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
Arcade Middle School	34-67447-6034342	May 18, 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)

X 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).

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

Our Site Council meets five times each year as we look at the needs and data that helps direct each year's goals and spending for our SPSA. The faculty completes a needs survey during the year to help identify areas of need. Our Student Advisory Council comprised of students from each grade level meets monthly to provide input on areas for focus for overall campus improvement.

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	0.26%	0.17%	0.16%	1	1	1
African American	6.65%	7.39%	7.58%	26	44	48
Asian	24.55%	33.95%	34.91%	96	202	221
Filipino	0.77%	0.67%	0.63%	3	4	4
Hispanic/Latino	22.76%	20.00%	18.33%	89	119	116
Pacific Islander	0.51%	0.67%	0.95%	2	4	6
White	38.11%	31.93%	29.54%	149	190	187
Multiple/No Response	6.39%	5.21%	7.74%	25	31	49
			Total Enrollment	391	595	633

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	107		174
Grade 7	140		223
Grade 8	144		236
Total Enrollment	391		633

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	145	277	285	35.6%	37.1%	45.0%
Fluent English Proficient (FEP)	63	97	108	12.0%	16.1%	17.1%
Reclassified Fluent English Proficient (RFEP)	11				6.96%	

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**
595	**83.5%**	**46.6%**	**0.0%**
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.

2024-25 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	277	46.6%
Foster Youth	0	0.0%
Homeless	32	5.4%
Socioeconomically Disadvantaged	497	83.5%
Students with Disabilities	64	10.8%

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	44	7.4%
American Indian	1	0.2%
Asian	202	33.9%
Filipino	4	0.7%
Hispanic	119	20%
Two or More Races	31	5.2%
Pacific Islander	4	0.7%
White	190	31.9%

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 Red	**Chronic Absenteeism** Orange	**Suspension Rate** Green
Mathematics Red		
English Learner Progress Red		

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
4	1	1	0	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
Red	Red	No Performance Color
73.3 points below standard	123.5 points below standard	121.6 points below standard
Declined 11.5 points	Declined 24.4 points	Declined 5.6 points
476 Students	263 Students	42 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	158.2 points below standard	88.3 points below standard
	Declined 72.3 points	Declined 10.6 points
1 Student	30 Students	404 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
134.7 points below standard	94.6 points below standard	Fewer than 11 students - No Data for Privacy
Declined 6.6 points	Increased 20.3 points	1 Student
52 Students	35 Students	

Asian	Filipino	Hispanic
Red	No Performance Color	Yellow
116.9 points below standard	Fewer than 11 students - No Data for Privacy	62.5 points below standard
Declined 7.4 points	3 Students	Increased 14.9 points
154 Students		98 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
50.1 points below standard	Fewer than 11 students - No Data for Privacy	38.9 points below standard
Declined 7.9 points	4 Students	Declined 20 points
28 Students		155 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 73 points below standard in English Language Arts, which is an overall decline of 11 points and "red" 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. White and Hispanic students are also not making adequate progress in English Language Arts and are indicated as "orange" on the CA Dashboard. Hispanic students are making more progress in English Language Arts than their peers with an overall increase of 15 points.

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 25-26 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.

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

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 new teachers will be joining the staff in the 26- 27 school year. 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

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
5	1	0	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
Red	Red	No Performance Color
128.7 points below standard	170.4 points below standard	178.2 points below standard
Declined 21.9 points	Declined 17.8 points	Increased 10 points
538 Students	325 Students	41 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	190.6 points below standard	142.4 points below standard
	Declined 41.3 points	Declined 15.8 points
1 Student	36 Students	467 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
175.8 points below standard	160.8 points below standard	Fewer than 11 students - No Data for Privacy
Declined 21.8 points	Maintained -2.2 points	1 Student
52 Students	38 Students	

Asian	Filipino	Hispanic
Red	No Performance Color	Red
174.4 points below standard	Fewer than 11 students - No Data for Privacy	124.9 points below standard
Declined 9.4 points	3 Students	Maintained 1.4 points
193 Students		104 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
92.2 points below standard	Fewer than 11 students - No Data for Privacy	81.5 points below standard
Declined 12.5 points	4 Students	Declined 22.7 points
29 Students		169 Students

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

Overall, our students declined in performance from the previous year by an average of 21 points: all students are scoring an average of 128 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).

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 math students by the addition of a .4 math interventionist who was with us 2 days per week. He utilized iReady results as well as department assessments to identify struggling students who were multiple levels behind standard. 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. We are creating two Math Foundations classes to add to next year's master schedule. Students for these classes will be selected by our intervention teacher, and the curriculum that will be used will also be selected by the team.

School and Student Performance Data

Academic Performance
Science

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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
1	2	1	0	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
Orange	Red	No Performance Color
43.2 science points	32.5 science points	32.9 science points
Declined 9 points	Declined 8.9 points	Declined 8.3 points
178 Students	100 Students	16 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	29.3 science points	39.7 science points
1 Student	15 Students	Declined 8.2 points
		155 Students

Students with Disabilities	African American	American Indian
No Performance Color 31.8 science points Declined 10.7 points 19 Students	No Performance Color 37.5 science points 15 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color 34.2 science points Declined 9.1 points 58 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Orange 39.3 science points Declined 4.4 points 41 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	No Performance Color 0 Students	Yellow 54.3 science points Declined 5.7 points 56 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 integrate all ML learners into a science course based on their grade level. This produces a challenge of breaking down key scientific concepts for students who are still in the middle of language acquisition. Our science staff has committed to utilizing strategies from Hattie's Visible Learning as well as GLAD strategies in order to maximize student understanding. This is helpful not only for our ML students, but for all learners.

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

As our site continues to grow in size and numbers, we are focused on approaching teaching from a team perspective, remaining collaborative in planning, assessing, and analyzing data to guide future instruction. We are continuing our work on essential standards including a focus on data analysis this year with PD supported by Solution Tree.

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

We continue to work collaboratively and use our department time to construct lessons and review data. We have had multiple teachers trained in GLAD strategies this year which we are optimistic will lead to greater understanding for all learners, especially our ML learners.

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
Red	No Performance Color
44.2 making progress.	47.4 making progress.
Number Students: 199 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
13.2%	42.1%	1%	43.7%

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, 44% 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.

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
Orange	Yellow	No Performance Color
22.2% Chronically Absent	18.5% Chronically Absent	27.1% Chronically Absent
Declined 2.6	Declined 1.5	Increased 6.4
627 Students	303 Students	48 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	45.7% Chronically Absent	23.1% Chronically Absent
1 Student	Declined 16.8	Declined 4.6
	46 Students	541 Students

Students with Disabilities	African American	American Indian
Red 44.6% Chronically Absent Increased 2.5 65 Students	Orange 27.7% Chronically Absent Declined 9 47 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Asian	Filipino	Hispanic
Yellow 15.6% Chronically Absent Declined 0.9 212 Students	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Orange 27.8% Chronically Absent Declined 5.6 126 Students

Two or More Races	Pacific Islander	White
No Performance Color 27.3% Chronically Absent Increased 12.5 33 Students	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Red 24% Chronically Absent Maintained -0.3 200 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% of our white students were chronically absent which is similar to the previous year.
In comparison, 22.2% of all students were chronically absent which was a decrease of 2.6% 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 our intervention team comprised of the attendance clerk, vice principal, counselor, 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.

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

We will continue to utilize the help of our intervention team to address chronic absenteeism. We will continue to make use of an Attendance Committee and the support services found within. 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 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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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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:
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 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.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	4	3	1	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
Green	Orange	Yellow
3% suspended at least one day	3.2% suspended at least one day	2% suspended at least one day
Declined 0.3%	Increased 1.3%	Increased 2%
656 Students	311 Students	50 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	3.8% suspended at least one day	3.2% suspended at least one day
1 Student	Declined 3.9%	Maintained -0.1%
	53 Students	569 Students

Students with Disabilities

Orange

2.9% suspended at least one day

Increased 1.2%

70 Students

African American

Orange

5.8% suspended at least one day

Increased 2.7%

52 Students

American Indian

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Asian

Orange

4.1% suspended at least one day

Increased 2.2%

220 Students

Filipino

No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

Hispanic

Yellow

2.3% suspended at least one day

Maintained 0.2%

131 Students

Two or More Races

No Performance Color

5.6% suspended at least one day

Declined 5.2%

36 Students

Pacific Islander

No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

White

Green

1.4% suspended at least one day

Declined 2.4%

208 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 suspension rate for all students decreased by .3% from last year. While our suspension rates increased slightly across most statistically significantly student groups, there were no significant changes which would raise concern. The Asian, African American, and English Learners categories all experienced a slight increase in suspension while Homeless, Two or More Races, and White students saw a slight decrease.

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

While we maintain a focus on alternatives to suspension and restorative practices on our campus, there is a collective agreement that student and staff safety require that suspension is used for physically aggressive behaviors such as physical fights or assaults. This will lead to a temporary and slight increase in suspension rates while the climate and behavioral expectations on campus adjust.

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

Staff to continue support for students with behavioral needs. Admin will continue to provide assistance and support to students and families as suspended students return to campus. Regular monitoring and consistent expectations will assist with this process. Admin and counseling will continue to monitor suspension data at the end of each quarter and look for patterns that might be disproportionate. Our community resource staff will also meet with families monthly in order to clearly communicate expectations and provide behavioral supports that can allow students to be more successful in navigating social issues that might lead to conflict/discipline.

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?

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. Our work in this area will continue as we hire more support staff.

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

We reevaluated our math scores as well as our reclassification numbers to identify that continued focus is needed in both areas. We will continue with our math intervention position next year as well as add a foundations course for 7th grade to address students who have been assessed at far below grade level.

2025-26

Identified Need

School Community Intervention Specialist - CICO
School Community Intervention Assistant- Academic support
Collaboration time to focus on development of CFAs as well well as data analysis to guide future instruction
Supplemental materials and supplies above core
Math intervention

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	73.3 points below standard	+3 scale score
	English Learners	123.5 points below standard	
	Foster Youth		
	Homeless	158.2 points below standard	
	Socioeconomically Disadvantaged	88.3 points below standard	
	Students with Disabilities	134.7 points below standard	
	African American	94.6 points below standard	
	American Indian		
	Asian	116.9 points below standard	
	Filipino		
	Hispanic	62.5 points below standard	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Two or More Races: 50.1 points below standard Pacific Islander White: 38.9 points below standard	
Math State Assessment: Change in scale score	All Students: 128.7 points below standard English Learners: 170.4 points below standard Foster Youth Homeless: 190.6 points below standard Socioeconomically Disadvantaged: 142.4 points below standard Students with Disabilities: 175.8 points below standard African American: 160.8 points below standard American Indian Asian: 174.4 points below standard Filipino Hispanic: 124.9 points below standard Two or More Races: 92.2 points below standard Pacific Islander White: 81.5 points below standard	+3 scale score points
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	44.2	+2%

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	6.96%	+2%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Provide school agendas to students to promote organization in academic areas.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3,500	School Year 2026-2027
1.2	Support student achievement through positive rewards and incentives to students for academic progress (such as through the Academic Celebrations Committee) or EL Progress (i.e., celebrating	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3,305	School Year 2026-2027

	reclassifications or other progress)				
1.3	School Community Intervention Specialist supports student achievement through PBIS implementation and the use of restorative practices, reducing suspension rates, increasing attendance, and increasing time in class. 1.0 FTE SCIS PC# 39124	X All Students English Learners X 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	30,581 24,021	School Year 2026-2027
1.4	School Community Intervention Assistant supports the academic progress and achievement of students through analysis of academic behaviors, classroom observations, and data collection,	All Students X English Learners X 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	46,582 38,222	School Year 2026-2027

	small group instruction and tutoring, and liaising between staff and families. 1.0 FTE SCIA PC #39894				
1.5	Supplemental supplies, materials, and technology software/tools to support learning and academic achievement of students not meeting grade level standards (technology, STEAM supplies, etc.; all supplies except books).	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	45,000	School Year 2026-2027
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	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	5,000	School Year 2026-2027

	classes.(1000-1999)				
1.7	Provide additional collaboration time /trainings 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 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 Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	23,000 17,000	School Year 2026-2027
1.8	Digital subscriptions to primarily support reading and academic language acquisition for lowest performing student groups as well as other student learning support.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing EL, Students with Disabilities	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	23000	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?

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. We will continue to utilize the team to promote positive attendance for the student body.

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. 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. Incentives will be provided for students who continue to show improvements in their attendance rate.

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 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	22.2% Chronically Absent	- 0.5%
	English Learners	18.5% Chronically Absent	
	Foster Youth		
	Homeless	45.7% Chronically Absent	
	Socioeconomically Disadvantaged	23.1% Chronically Absent	
	Students with Disabilities	44.6% Chronically Absent	
	African American	27.7% Chronically Absent	
	American Indian		
	Asian	15.6% Chronically Absent	
	Filipino		
	Hispanic	27.8% Chronically Absent	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Two or More Races 27.3% Chronically Absent Pacific Islander White 24% Chronically Absent	
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.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	.

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Support school culture and student connectedness through lunch time organized sports activities. Having sports equipment available to check out during lunch for increased positive interactions with peers.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3,000	School Year 2026-2027
2.2	Provide hands on learning experiences through academic field trips (meeting Title I guidelines) for students.	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	20,000	School Year 2026-2027
2.3	Provide additional counseling services for parents and	X All Students X English Learners X Low-Income Students Foster Youth	Title I Part A Site Allocation	67,390 26,323	School Year 2026-2027

	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	1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits		
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: 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?

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 increase in suspensions based on the dashboard, looking at this year's attendance data, we have seen an improvement in overall rates, which will be reflected in next year's dashboard. We attribute these improvements to the work of our intervention team which continues to focus on improving attendance and engagement through our PBIS program, counselor and admin check-ins, 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 work on our suspension and attendance rates by continuing to implement our PBIS program, conducting regular intervention meetings, 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 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	3% suspended at least one day	-0.3%
	English Learners	3.2% suspended at least one day	
	Foster Youth		
	Homeless	3.8% suspended at least one day	
	Socioeconomically Disadvantaged	3.2% suspended at least one day	
	Students with Disabilities	2.9% suspended at least one day	
	African American	5.8% suspended at least one day	
	American Indian		
	Asian	4.1% suspended at least one day	
	Filipino		
	Hispanic	2.3% suspended at least one day	
	Two or More Races	5.6% suspended at least one day	
	Pacific Islander		

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	White 1.4% 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 # 40044	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	35,860 33,790	School Year 2026-2027

			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	7,905	School Year 2026-2027
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 1000-1999: Certificated Personnel Salaries	4,000	School Year 2026-2027
3.4	School Community Resource Assistant (Farsi/Dari-speaking) acts as a liaison between school and families.	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	45,484 37,768	School Year 2026-2027

	Supports families and students though small group and face to face meetings. Helps families access resources, supports students academically and behaviorally, and with attendance. 1.0 FTE PC# 40099		Title I Part A Site Allocation 3000-3999: Employee Benefits		
3.5	Classified 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 X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries	10,154 5,576	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 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		

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	91,360	0.00
Title I Part A Site Allocation	459,525	0.00
Title I Part A Parent Involvement	5,576	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	91,360.00
Title I Part A Parent Involvement	5,576.00
Title I Part A Site Allocation	459,525.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	94,390.00
2000-2999: Classified Personnel Salaries	174,237.00
3000-3999: Employee Benefits	160,124.00
4000-4999: Books And Supplies	67,710.00
5000-5999: Services And Other Operating Expenditures	60,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	4,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	35,860.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	33,790.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	17,710.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	5,576.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	90,390.00

2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	132,801.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	126,334.00
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	60,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	259,211.00
Goal 2	116,713.00
Goal 3	180,537.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

3 Secondary Students

Name of Members	Role
Mark Uhler	Principal
Evelyn Troike	Classroom Teacher
Lauren Kelley	Classroom Teacher
Aston Ferland	Classroom Teacher
Michelle Andersen	Parent or Community Member
Kristen Bell	Parent or Community Member
Wahida Baburi	Other School Staff
SS	Secondary Student
RS	Secondary Student
KP	Secondary Student
Vacant Position	Classroom Teacher
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 18, 2026.

Attested:

	Principal, Mark Uhler on 5/19/26
	SSC Chairperson, Evelyn Troike 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

Arcade Fundamental Middle School

Funding Source: LCFF Supplemental Site Allocation **$91,360.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide school agendas to students to promote organization in academic areas.	4000-4999: Books And Supplies	$3,500.00	Connected School Communities	
Support student achievement through positive rewards and incentives to students for academic progress (such as through the Academic Celebrations Committee) or EL Progress (i.e., celebrating reclassifications or other progress)	4000-4999: Books And Supplies	$3,305.00	Connected School Communities	
Support 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 # 40044	2000-2999: Classified Personnel Salaries	$35,860.00	Engaging Academic Programs	
Incentives and other supplies to support PBIS, both Tiers 1 and 2.	4000-4999: Books And Supplies	$7,905.00	Engaging Academic Programs	
Staff support of PBIS, both Tiers 1 and 2 (i.e., data analysis, facilitation of incentives and raffles, etc.).	1000-1999: Certificated Personnel Salaries	$4,000.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	$33,790.00	Engaging Academic Programs	

LCFF Supplemental Site Allocation Total Expenditures:	$91,360.00
LCFF Supplemental Site Allocation Allocation Balance:	$0.00

Arcade Fundamental Middle School

Funding Source: Title I Part A Parent Involvement **$5,576.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	2000-2999: Classified Personnel Salaries	$5,576.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures:	$5,576.00
Title I Part A Parent Involvement Allocation Balance:	$0.00

Funding Source: Title I Part A Site Allocation **$459,525.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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	
	3000-3999: Employee Benefits	$37,768.00	Engaging Academic Programs	
School Community Resource Assistant (Farsi/Dari-speaking) acts as a liaison between school and families. Supports families and students though small group and face to face meetings. Helps families access resources, supports students academically and behaviorally, and with attendance. 1.0 FTE PC# 40099	2000-2999: Classified Personnel Salaries	$45,484.00	Engaging Academic Programs	

Arcade Fundamental Middle School

Classified 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	$10,154.00	Engaging Academic Programs
Provide hands on learning experiences through academic field trips (meeting Title I guidelines) for students.	5000-5999: Services And Other Operating Expenditures	$20,000.00	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	1000-1999: Certificated Personnel Salaries	$67,390.00	Healthy Environments for Socio-Emotional Growth
	3000-3999: Employee Benefits	$26,323.00	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	$30,581.00	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	$46,582.00	Connected School Communities

Arcade Fundamental Middle School

Supplemental supplies, materials, and technology software/tools to support learning and academic achievement of students not meeting grade level standards (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.(1000-1999)	4000-4999: Books And Supplies	$5,000.00	Connected School Communities
Provide additional collaboration time /trainings 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	$23,000.00	Connected School Communities
Digital subscriptions to primarily support reading and academic language acquisition for lowest performing student groups as well as other student learning support.	5000-5999: Services And Other Operating Expenditures	$23,000.00	Connected School Communities
	3000-3999: Employee Benefits	$24,021.00	Connected School Communities
	3000-3999: Employee Benefits	$38,222.00	Connected School Communities
	5000-5999: Services And Other Operating Expenditures	$17,000.00	Connected School Communities

Title I Part A Site Allocation Total Expenditures:	$488,863.00
Title I Part A Site Allocation Allocation Balance:	$0.00

Arcade Fundamental Middle School

Arcade Fundamental Middle School Total Expenditures: $585,799.00