

School Year: 2024-25

School Plan for Student Achievement Template

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the [SPSA Template Instructions](#).

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
The Studios @ Central	04-61507-6003230	June 12, 2024	[Add Local Board Approval date here]

Plan Description

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

In order to meet the Every Student Succeeds Act (ESSA) requirements and in alignment with the district’s LCAP, The Studios @ Central aligns its goals to those of the district and will have all actions scheduled so that all strategies/actions associated to each goal is implemented. Additionally, all student groups in the “Red”, as identified by the California Dashboard, will be provided with support through interventions and will be included in other strategies, consistent with all students.

Educational Partner Involvement

How, when, and with whom did your 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

Parents/guardians and staff members are important in the process of the SPSA. As such, the following meeting dates have been scheduled to go over the development of the 2024-25 SPSA and to review the progress of the 2023-24 SPSA:

Parent/Guardian or Community Educational Partner Input Meeting:

<u>When</u>	<u>Where</u>	<u>With Whom</u>
April 24, 2024 1:30 – 3:10 PM	School Library	All Staff Members
April 24, 2024 4:00 – 5:00 PM	School Library	Parents/Community Members
May 1, 2024 3:00 – 4:00 PM	School Library	School Site Council Members
May 7, 2024 2:50 – 4:00 PM	School Library	All Staff Members




May 7, 2024	4:00 – 5:00 PM	School Library	Parents/Community Members
May 29, 2024	3:00 – 4:00 PM	School Library	School Site Council
June 12, 2024	1:00 – 3:00 PM	School Library	School Site Council

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

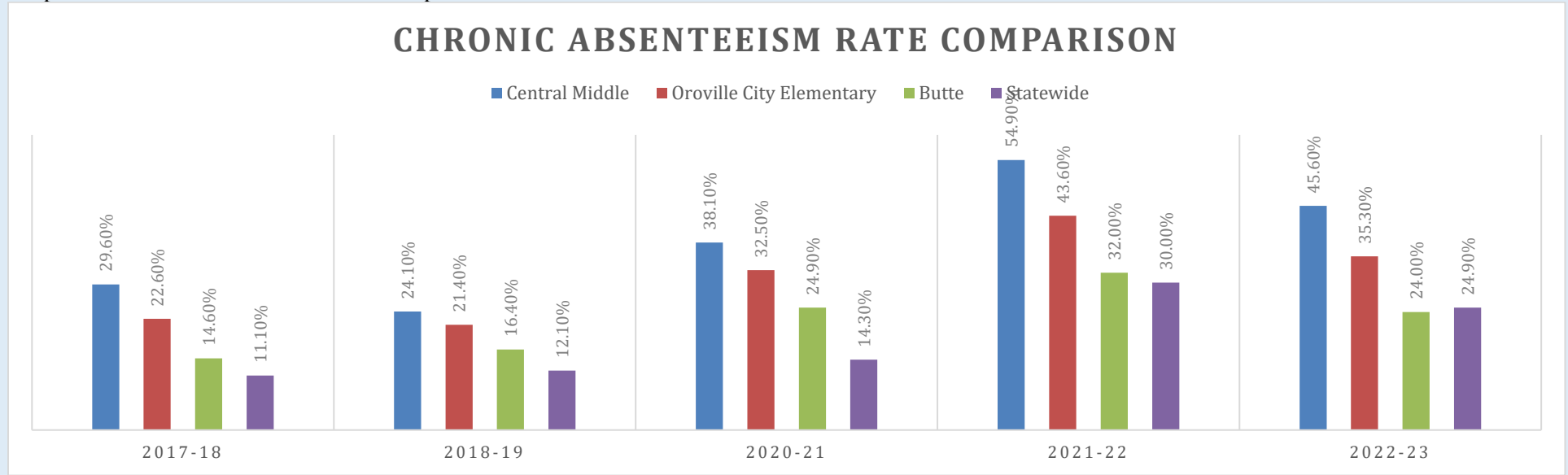
Student attendance is crucial to any learning because no learning occurs when a student is absent from school. Although, overall, no student group is found to be in the red, according to the California Dashboard, The Studios @ Central has a 45.6% chronic absence rate. Below is data from the 2022-23 school year found on the California School Dashboard for students with chronic absenteeism:

Chronic Absenteeism: Students who are absent 10 percent of more of the instructional days they were enrolled.

 <p>Orange</p> <p>Hispanic</p> <hr/> <p>Two or More Races</p> <hr/> <p>Students with Disabilities</p>	 <p>Yellow</p> <p>English Learners</p> <hr/> <p>Socioeconomically Disadvantaged</p> <hr/> <p>White</p>	 <p>Green</p> <p>Asian</p>	 <p>Blue</p> <p>No Student Groups</p>
<p>African American</p>  <p>No Performance Color</p> <hr/> <p>41.7% chronically absent</p> <hr/> <p>Number of Students: 12</p>	<p>American Indian</p>  <p>No Performance Color</p> <hr/> <p>84.6% chronically absent</p> <hr/> <p>Number of Students: 13</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <hr/> <p>33.3% chronically absent</p> <hr/> <p>Number of Students: 12</p>	<p>Homeless</p>  <p>No Performance Color</p> <hr/> <p>66.7% chronically absent</p> <hr/> <p>Number of Students: 24</p>
<p>Hispanic</p>  <p>Orange</p> <hr/> <p>50% chronically absent</p> <hr/> <p>Declined 15.8% ▼</p> <hr/> <p>Number of Students: 84</p>	<p>Two or More Races</p>  <p>Orange</p> <hr/> <p>49.1% chronically absent</p> <hr/> <p>Declined 12.8% ▼</p> <hr/> <p>Number of Students: 53</p>	<p>Students with Disabilities</p>  <p>Orange</p> <hr/> <p>49.4% chronically absent</p> <hr/> <p>Declined 13.9% ▼</p> <hr/> <p>Number of Students: 79</p>	<p>English Learners</p>  <p>Yellow</p> <hr/> <p>14% chronically absent</p> <hr/> <p>Declined 21% ▼</p> <hr/> <p>Number of Students: 43</p>
<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <hr/> <p>47.8% chronically absent</p> <hr/> <p>Declined 7.6% ▼</p> <hr/> <p>Number of Students: 337</p>	<p>White</p>  <p>Yellow</p> <hr/> <p>52.6% chronically absent</p> <hr/> <p>Declined 5.7% ▼</p> <hr/> <p>Number of Students: 175</p>	<p>Asian</p>  <p>Green</p> <hr/> <p>8.2% chronically absent</p> <hr/> <p>Declined 6.9% ▼</p> <hr/> <p>Number of Students: 61</p>	

According to the graph below and when compared with the district, the county, and the state, The Studios @ Central has a higher percentage of students with chronic absenteeism, more than doubling that of the state in four out of five years.

Graph 1.1: Chronic Absenteeism Rate Comparison

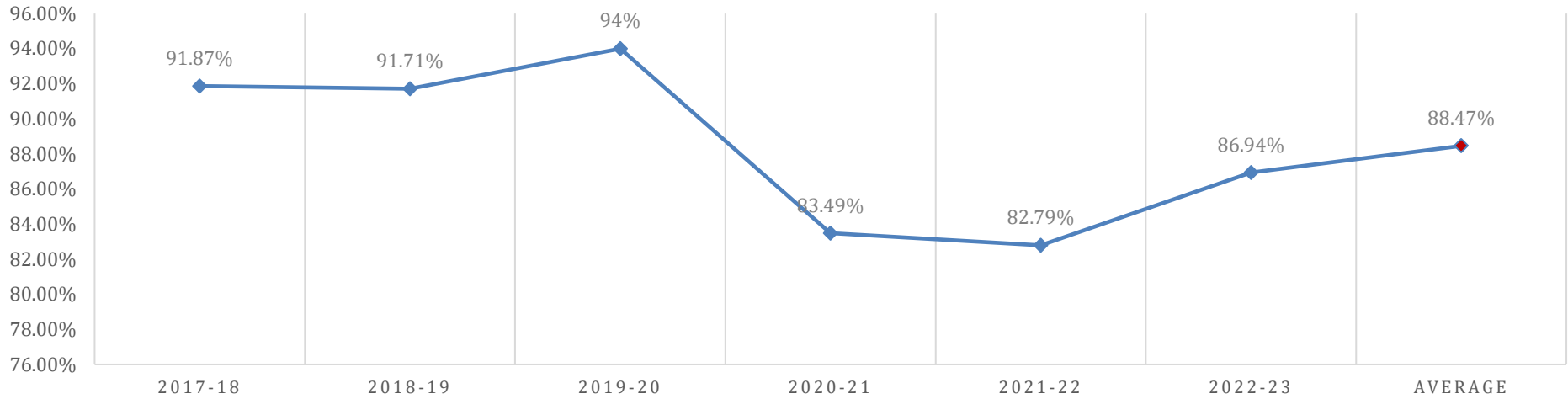


Student Absences

Student absence at The Studios @ Central continues to be a concern, with an average of 88.47% daily attendance from the 2017-18 school year to the 2022-23 school year. According to Graph 1.1, the highest average daily attendance occurred in 2019-2020 with 94% ADA. After that, the school took almost a 10% drop in daily attendance, the biggest decrease in the six-year span.

Graph 1.2: Average Daily Attendance

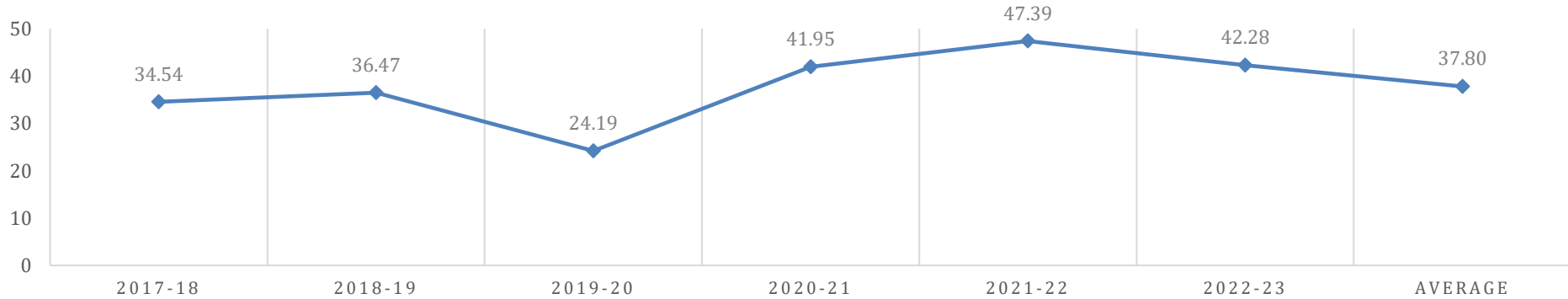
AVERAGE DAILY ATTENDANCE (2017-2023)



As shown in Graph 1.3, on any given day, for the last six year, there is an average of 38 students absent from school.

Graph 1.3: Average Daily Absence

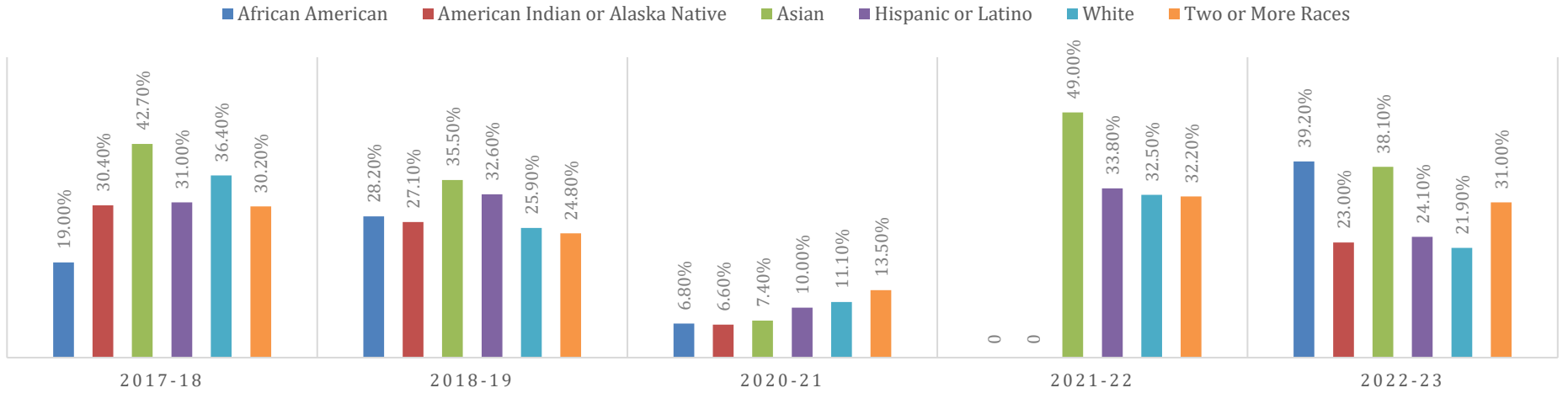
AVERAGE DAILY ABSENCE



Student absences are categorized at excused or unexcused. The following graphs show the percentage of excused and unexcused absences and from which racial/ethnic student group.

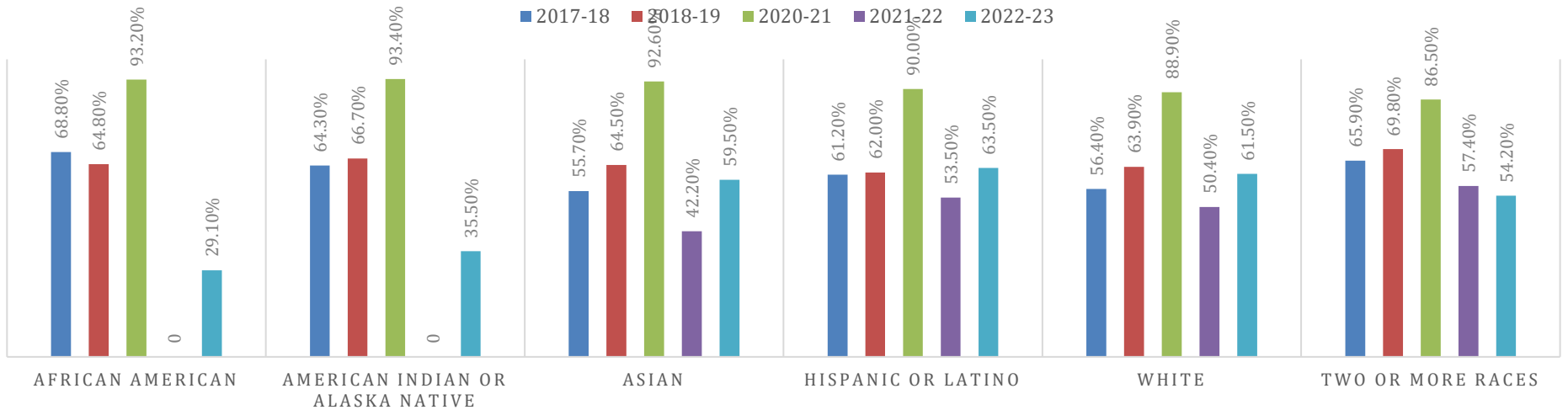
Graph 1.4: Excused Absence

THE STUDIOS @ CENTRAL EXCUSED ABSENCES



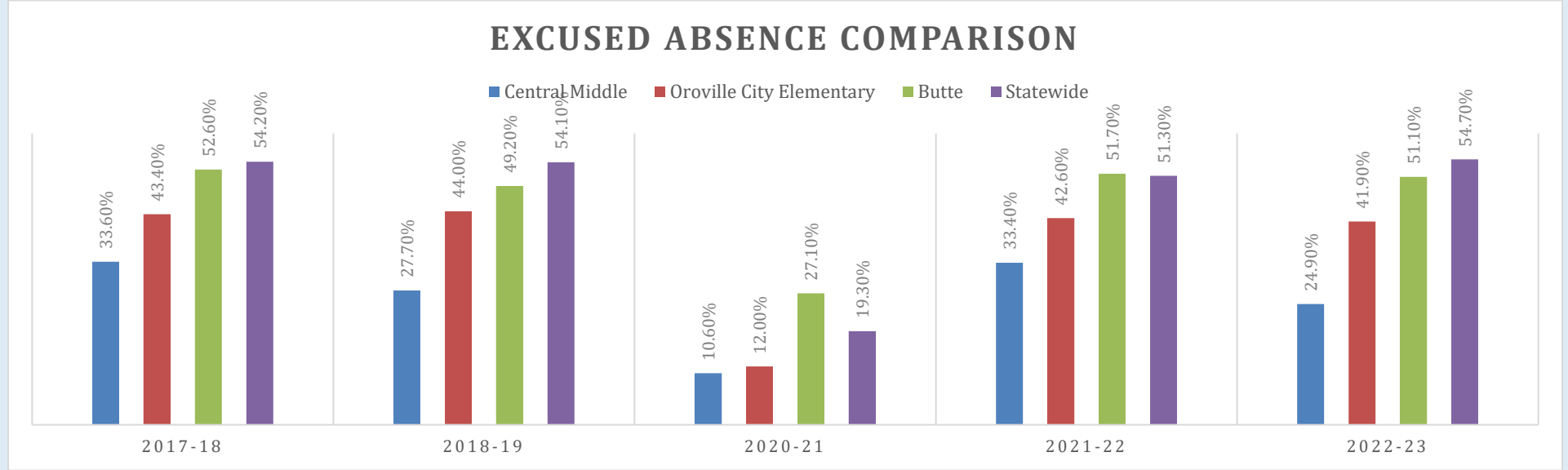
Graph 1.5: Unexcused Absence

THE STUDIOS @ CENTRAL UNEXCUSED ABSENCES



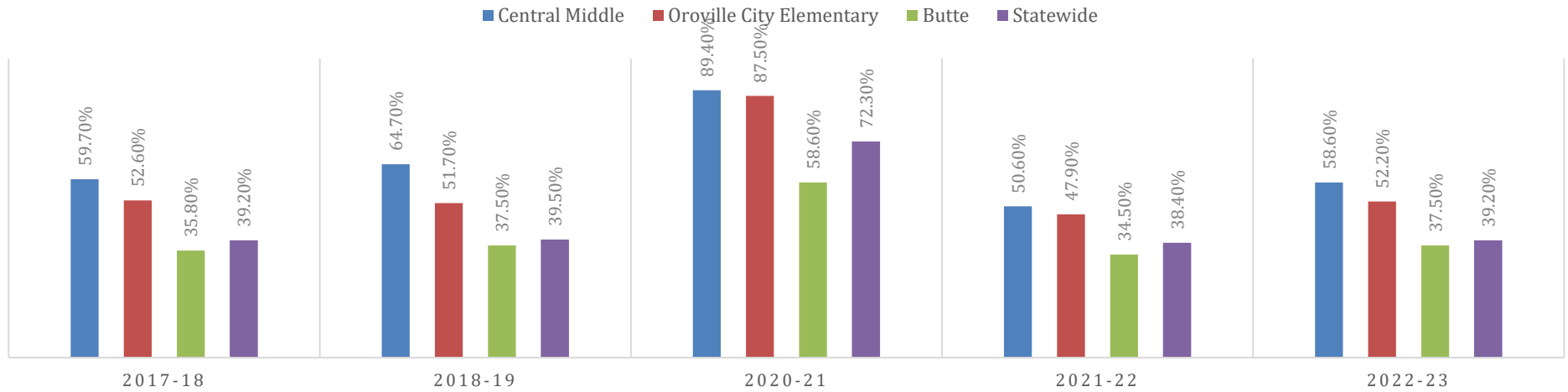
Below are two graphs comparing The Studios @ Central to the district, the county, and the state. In Graph 1.6, consistent for every year, The Studios @ Central has the smallest percentage of excused absences when compared to the district, the county, and the state. The opposite is trend for unexcused absences, depicted on Graph 1.7.

Graph 1.6: Excused Absence Comparison



Graph 1.7: Unexcused Absence Comparison

UNEXCUSED ABSENCE COMPARISON



Current Intervention/Support to Increase Attendance

The Studios @ Central continues to provide incentives to support daily student attendance

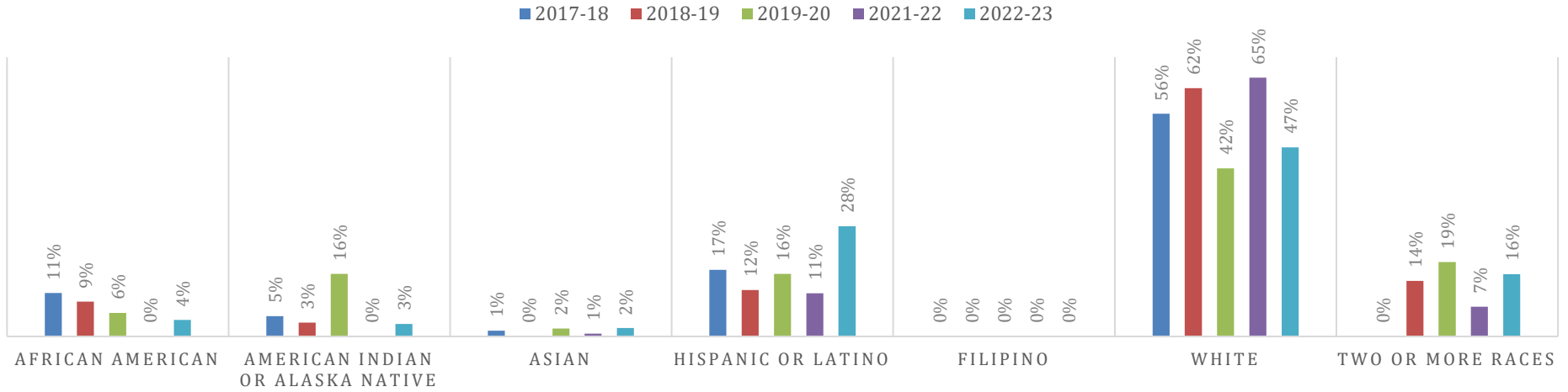
The review of the student attendance data shows a need to improve attendance. With an average of 80% low socioeconomic/low income families, there is a greater need than just continuing to educate families and students about the school/district's attendance policy, recognize and promote perfect attendance, and provide incentives to students.

Student Suspension

While attending school, students are suspended for infractions consistent with education code, section 48900. The graphs below show the percentage of students suspended for each school year being represented.

Graph 3.1: The Studios @ Central Overall Suspension

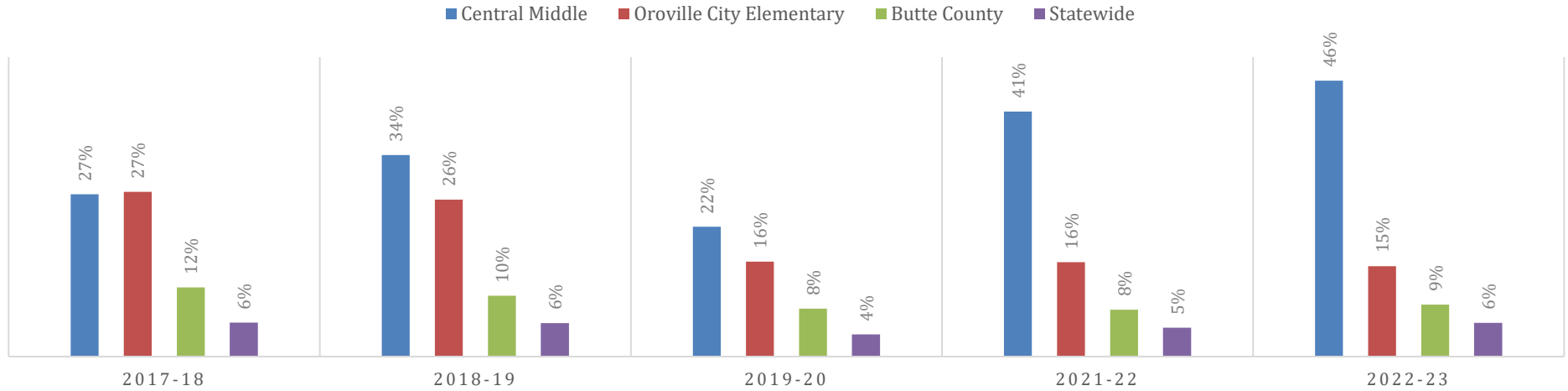
THE STUDIOS @ CENTRAL OVERALL SUSPENSIONS



Below, as depicted in Graph 3.2, the overall suspension at The Studios @ Central, when compared to the district, county, and state, is the highest. The suspension data surpassed the district, county, and state. During the 2022-23 school year, for example, the school surpassed the district by 31%, the county by 37%, and the state by 40%.

Graph 3.2: Overall Suspension Comparison

OVERALL SUSPENSION COMPARISON



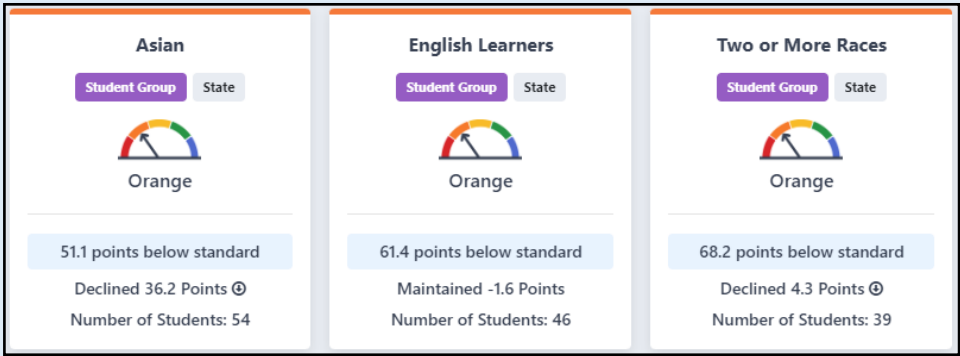
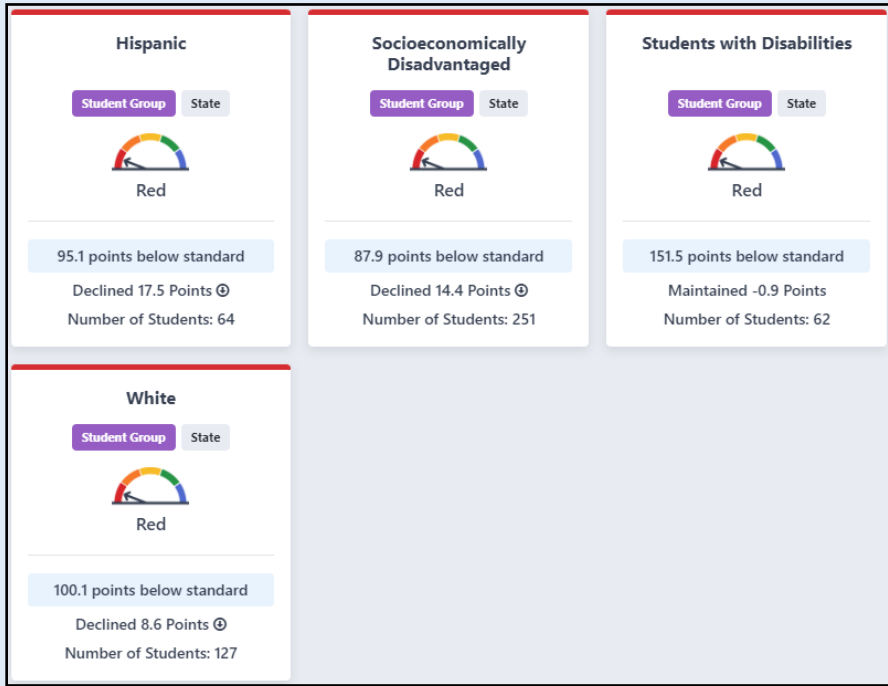
Clearly, there is a need to improve behavior at The Studios.

In addition to the data presented above, the California Dashboard indicates a need to improve student behavior so a lower suspension rate is attained for all subgroups.

The California Dashboard

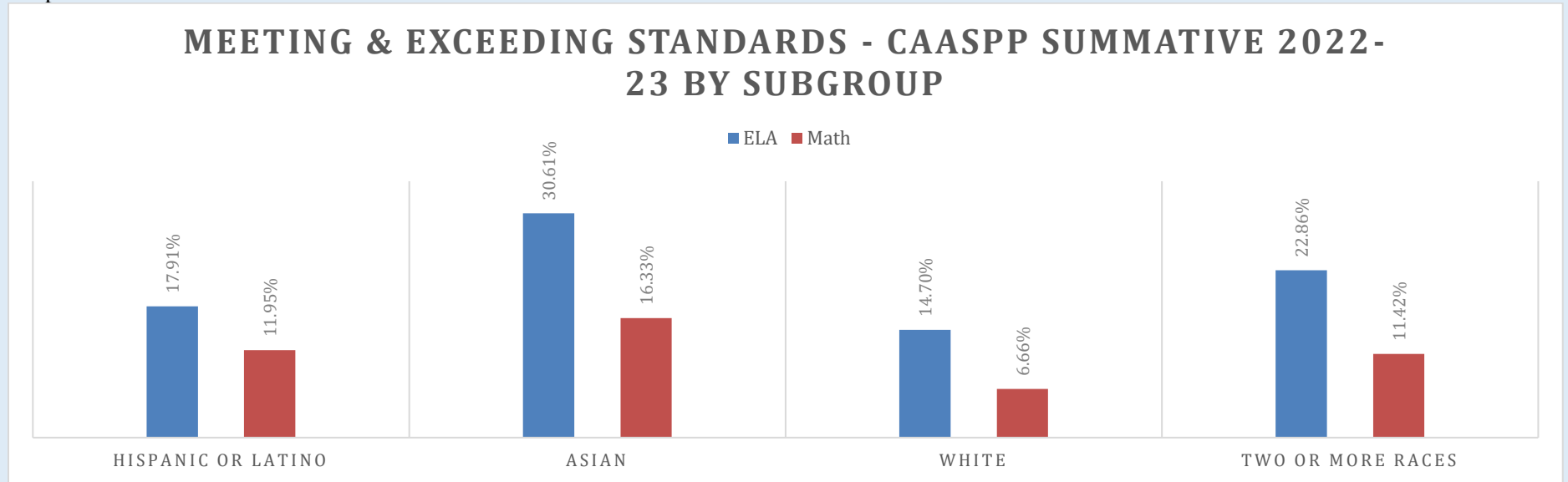
In reviewing the California School Dashboard, The Studios @ Central tested 298 student during the 2022-23 school year in both English Language Arts and Mathematics. All students performed in the “Red”, 82.2 points below standard in ELA and 132.6 points below standard in Math.

Further analysis of the ELA data shows four subgroups in the “Red”: Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White. There are three subgroups in the “Orange”: Asian, English Learners, and Two or More Races.

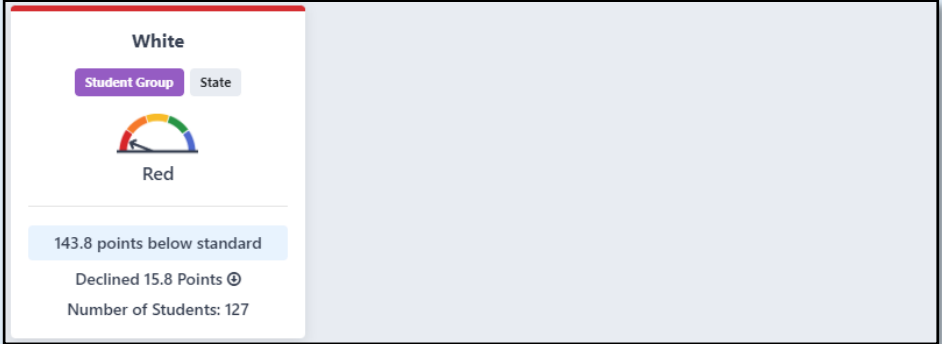
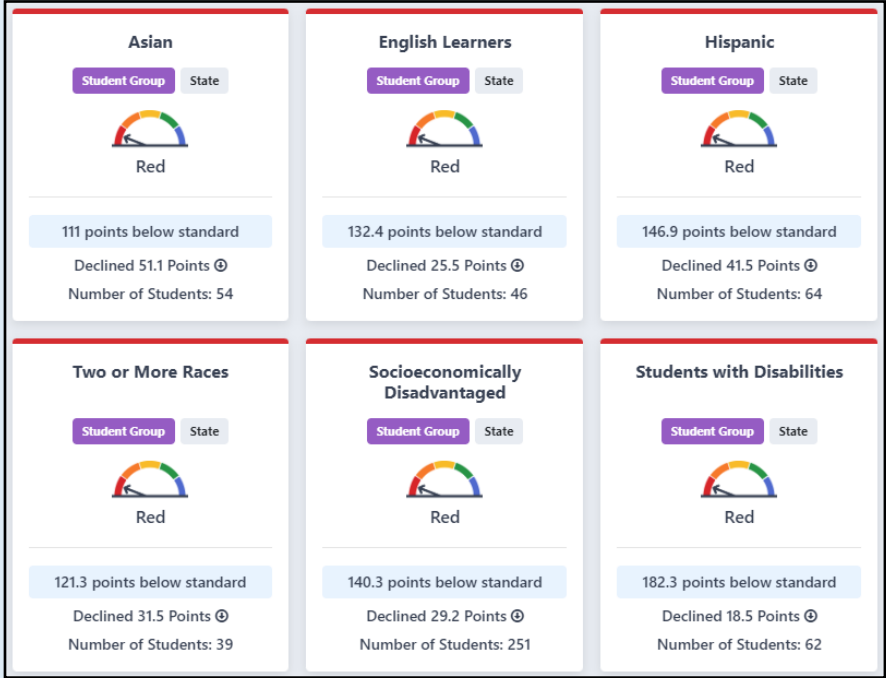


Below, in Graph 4.1, are the percentages of students meeting or exceeding standards. As depicted, the percentage of students meeting and exceeding standards in math is significantly lower than English language arts.

Graph 4.1: 2022-23 CAASPP Summative

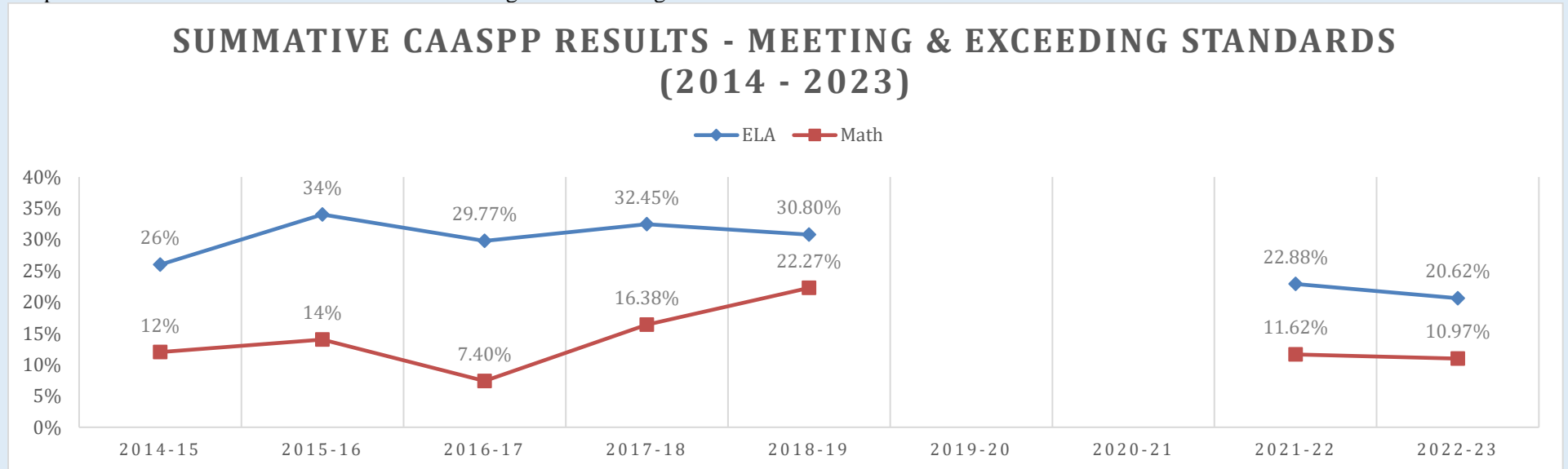


In Math, all seven subgroups performed in the “Red”: Asian, English Learners, Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, and White.



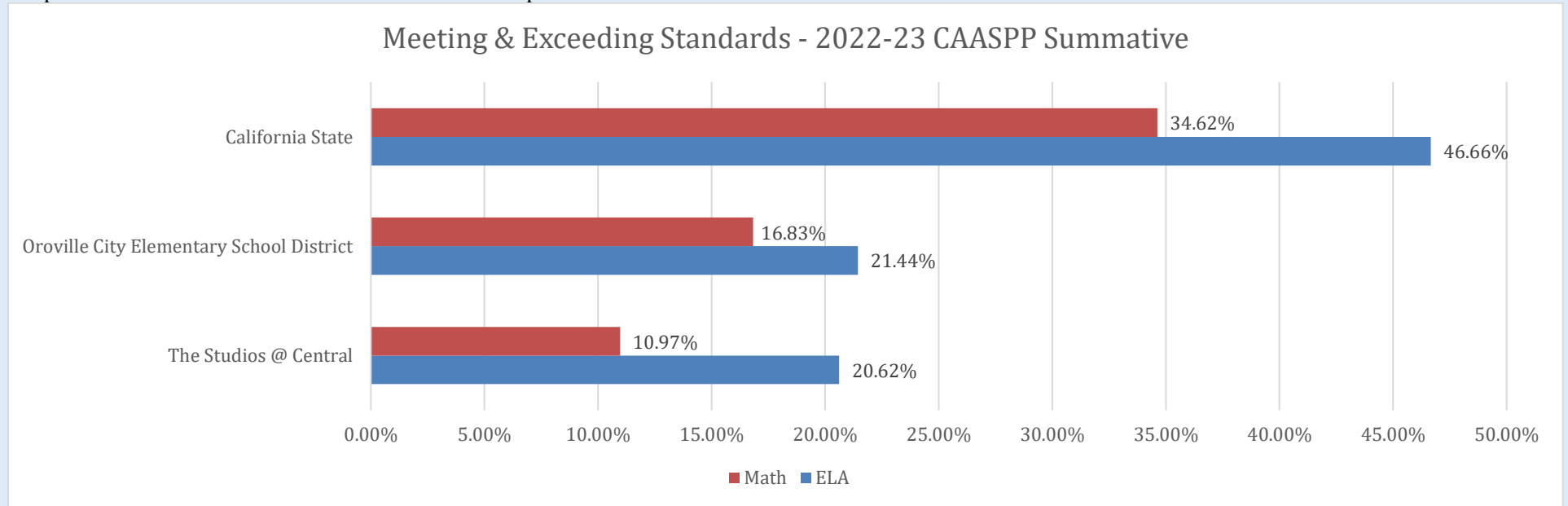
The data below, with an exception of the 2019-20 and 2020-21 school years, shows students perform better in English language arts than math, almost doubling in six out of the seven years tested.

Graph 4.2: Summative CAASPP Results for Meeting and Exceeding Standards







The graph below shows where The Studios @ Central is when compared with the district and the state. The trend shows students do better in English language arts than math. Thus, the results of the Studios @ Central is behind those of the district and the state.

Graph 4.3: 2022-23 CAASPP Summative Result Comparison



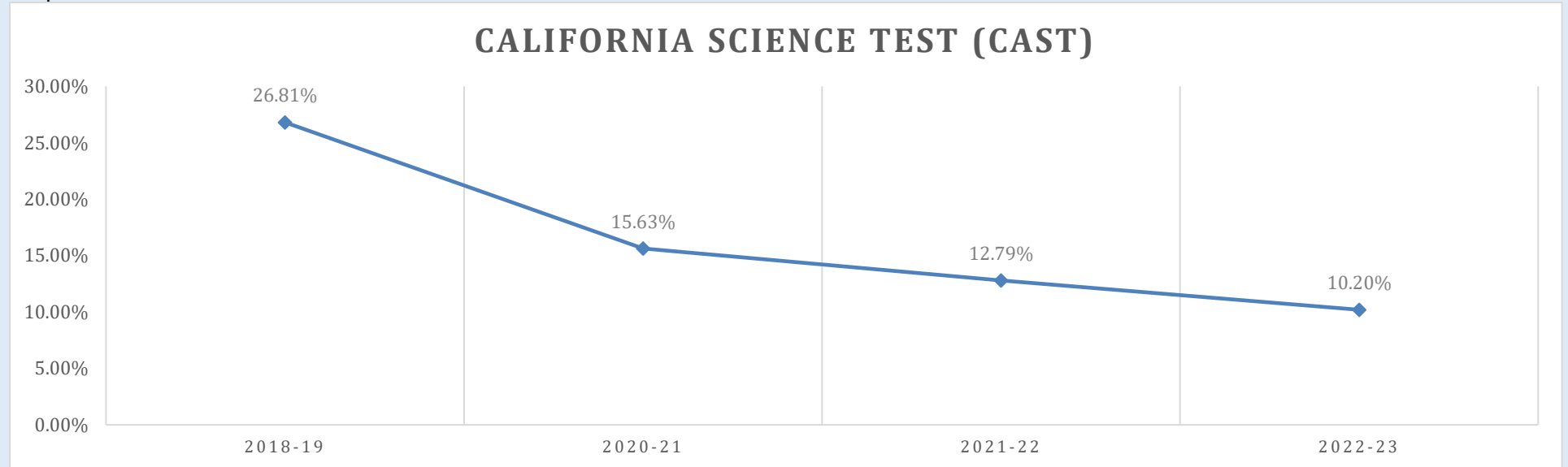
There is a need to provide additional support to students in order to increase student achievement.

In Science, 10.20% of the students met the standards as shown in the table below.

Reporting Categories	Grade 5	Grade 8	Grade 10	Grade 11	Grade 12	All High School	All Grades
Number of Students Enrolled ⁱ	N/A	106	N/A	N/A	N/A	N/A	106
Number of Students Tested ⁱ	N/A	98	N/A	N/A	N/A	N/A	98
Number of Students with Scores ⁱ	N/A	98	N/A	N/A	N/A	N/A	98
Mean Scale Score	N/A	391.1	N/A	N/A	N/A	N/A	N/A
 Standard Exceeded (Level 4) ⁱ	N/A	0.00 %	N/A	N/A	N/A	N/A	0.00 %
 Standard Met (Level 3) ⁱ	N/A	10.20 %	N/A	N/A	N/A	N/A	10.20 %
 Standard Nearly Met (Level 2) ⁱ	N/A	62.24 %	N/A	N/A	N/A	N/A	62.24 %
 Standard Not Met (Level 1) ⁱ	N/A	27.55 %	N/A	N/A	N/A	N/A	27.55 %

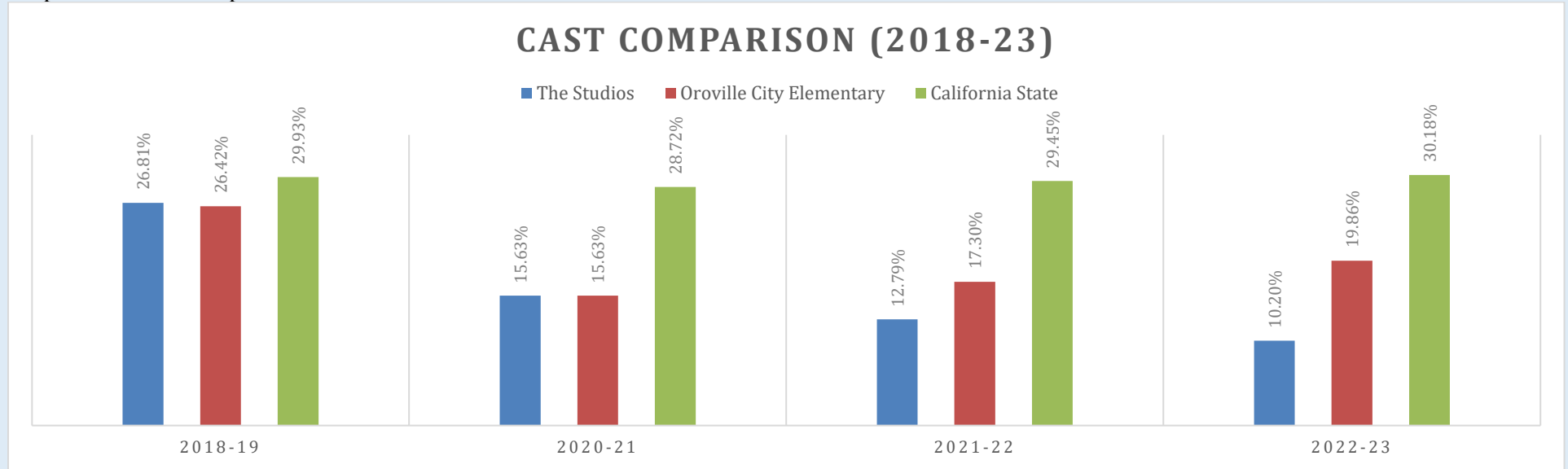
Consistent with the math and English language arts assessments, the California Science Test (CAST) shows a similar trend.

Graph 4.4: California Science Test



The graph below shows a comparison of The Studios @ Central with the district and the state. The data trend shows an increase of results for both the district and the state, post the COVID-19 pandemic. However, the data for The Studios @ Central continue to decline. This is, again, consistent with the ELA and Math CAASPP summative.

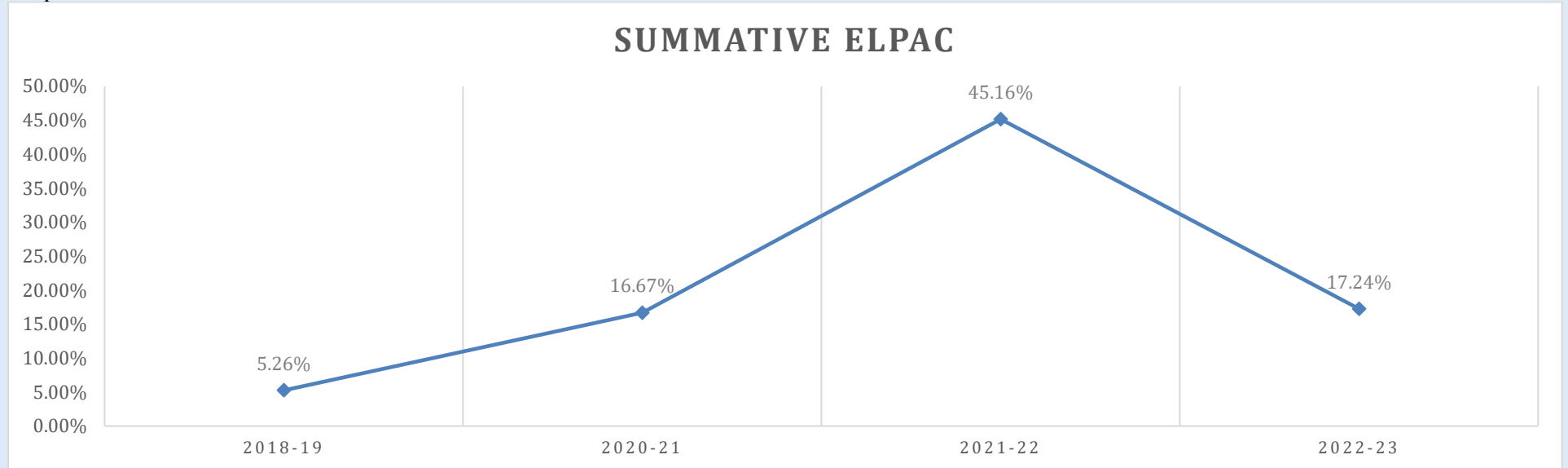
Graph 4.5: CAST Comparison



There is a need to improve student achievement in science.

Graph 4.6 below show the percentage of English learners who took the Summative English Language Proficiency Assessments for California (ELPAC). As shown in the graph, there was an upward climb until 2021-22. When English learners took the test during the 2022-23 school year, there were 17.24% who tested proficient or at Level 4 on the Summative ELPAC.

Graph 4.6: Summative ELPAC



There is clearly a need to improve achievement levels for students who are English Language learners.

Goals, Strategies/Activities, and Expenditures

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

Goal #1

Goal #	Description
Goal #1	<p>The school climate and culture will be improved in the following areas for all students, including students with disabilities, Hispanic, students with two or more races, and students who are socioeconomically disadvantaged (State Priorities 2, 3, 5, 6):</p> <ul style="list-style-type: none"> • Student attendance will increase from 86% to 89% average daily attendance. • Student suspension will decrease from 46% to 41%. <ul style="list-style-type: none"> ○ Students with Disabilities will decrease from 18.3% to 13.3%. ○ Hispanic students will decrease from 24.4% to 19.4%. ○ Students with two or more races will decrease from 18.2% to 13.2%. ○ Socioeconomically disadvantaged students will decrease from 19.7% to 14.7%. • Parent involvement will increase from 2% (6 parents) to 7% (21 parents). • The percentage of students, staff, and parents who feel safe and welcomed at school will increase by 5% as measured by the end-of-the-year school climate survey.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

There is a need to improve school climate and culture based on the review of the data. As such, goal 1 above has been developed to address this need.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student ADA Report	86% Average ADA	89% Average ADA
SWIS Data Report	46% Student Suspension	41% Student Suspension
Parent Involvement Sign-in Sheets	2%	7%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	<p>A “meet and greet” is held during Back to School Night, from 5:00 – 6:00 PM, the second week of school, to welcome everyone back to school and to roll out the school year’s theme and focus.</p> <p>A school compact/agreement is prepared and signed by the school administrator, parent, student, and teacher.</p> <p>Communication is sent home via Parent Square, Facebook, and automated messaging to invite parents and students. Light snacks and water is provided and budgeted at \$500.00.</p>	All Students	\$500.00	LCAP/S&C
2	<p>A Day One assembly is held on the first day of school, during first period, to go over the importance of attendance and appropriate student behavior.</p> <p>An outside contractor or vendor will be sought out to deliver the message. Two more sessions are built in, each at the end of the semester.</p>	All Students	\$6,000.00	LCAP/EM
3	<p>A neighborhood social is held from 5:30 - 7:30 PM after the first quarter. Neighbors, local businesses, and individuals are invited to attend.</p> <p>A showcase of visual art, band, dance, and theater are provided to introduce the community to The Studios’ VAPA program.</p> <p>Finger food and water are provided with a budget not to exceed \$2,000.00. Advertise on school website; contact Action News.</p>	All Students	\$2,000.00	LCAP/S&C
4	<p>Register for local parades; create school program fliers/brochures to hand out to promote the school and its programs. (Salmon Festival, Light Parade, Kiddie Parade/Feather Fiesta Festival)</p>	All Students	\$500.00	LCAP/S&C

5	<p>School business cards (2,000) are printed and made available at the front office for visitors starting day one of the school year. 1,000 business cards are budgeted at \$55.00 X 2 = \$110.00. Business cards are given to outside vendors and businesses for networking.</p> <p>The principal and assistant principal are provided with business cards (1,000 business cards each) to conduct school-related businesses, starting the first day of school, also budgeted at \$110.00 for 2,000.</p>	All Students	\$220.00	General Fund
6	<p>A school climate and culture QR code reader is created and made available to parents and visitors, before the first day of school, to rate how the office and school is doing.</p> <p>Parents and visitors are encouraged to fill out the survey using a QR code placed on the office counter; the results are shared with the staff, and the necessary changes are made as a cycle of continuous improvement.</p>	All Students	\$0.00	N/A
7	<p>Provide each student with “A Dollar A Day” incentive to promote regular daily attendance. \$1.00 a day for 180 instructional days equals \$180.00, multiplied by an estimated 300 students is \$54,000.00.</p> <p>Work with the district’s IT to create individual student dashboard that shows daily attendance for students to view.</p> <p>Students who are absent for more than 10% of the year are not qualified to participate in this program.</p>	All Students	\$54,000.00	ESSA CSI
8	<p>Every student receives one “royal buck” for every period, for up to seven royal bucks per day, that he or she is present as an incentive to be in class.</p> <p>To add to the daily incentive, students with weekly perfect attendance also receives 25 additional “royal bucks” that can be used to purchase items at the PBIS student store.</p>	All Students	\$0.00	N/A
9	<p>At the end of each month, students use their accumulated “royal bucks” to purchase items from the student store. Items are purchased according to a list generated by the student government. Keep the allocation of funds at \$35,000.00</p>	All Students	\$35,000.00	LCAP/EM

10	<p>At the beginning of each month, starting with September, perfect attendance certificates and medals are issued to students with perfect attendance for the previous month. Medals are \$3.50 each for 300 students each month, for 10 months.</p> <p>An allocation of \$12,600.00 is allocated to purchase the medals and print the certificates.</p>	All Students	\$12,600.00	LCAP/S&C
11	<p>At the end of each semester, one bike or laptop is raffled to each grade level for students who receive perfect attendance for the semester at an assembly. A total of six bikes or laptops are budgeted at \$400.00 each for a total of \$2,400.00 to support the purchase of these items.</p>	All Students	\$2,400.00	LCAP/S&C
12	<p>At the end of the year, during the last week of school, students with perfect attendance in each class are entered into a selection process where each classroom selects one student as the classroom's student of the year, for perfect attendance, to go on a limo trip to Rare Air for their 2-hour program at \$7.00 per student and \$3,000 for the roundtrip limo party bus.</p> <p>Teachers vote for one Teacher of the Year for perfect attendance, and classified staff vote for one classified staff of the year for perfect attendance.</p> <p>Students and staff will go on this limo party bus with the Superintendent. 21 students and three staff members are budgeted at \$168.00 for entry to Rare Air.</p> <p>Lunch will be at McDonald's for 24 people at \$12.00 per person and is budgeted at \$288.00.</p>	All Students	\$3,456.00	LCAP/S&C

13	<p>After a student is absent five days within the school year with an unexcused absence, his or her parent receives a first truancy notice.</p> <p>On the sixth day with an unexcused absence, a second truancy notice is issued.</p> <p>On the seventh day with an unexcused absence, a third truancy letter is issued with a scheduled appointment to meet with the Student Attendance Review Team (SART), which includes an administrator, the attendance clerk, a counselor, the parent and student, and a standing teacher as needed.</p> <p>An attendance contract is developed to be implemented. If the attendance does not improve, the student and parent will be referred to the district's Student Attendance Review Board (SARB).</p>	All Students	\$0.00	N/A
14	<p>During the first month of school, provide PBIS training (overview of the five elements of PBIS) to all staff members to be implemented schoolwide. The training and implementation are done in phases to support full implementation.</p> <p>Phase I: Understanding PBIS and How it Supports Student Behavior</p> <p>Phase II: Establishing School Wide Expectations</p> <p>Phase III: Establishing a Continuum of Responses to Unwanted Behaviors</p> <p>Phase IV: Teaching of the Expected Behaviors</p> <p>Phase V: Positive Feedback</p> <p>Phase VI: The Positive Classroom</p> <p>Phase VII: Using Data to Drive Decisions</p>	All Students	\$0.00	LCAP

15	<p>Second Step is purchased before the start of the school year and implemented schoolwide starting Day One to support social emotional learning (SEL).</p> <p>There are four units in each grade level’s curriculum, which consists of up to 27 lessons. Teachers are provided with a self-paced training module to implement Second Step.</p>	All Students	\$0.00	LCAP
16	<p>Students with any suspensions from the previous year meet with school administrators to go over educational codes, behavior expectations, and set 1-2 goals with actionable steps that is entered into a spreadsheet and monitored until the goal(s) is complete.</p> <p>This is to start the third week of school and continue throughout the school year. Communication is held with parents to support the implementation of this plan weekly or as needed, depending on the severity of the behavior.</p> <p>These students may start the school year with a check-in/check-out plan as their Tier 2 intervention.</p>	Students with Suspensions	\$0.00	N/A
17	<p>Up to five students, who show progress with the plan articulated in strategy 16 for any two consecutive weeks, is rewarded with lunch with the principal/designee, which takes place on Friday of the second week. \$12.00 is budgeted for each student, at five students every other week, for 20 weeks in the school year is \$1,200.00</p>	Students with Suspensions	\$1,200.00	LCAP/S&C
18	<p>New and/or seasoned teachers implement restorative practice, including restorative circle, restorative chat, and positive behavior praises that are used to assign “royal bucks” to students, using the PBIS app. These “royal bucks” are used to purchase items at the student store.</p> <p>Training is provided to teachers/staff members as needed; these trainings can be facilitated by existing staff.</p>	All Students	\$0.00	N/A

19	During the third month of school, a video that introduces new students to “a day in the life of a student at The Studios @ Central” is created by video/audio media specialist at \$1,500.00 and made available to new students who enroll throughout the school year as an introduction to The Studios. This video is also sent to the elementary schools’ 5th graders.	All Students	\$1,500.00	LCAP/EM
20	On the first Friday of each month, parents are invited to have donuts/cookies and coffee as they drop off students. This will give parents and administrators opportunities to meet and share thoughts and ideas to support and contribute to the school’s climate and culture.	All Students	\$1,000.00	LCAP/S&C
21	Parents of students who have monthly perfect attendance are entered into a drawing to win donated prizes such as backpacks, rice bags, gift cards, etc.. Work with potential businesses to support with items and gift cards.	All Students	\$0.00	N/A
22	Parents are invited to the national “Bring Your Parents of School Day” on November 4th so students can show their parents what they do all day. Lunch will be provided by the school, budgeted at \$6.00 per school meal for 300 parents equals \$1,800.00	All Students	\$1,800.00	LCAP/S&C
23	An end-of-the-year pool party is made available for all student athletes who participated in organized sports. This pool party takes place at Nelson Pool between 3:30 - 5:30 PM and is supervised by the coaches. Student participation is limited to those who did not withdraw from a team, who had no suspension/ expulsion within the year, and who did not receive any referrals for defiance.	All Students	\$375.00	ELOP

24	<p>Before the first day of school, issue every campus supervisor a safety vest (\$16.00 per vest for four campus supervisors \$64.00), a whistle (\$8.00 each for \$32.00), a hat/cap for outside use (\$20.00 each for \$80.00) for a total of \$176.00.</p> <p>These items are checked out to campus supervisors and expected to be used/worn as appropriate to support school safety. Having the vests on while on duty makes campus supervisors easy to identify. Both students and staff can go to them for support.</p> <p>Purchase one extra of each budgeted at \$44.00. Each campus supervisor is also provided a school walkie-talkie (\$559.00 each X 4 = \$2396.00) and a PBIS tablet (\$300.00 each). Still in working condition. Not needed.</p>	All Students	\$0.00	LCAP
25	<p>School safety training is provided to campus supervisors, to include de-escalation strategies, what to look for while on duty, and other topics. The training is scheduled to take place during the first month of the school. Ongoing training is provided as needed.</p>	All Students	\$0.00	LCAP
26	<p>The end-of-the-school climate survey is administered to all staff, students, and parents during the last two weeks in May. The data is used as feedback to adjust and improve school climate and culture.</p>	All Students	\$0.00	N/A
27	<p>Purchase new after school sports equipment to grow the after school sports teams.</p>	All Students	\$15,000.00	ELOP
28	<p>Provide students with fieldtrips to Butte College and Chico State University during the first two months of school, to foster relationships and expose students to higher education.</p> <p>Transportation budgeted at \$3,000 per bus; six buses total.</p>	All Students	\$18,000.00	Title 1

29	<p>Purchase Smartpass before the start of the school year to support documentation of student activities on campus to decrease truancies, class cuts, and restroom usage. A budget of \$3,600.00 is allocated to support this purchase. The application can be integrated into the school’s existing platforms and can be done through the district’s IT department.</p> <p>Training is included in this purpose.</p> <p>https://www.smartpass.app/</p>	All Students	\$3,600.00	LCAP/EM
30	<p>Hold cultural assemblies to recognize and celebrate ethnic diversity, multiculturalism, and awareness.</p> <p>Contract with vendors/individuals to showcase different cultures for Black History Month, Lunar New Year, Multicultural Day.</p> <p>An allocation not to exceed \$10,000.00 is needed to support these events.</p>	All Students	\$10,000.00	LCAP/EM
31	<p>During the month of July, paint the outside of all hallways and bathrooms (light green) to have consistent color shades to the existing multiple colors/shades.</p> <p>Parents/community members are recruited to help with this project. Training is provided to these members with use of painter’s tarp/sheet, tape, roller, brush, and other items to make sure that all hallways are painted evenly.</p> <p>A budget of \$7,000.00 is needed to support the purchasing of all paint-related items and \$500.00 for water and sandwiches for lunch.</p>	All Students	\$7,500.00	CSI

32	<p>During the month of July and into August, the principal/assistant principal conducts home visits to new incoming 6th and newly enrolled 7th and 8th grade students and their parents to welcome families, hear their hopes, dreams, and expectations of the school. At the same time, the principal/assistant principal can share the school’s expectations of the students with families.</p> <p>Phone calls are made to schedule the visits. An estimated \$20.00 per hour is needed to compensate staff for calling and scheduling. For an estimation of 100 new students, at 5 minutes each cost \$320.00.</p> <p>Additionally, an allocation of \$800.00 is needed to purchase packages of cookies and/or bread to be given to families as a gesture of appreciation.</p>	All Students	\$1,120.00	LCAP/S&C
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The positive behavior intervention system (PBIS) was implemented with a rewards system for students to earn “royal bucks” that can be used to purchase items at the student store. The overall effectiveness of implement the rewards system was effective in that it decreased the number of referrals for students being sent up to the front office.

In regard to having a staff member reaching out to students with five or more absences, this was incomplete due to staff shortage.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and the budgeted expenditures to implement the strategies.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal remains the same, which is to improve school climate and culture by increasing attendance, decreasing suspensions, and improving parent involvement. Additional strategies are added to the 2024-25 SPSA to support implementation of the goal.

Goal #2

Goal #	Description
<p>Goal 2</p>	<p>Increase CAASPP ELA and Math, CAST, and ELPAC results below by 5% for all students, including Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and White in the area of English Language Arts and English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Asian, Hispanic, Two or More Races, and White in the area of Math (District goal #2, State Priority 1, 2, 4, 7, 8):</p> <ul style="list-style-type: none"> • CAASPP ELA, from 20.62% to 25.62% (from 82.2 points below standard to 77.2) <ul style="list-style-type: none"> ○ Socioeconomically Disadvantaged (from 87.9 points below standard to 82.9) ○ Students with Disabilities (from 151.5 points below standard to 146.5) ○ Hispanic (from 95.1 points below standard to 90.1) ○ White (from 100.1 points below standard too 95.1) • CAASPP Math, from 10.97% to 15.97% (from 132.6 points below standard to 127.6) <ul style="list-style-type: none"> ○ English Learners (from 132.4 points below standard to 127.4) ○ Socioeconomically Disadvantaged (from 140.3 points below standard to 135.3) ○ Students with Disabilities (from 182.3 points below standard to 177.3) ○ Asian (from 111 points below standard to 106) ○ Hispanic (from 146.9 points below standard to 141.9) ○ Two or More Races (from 121.3 points below standard to 116.3) ○ White (from 143.8 points below standard to 138.8) • CAST, from 10.20% to 15.20% • ELPAC, from 17.24% to 22.24%

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the review of the California Dashboard and CAASPP data, there is a need to increase student achievement levels in all summative assessments as written into the goal.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	20.62%	25.62%
CAASPP Math	10.97%	15.97%
CAST Summative	10.20%	15.20%
ELPAC Summative	17.24%	22.24%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	A schoolwide assembly is held during the first month of school to go over the end of the year results (2023-24 CAASPP ELA and Math) and to roll out the goal for 2024-25.	All Students	\$0.00	N/A
2	<p>Math professional development on the district’s math adopted curriculum Core Connections published by College Preparatory Math (CPM) is made available and provided to eight teachers on an optional basis on or before the first day of school at \$45.00 per hour, not to exceed 8 hours in any given day, budgeted at \$2,880.00, plus meals and mileage for a total of \$3,500.00. Training and registration for Core Connections training is budgeted at \$3,000.00.</p> <p>After the professional development has occurred, teachers are to implement the program with flexibility built in for supplemental materials as needed to assist students with content mastery and for student engagement.</p> <p>Follow up training is available to teachers who attend the training as a way to fine-tune and implement the program.</p> <p>Assessments are administered and the results are used as data points for PLC, collaboration, and planning.</p> <p>An amount of \$1,000.00 is allocated to each grade level to purchase supplemental materials and supplies.</p>	All Students	\$7,500.00	LCAP/EM

3	<p>ELA professional development on the district’s language arts adopted curriculum, Mirrors and Windows published by EMC is provided to teachers on an optional basis on or before the first day of school at \$45.00 per hour, not to exceed 8 hours in any given day, budgeted at \$2,880.00, plus meals and mileage for a total of \$3,500.00.</p> <p>Training and registration for the Mirrors and Windows training is budgeted at \$3,000.00.</p> <p>After the professional development has occurred, teachers are to implement the program with flexibility built in for supplemental materials as needed to assist students with content mastery and for student engagement.</p> <p>Follow up training is available to teachers who attend the training as a way to fine-tune and implement the program.</p> <p>Assessments are administered and the results are used as data points for PLC, collaboration, and planning.</p> <p>An amount of \$1,000.00 is allocated to each grade level to purchase supplemental materials and supplies.</p>	All Students	\$7,500.00	LCAP/EM
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4	<p>Science professional development on the district’s science adopted curriculum, Bring Science Alive! published by TCI is provided to teachers on an optional basis on or before the first day of school at \$45.00 per hour, not to exceed 8 hours in any given day, budgeted at \$2,880.00, plus meals and mileage for a total of \$3,500.00. Training and registration for the Bring Science Alive! training is budgeted at \$3,000.00.</p> <p>After the professional development has occurred, teachers are to implement the program with flexibility built in for supplemental materials as needed to assist students with content mastery and for student engagement.</p> <p>Follow up training is available to teachers who attend the training as a way to fine-tune and implement the program. Assessments are administered and the results are used as data points for PLC, collaboration, and planning.</p> <p>An amount of \$1,000.00 is allocated to each grade level to purchase supplemental materials and supplies such as motor kits, dissection kits, chemicals, etc...</p>	All Students	\$7,500.00	LCAP/EM
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5	<p>History professional development on the district’s history adopted curriculum, History Alive! (6th Grade, The Ancient World, 7th Grade, The Medieval World, and 8th Grade, US through Industrialism) published by TCI is provided to teachers on an optional basis on or before the first day of school at \$45.00 per hour, not to exceed 8 hours in any given day, budgeted at \$2,880.00, plus meals and mileage for a total of \$3,500.00. Training and registration for the Bring Science Alive! training is budgeted at \$3,000.00.</p> <p>After the professional development has occurred, teachers are to implement the program with flexibility built in for supplemental materials as needed to assist students with content mastery and for student engagement.</p> <p>Follow up training is available to teachers who attend the training as a way to fine-tune and implement the program. Assessments are administered and the results are used as data points for PLC, collaboration, and planning.</p> <p>An amount of \$1,000.00 is allocated to each grade level to purchase supplemental materials and supplies.</p>	All Students	\$7,500.00	LCAP/EM
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6	<p>Purchase an English Language Development (ELD) program (Lexia English Language Development) for 6th, 7th, and 8th grade, and provide ELD teachers with professional development to implement the program, budgeted at \$15,000.00</p> <p>After the professional development has occurred, teachers are to implement the program with consistency, following a district-wide scope and sequence. This is to ensure that during PLCs, middle school teachers are teaching the same skills and using the same materials.</p> <p>Provide teachers with training on integrated and designated English Language Development.</p> <p>Follow up training is available to teachers who attend the training as a way to fine-tune and implement the program. Assessments are administered and the results are used as data points for PLC, collaboration, and planning.</p>	EL Students	\$15,000.00	Title 3
7	<p>Provide teacher professional development on professional learning communities (PLC) during the first four minimum days that are designated for district use. Conduct PLCs throughout the school year on designated district use days.</p>	All Students	\$0.00	N/A
8	<p>Hold staff meetings on the first and third Tuesdays of each month to provide opportunities for team building and staff capacity building.</p> <p>In addition to team and capacity building, topics at staff meetings include discussions on events, activities, school programs, and operation of the school.</p>	All Students	\$0.00	N/A
9	<p>Students in Language Arts, Math, and Science take the interim CAASPP ELA, Math, and Science assessment in the fall and winter as benchmark assessments.</p> <p>The data generated is used for PLC and teacher collaboration. Teachers use the Interim Assessment Viewing System to analyze probable causes for achievement gaps during PLC meetings and create intervention plans to teach or re-teach skills and concepts.</p>	All Students	\$0.00	N/A

10	<p>Provide professional development for special education teachers on the district's special education adopted curriculum, Unique Learning System, published by N2y.com to special education teachers on an optional basis on or before the first day of school at \$45.00 per hour, not to exceed 8 hours in any given day, budgeted at \$2,880.00, plus meals and mileage for a total of \$3,500.00.</p> <p>Touch Math is purchased and professional development is provided to teachings on a optional basis.</p> <p>After the professional development has occurred, teachers are to implement the program with consistency, following a district-wide scope and sequence. This is to ensure that during PLCs, middle school teachers are teaching the same skills and using the same materials.</p> <p>Follow up training is available to teachers who attend the training as a way to fine-tune and implement the program.</p>	Students with Disabilities	\$3,500.00	LCAP
11	Provide the principal with \$10,000.00 discretionary funds to support the purchase of supplemental materials to support teaching and learning of concepts and/or skills.	All Students	\$10,000.00	General Fund

12	<p>Students who receive a “D” or “F” at the end of the quarter are referred to the Student Study Team (SST) for an eight-week intervention plan to be developed and implemented. The SST members include an administrator, the teacher that the student received the grade from, the parent, the student, and if needed, the school counselor.</p> <p>After the referral is made, the SST coordinator works with all individuals in the team to schedule an initial SST meeting to go over strengths, weaknesses, and concerns.</p> <p>A plan is developed and implemented for eight weeks with a scheduled meeting to discuss progress at the conclusion of the eight weeks. Strategies are reviewed and to be continued if working and stopped if not working.</p> <p>New strategies are discussed and included in the SST plan for the next eight-week cycle.</p> <p>The cycle continues for a third cycle. At the third SST, if no progress is made and the concern still exists, a referral for special education evaluation takes place.</p>	All Students	\$0.00	N/A
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13	<p>Provide two studytrips (field trips) per grade level, one tied to history standards and one tied to science standards, that also incorporates language arts standards, to support students in their learning of content and making learning meaningful and contextualized. Six studytrips are budgeted at \$5,000 each for a total of \$30,000.00.</p> <p>These trips are identified by the grade teams during the two months of PLCs. All necessary forms are filled out and approved by the principal before any commitment or communication occurs.</p> <p>Provide teachers with optional and compensated time to conduct a pre-visit of the site(s) to pre-plan the visit, along with mileage and entrance fees.</p> <p><u>6th grade field trips:</u></p> <p>Shady Creek Environmental Camp Butte Ecological Preserve San Francisco Academy of Sciences</p> <p><u>7th grade field trips:</u></p> <p>Rosicrucian Egyptian Museum i-Fly Roseville</p> <p><u>8th grade field trips:</u></p> <p>State Capitol Trip Gateway Museum-Chico Chico Community Observatory Oroville Dam</p>	All Students	\$32,000.00	Title 1
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14	<p>Reinstitute the Oroville Dam junior “Docent” project for MMSN 7th/8th grade students. This will include 5 - 7 separate trips to the Oroville Dam Visitors Center on Thursdays, between September and April.</p> <p>Students become experts with a particular exhibit at the Visitor’s Center. The culminating project involves the students/docents providing a summative presentation to the patrons of the Visitors Center during the month of April.</p> <p>A budget is to include bus transportation to and from the Oroville Dam at \$1,000 per round trip for a maximum of 7 trip at \$7,000.00</p>	Students with Disabilities	\$7,000.00	LCAP/S&C
15	<p>During the first month of school, assess every student on basic foundational skills in language arts and mathematics using the Math/Language Arts 180 diagnostic assessment, to determine what skills are known and what skills are needed.</p> <p>Assessments are done by the teacher intervention specialist.</p>	All Students	\$0.00	N/A
16	<p>Small-group intervention is provided by the intervention specialist and/or the para-educator to students who lack basic foundational skills. Read and Math 180 is purchased as the curriculum to support intervention services.</p> <p>Cost is estimated at \$10,000.00</p> <p>Professional development is provided at \$3,000.00</p>	English Learners, SED, SWD, Asian, Hispanic, Two or More Races, White	\$0.00	LCAP
17	<p>Purchase new classroom sets of books for 8th-grade ELA and make them available on the first day of school to support learning on content.</p> <p>Anne Frank x 28 = \$300.00 Frederick Douglass x 28 = \$300.00 The Old Man and the Sea x 28 = \$300.00 Holes x 28 = \$300.00 Poetry books (various) \$500.00</p>	All Students	\$1,700.00	LCAP/S&C

18	<p>Purchase a new physical education curriculum (SPARK) on or before the first day of school to be implemented for 6th, 7th, and 8th grade physical education.</p> <p>Three of the following sets are purchased - Set 1 (\$149.00 X 3 = \$447.00) , Set 2 (\$349.00 X 3 = \$1,047.00), and Set 3 (\$449.00 X 3 = \$1,347.00) Annual/Digital Subscriptions using the following link:</p> <p>https://gophersport.com/spark-middle-school-physical-education-curriculum</p> <p>A SPARK middle school curriculum equipment package is purchased at \$12,299.00 and implemented to support the teaching and learning of physical education using the following link:</p> <p>https://gophersport.com/spark-middle-school-curriculum-equipment-packages</p> <p>PE teachers participate in the SPARK virtual training, estimated at \$500.00 per grade level for a total of \$1,500.00. https://sparkpe.org/spark-training/</p>	All Students	\$16,640.00	LCAP S&C
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Four of the seven strategies listed in the 2023-24 SPSA were not implemented due to the lack of staffing; because of this, there is no telling of whether or not the strategies were effective.

Of the three strategies that were implemented, there was not a system to progress monitor and data was not collected to show their effectiveness.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Three of the seven strategies were implemented as intended. There is not a major difference between those intended implementation and the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There is no change made to this goal. There are, however, 18 strategies with details on what, when, how, and how much funds is needed to implement the strategies. These strategies can be found under the strategies/activities table under goal 2.

Goal #3

Goal #	Description
Goal #3	Fully implement the visual and performing arts to develop student skills and talents, which are showcased at the end of the quarter and/or semester, and increase student awareness of other performing arts programs as well as increase parent/community awareness of the visual and performing arts at The Studios.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

With the “rebranding” of the school, there is a need to further develop the visual and performing arts programs to include standards, program brochures, performances, and build an awareness around the school’s VAPA program.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Visual Art Program Description	0%	70%
Media Art Program Description	0%	70%
Dance Program Description	0%	70%
Theater/Drama Program Description	0%	70%
Music/Band Program Description	0%	70%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	On or before the first day of school, a school VAPA brochure is created, printed, and made available for share with potential students and families at community events, at the school, and on the school website. A budget not to exceed \$2000.00 is allocated to support the cost of printing the brochures.	All Students	\$2,000.00	Prop 28/Arts
2	During the first semester, a visual art program description that includes a backward standards map, along with visual art standards, instructional materials and/or resources is created to guide the teaching and learning of the visual arts standards for the school year.	All Students	\$0.00	N/A
3	An art showcase of student artwork is displayed in the multipurpose room during parent-teacher conferences (one at the end of semester one and one at the end of semester two) for parents and students to walk through and take a tour of the art gallery.	All Students	\$0.00	N/A
4	Two Family Art Nights (one in the fall and one in the spring) are made available after school for families to come and create art projects to increase parent involvement and engage the community. Art supplies are provided at a budget not to exceed \$400.00. Light snacks and water are also provided at a budget not to exceed \$500.00	All Students	\$900.00	Prop 28/Arts
5	A school booth is set up at the Feather Fiesta Days Craft Faire & the Annual Salmon Festival to facilitate brief art activities and/or take-away art projects for children to promote The Studios VAPA programs for potential incoming students and families. Art supplies are provided at a budget not to exceed \$400.00. Registration costs for both events are budgeted not to exceed \$200.00	All Students	\$600.00	Prop 28/Arts

6	<p>One art-related field trip is made available, during the first semester, for students to go and see professional displays of artwork.</p> <p>Transportation is provided at a cost not to exceed \$4000.00</p>	All Students	\$4,000.00	Prop 28/Arts
7	<p>During the first semester, a dance program description that includes a backward standards map, along with performing arts/dance standards, instructional materials and/or resources is created to guide the teaching and learning of the performing arts/dance standards for the school year.</p>	All Students	\$0.00	N/A
8	<p>A culminating dance performance is made available at the conclusion of each quarter/semester to showcase what the students have been learning.</p>	All Students	\$0.00	N/A
9	<p>Purchase dance costumes, one month before the end of the quarter/semester, for the end of the quarter/semester performance.</p> <p>A budget not to exceed \$10,000.00 is allocated to support the purchasing of dance costumes.</p>	All Students	\$10,000.00	Prop 28/Arts
10	<p>During the first semester, a band program description that includes a backward standards map, along with music/performing art/band standards, instructional materials and/or resources is created to guide the teaching and learning of the music/performing arts/band standards for the school year.</p>	All Students	\$0.00	N/A
11	<p>An end-of-the quarter/semester band/music performance is made available to showcase the learning and skills that students have accumulated during the quarter/semester.</p>	All Students	\$0.00	N/A

12	<p>Register band students to attend and perform at community events, not to exceed \$300.00 per event.</p> <p>Events are identified and scheduled at the beginning of the school year or as early as when the events are known.</p> <p>Bus transportation is provided at a cost of no more than \$4,000.00 per event for not more than three events per year.</p> <p>Provide transportation/registration fee support for the band students for off campus performances (Band festivals/competitions/amusement park performances etc.)</p>	All Students	\$12,900.00	LCAP/S&C
13	<p>Damaged musical instruments are repaired or replaced for student use as needed throughout the school year.</p> <p>A budget of \$1000.00 is allocated to support with instrument repairs or replacements.</p>	All Students	\$1,000.00	LCAP/S&C
14	<p>Provide an end of school year band field trip (ex. CalSkate) This will be for all band students who stayed enrolled until the end of the school year and without suspensions and referrals.</p>		\$4,000.00	LCAP/S&C
15	<p>Purchase the following band textbooks to support teaching and learning of instruments.</p> <p>https://www.amazon.com/Sound-Innovations-Concert-Band-Revolutionary/dp/0739067257/ref=asc_df_0739067257/?tag=hyprod-20&linkCode=df0&hvadid=693650399255&hvpos=&hvnetw=g&hvrnd=15010702393975245404&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=21137&hvtargid=pla-584342922658&psc=1&mcid=185df4b1a5a33c868c881c39bb91445b&gad_source=1)</p>		\$600.00	LCAP/S&C

16	<p>Purchase items to support new stage sets (Palco UIL One Act Play Set, 32 piece).</p> <p>Includes: platforms (various x 8 pieces), ramps (x 2 pieces), window (x 1), doors (various x 3), steps (various units x 4), pylons (various x 6), flats (various x 8).</p>	All Students	\$8,000.00	Prop 28/Arts
17	<p>Secure two field trips for students to see professional performing arts</p> <ul style="list-style-type: none"> • One field trip to see a professional play (Sacramento). • One field trip to visit a performing arts school (i.e., Marysville Charter Academy of the Arts) to see other students perform a professional play. <p>Funds are needed to secure the cost of buses and performance tickets.</p>	All Students	\$7,500.00	Prop 28/Arts
18	Purchase Pipe-and-Drape set-up for Theatre classroom (50ft)	All Students	\$2,200.00	Prop 28/Arts
19	<p>Allocate funds to support purchasing of the following items:</p> <ul style="list-style-type: none"> • Scripts and performance fees • Costumes • Props (varies) • Set design (paint, backdrops, etc.) • Snacks for performance 	All Students	\$3,200.00	Prop 28/Arts
20	Purchase Adobe Suite to be installed on all student computers in room 8 and teacher laptop.	All Students	\$0.00	LCAP
21	Purchase paper for Plotter printer in order to print student created media arts and posters.	All Students	\$884.00	Prop 28/Arts

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

This is a new goal. An analysis of the strategies will be completed at the end of the 2024-25 school year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

[Respond here]

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

[Respond here]

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary Table

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the ConApp	\$ 153,140.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$354,395.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
CSI	\$61,500.00
Title 1	\$76,640.00
Title 3	\$15,000.00

Subtotal of additional federal funds included for this school: \$ 153,140.00

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

State or Local Programs	Allocation (\$)
LCAP/EM	\$86,100.00
LCAP/S&C	\$60,496.00
ELOP	\$15,375.00
Prop 28	\$39,284.00

Subtotal of state or local funds included for this school: \$ 201,035.00

Total of federal, state, and/or local funds for this school: \$354,395.00

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP).

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP 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. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements.

Goals, Strategies/Activities, and Expenditures

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

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA’s LCAP.

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 as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- Specific,
- Measurable,
- Achievable,
- Realistic, and
- Time-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.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

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.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the “Strategy/Activity #” for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either “All Students” or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.

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 *EC* 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.

- Funding Sources: List the funding source(s) for the proposed expenditures. 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

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.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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.

Appendix A: Plan Requirements for Title I Schoolwide Programs

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 Schoolsite Council (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).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <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/>

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