points from the previous year.
In comparison, all students scored 5.9 points below standard however, maintained -2.2 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 intervention (IXL 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/Wayground are 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 2025 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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	4	3	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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Orange	Orange
57.7 points below standard	128.6 points below standard	171.2 points below standard
Maintained -2.8 points	Increased 6.2 points	Increased 4.7 points
928 Students	223 Students	42 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	143.5 points below standard	97.1 points below standard
	Declined 20.5 points	Declined 10.2 points
1 Student	31 Students	469 Students

Students with Disabilities	African American	American Indian
Orange	Orange	No Performance Color
151.6 points below standard	135 points below standard	Fewer than 11 students - No Data for Privacy
Increased 16.6 points	Increased 14.8 points	5 Students
91 Students	51 Students	

Asian	Filipino	Hispanic
Red	No Performance Color	Yellow
121.1 points below standard	Fewer than 11 students - No Data for Privacy	76.6 points below standard
Maintained 0.7 points	4 Students	Increased 3.3 points
106 Students		261 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Yellow
42.6 points below standard	Fewer than 11 students - No Data for Privacy	24.4 points below standard
Increased 22.7 points	1 Student	Declined 3.3 points
70 Students		430 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 in the red SED with 97.1 points below and declined 10.2, and Asian with 121.1 points below however, maintained 0.7 points from the previous year.
English learners, Long Term English Leaners, Students with Disabilities, African American, and Asian.
English learners scored 128.6 points below standard however, increased by 6.2 points from the previous year.
LTELS scored 171.2 points below standard however, increased by 4.7 points from the previous school year.
African American students scored 135 points below standard however, increases by 14.8 points from the previous year.
In comparison, all students scored 57.7 points below standard however, maintained by -2.8 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 IXL 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
Science

The 2025 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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
0	1	2	1	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Orange	No Performance Color
52.1 science points	36.6 science points	27.2 science points
Maintained 0 points	Maintained 1.4 points	Maintained 0.8 points
342 Students	59 Students	16 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	46.4 science points
		Maintained 0.8 points
0 Students	8 Students	165 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
46.1 science points	41 science points	Fewer than 11 students - No Data for Privacy
Increased 3.5 points	Increased 14.3 points	2 Students
26 Students	18 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
42.3 science points	Fewer than 11 students - No Data for Privacy	47.4 science points
Maintained 1.6 points	3 Students	Maintained -1.3 points
29 Students		87 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
50.3 science points	0 Students	56.6 science points
Declined 2.5 points		Maintained -1.2 points
32 Students		173 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. 36.6 points below standard however, they maintained by 1.4 points
English learners scored 128.6 points below standard however, increased by 6.2 points from the previous year.
Hispanic scored 47.4 points below standard however, maintained by-1.3 points from the previous school year.
SED scored 46.4 points below standard however, maintained by 0.8 points from the previous year.
In comparison, all students scored 52.1 points below standard however, maintained by 0 points from the previous year.

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

Arden focuses heavily on ELA and math. ELL's are struggling across all subject matters.

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

IXL has a science component that can be used as a supplemental resource. Before and after school tutoring is also offered.

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.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
Green	Blue
53.7 making progress.	63.2 making progress.
Number Students: 134 Students	Number Students: 38 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.

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
9%	36.8%	1.5%	52.6%

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

52.6% of our students progressed at least one level on ELPAC.
36.8% of our students maintained their progress level at Level 1, 2L, 2H, 3L, or 3H.
9% 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 in December 2023. In addition to the influx of newcomers, we acknowledge that we did have now have a designated English Language Development teacher so scores have improved. 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 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 2025 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 Lowest Performance	Low	Medium	High	Very High Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Red	Yellow	Red
20.8% Chronically Absent	26.7% Chronically Absent	34.8% Chronically Absent
Increased 0.6	Declined 9.5	Increased 3.8
1052 Students	176 Students	46 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Red	Orange
Fewer than 11 students - No Data for Privacy	50% Chronically Absent	28% Chronically Absent
	Increased 6.3	Declined 1.5
3 Students	38 Students	564 Students

Students with Disabilities	African American	American Indian
Orange	Orange	No Performance Color
31.2% Chronically Absent	33.3% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 3.1	Declined 3.5	5 Students
109 Students	66 Students	

Asian	Filipino	Hispanic
Orange	No Performance Color	Red
22.1% Chronically Absent	Fewer than 11 students - No Data for Privacy	24.7% Chronically Absent
Declined 7.1	4 Students	Maintained -0.4
131 Students		291 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Orange
16.7% Chronically Absent	Fewer than 11 students - No Data for Privacy	17% Chronically Absent
Declined 0.8	1 Student	Increased 3
78 Students		476 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.
26.7% of our English learners were chronically absent however, declined 9.5 students from the previous year.
34.8% of our LTELs were chronically absent which was an increase of 3.9 from the previous year.
28% of our Socioeconomically Disadvantaged students were chronically absent however, declined by 1.5 from the previous year.
31.2% of our Students with Disabilities were chronically absent however, declined by 3.1 from the previous year.
33.3% of our African American students were chronically absent however, declined by 3.5 students from the previous year.
24.7% of our Asian students were chronically absent however, declined by 7.1 from the previous year.
24.7% of our Hispanic students were chronically absent however, maintained -0.4 from the previous year.
In comparison, 20.2% of all students were chronically absent which was an increase of 0.6 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.

2025 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.

2025 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:
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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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	5	1	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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Orange	Red
6.8% suspended at least one day	10.6% suspended at least one day	12.8% suspended at least one day
Increased 0.9%	Increased 2.4%	Increased 1.1%
1071 Students	180 Students	47 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Yellow	Orange
Fewer than 11 students - No Data for Privacy	10% suspended at least one day	9% suspended at least one day
	Declined 6.7%	Increased 1%
3 Students	40 Students	577 Students

Students with Disabilities	African American	American Indian
Red	Orange	No Performance Color
12.3% suspended at least one day	22.5% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 4.1%	Declined 1.6%	5 Students
114 Students	71 Students	

Asian	Filipino	Hispanic
Green	No Performance Color	Orange
6.7% suspended at least one day	Fewer than 11 students - No Data for Privacy	6.4% suspended at least one day
Declined 0.7%	4 Students	Increased 0.8%
135 Students		297 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Orange
3.8% suspended at least one day	Fewer than 11 students - No Data for Privacy	5.2% suspended at least one day
Declined 1.3%	1 Student	Increased 1.7%
80 Students		478 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 LTEL's and students with disabilities, .
12.8% of our LTEL's were suspended at least one day which was an increase of 1.1%. 12.3% of our students with disabilities were suspended at least one day which was an increase of 4.1%
In comparison, 6.8% 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, 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: 2025-26

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 2026

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

Homeroom, before and after school tutoring, IXL intervention support 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 year, IXL and 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 ELD
Extra hours for tutoring before school and afterschool specifically for our newcomer students.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	5.9 points below standard	+3 scale score points
	English Learners	88.1 points below standard	
	Foster Youth		
	Homeless	80.1 points below standard	
	Socioeconomically Disadvantaged	44.1 points below standard	
	Students with Disabilities	103.2 points below standard	
	African American	68.9 points below standard	
	American Indian		
	Asian	81.2 points below standard	
	Filipino		
	Hispanic	17.6 points below standard	
	Two or More Races	14 points above standard	
	Pacific Islander		
	White	22.3 points above standard	

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
Math State Assessment: Change in scale score	All Students	57.7 points below standard	+3 scale score points
	English Learners	128.6 points below standard	
	Foster Youth		
	Homeless	143.5 points below standard	
	Socioeconomically Disadvantaged	97.1 points below standard	
	Students with Disabilities	151.6 points below standard	
	African American	135 points below standard	
	American Indian		
	Asian	121.1 points below standard	
	Filipino		
	Hispanic	76.6 points below standard	
	Two or More Races	42.6 points below standard	
	Pacific Islander		
	White	24.4 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	53.7		+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	4.43%		+2%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	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	29,000	School Year 2026-2027
1.2	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	4027.00	School Year 2026-2027
1.3	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	5,000	School Year 2026-2027

			4000-4999: Books And Supplies		
1.4	Extra Hours for EL intervention support - before school tutoring.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	4027.00	School Year 2026-2027

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: 2025-26

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

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 2025-26	Expected Outcome 2026-27
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: 20.8% Chronically Absent English Learners: 26.7% Chronically Absent Foster Youth: Homeless: 50% Chronically Absent Socioeconomically Disadvantaged: 28% Chronically Absent Students with Disabilities: 31.2% Chronically Absent African American: 33.3% Chronically Absent American Indian: Asian: 22.1% Chronically Absent Filipino: Hispanic: 24.7% Chronically Absent Two or More Races: 16.7% Chronically Absent Pacific Islander: White: 17% 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 2025-26	Expected Outcome 2026-27
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	School Year 2026-2027

	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	School Year 2026-2027
2.3	Attendance Academy	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	0	School Year 2026-2027
2.4	Campus Representative to reduce suspensions, referrals conduct 1:1 attendance check in's	X All Students English Learners Low-Income Students Foster Youth X Lowest Performing African American, Asian, Hispanic, Students with Disabilities	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	60,506.00	School Year 2026-2027

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: 2025-26

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 2025-26	Expected Outcome 2026-27
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: 6.8% suspended at least one day English Learners: 10.6% suspended at least one day Foster Youth: Homeless: 10% suspended at least one day Socioeconomically Disadvantaged: 9% suspended at least one day Students with Disabilities: 12.3% suspended at least one day African American: 22.5% suspended at least one day American Indian: Asian: 6.7% suspended at least one day Filipino: Hispanic: 6.4% suspended at least one day Two or More Races: 3.8% suspended at least one day Pacific Islander: White: 5.2% suspended at least one day	-0.3%
Sense of Belonging: Percentage of students who respond "agree" or "strongly	52.4%	60%

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
agree" in Sense of Belonging on the district climate survey		
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	Campus rep who will provide early intervention, de-escalation, and support restorative practices to improve campus safety.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation None Specified	0	School Year 2026-2027
3.2	Compass Behavior Modules (Tier intervention) to provide alternative to school suspension	All Students English Learners Low-Income Students Foster Youth X Lowest Performing African American	LCFF Supplemental Site Allocation	0	School Year 2026-2027

3.3	WEB (Where Everyone Belongs)	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Rec Aide Allocation	0	School Year 2026-2027
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	School Year 2026-2027
3.5	Campus Monitor for school safety	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	0	School Year 2026-2027

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

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	102,560	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	0.00
LCFF Supplemental Site Allocation	102,560.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	8,054.00
2000-2999: Classified Personnel Salaries	60,506.00
4000-4999: Books And Supplies	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	29,000.00
None Specified	0.00

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	8,054.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	60,506.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	29,000.00
None Specified	LCFF Supplemental Site Allocation	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	42,054.00
Goal 2	60,506.00
Goal 3	0.00

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
Tessa Green	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
Susan McLean	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 5/19/26.

Attested:

Signature	
	Principal, Teresa Cummings on 5/19/26
	SSC Chairperson, Hayme Lake on 5/19/26

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        i. strategies to improve students' skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Budget By Expenditures

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 **$102,560.00 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	
ELA/Math/ELD Intervention program support for lowest performing student groups.	5800: Professional/Consulting Services And Operating Expenditures	$29,000.00	Connected School Communities	

Arden Middle School

Extra hours for small group Math intervention	1000-1999: Certificated Personnel Salaries	$4,027.00	Connected School Communities
Supplemental ELD Curriculum including but not limited to EL Achieve	4000-4999: Books And Supplies	$5,000.00	Connected School Communities
Extra Hours for EL intervention support - before school tutoring.	1000-1999: Certificated Personnel Salaries	$4,027.00	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
Campus Representative to reduce suspensions, referrals conduct 1:1 attendance check in's	2000-2999: Classified Personnel Salaries	$60,506.00	Healthy Environments for Socio-Emotional Growth
Campus rep who will provide early intervention, de-escalation, and support restorative practices to improve campus safety.	None Specified	$0.00	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: $102,560.00

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:	$174,720.00