

School Year: 2024-2025

# 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	School Site Council (SSC) Approval Date	Local Board Approval Date
America's Finest Charter School	37 68338 0136663	06/10/2024	06/17/2024

## 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.

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA. America's Finest Charter School operates a Title I School wide program. America's Finest Charter School regularly reviews student performance data on state and local indicators for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, Black, and Latinx students. The school has developed practices to address the unique needs of each student group and measures the effectiveness of these practices by tracking progress towards annual targets. The goals, measurable outcomes, strategies, and budget expenditures align to AFCS’s LCAP goals and to the specific purposes of each funding program.

## 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**

The School Site Council and District English Learner Advisory Council meets regularly throughout the year. The School Site Council provided feedback on the overall school program throughout the 2023-2024 school year. The America's Finest Charter School SSC consulted with the DELAC for their input and approved the SPSA and Annual Review and update on 06/10/2024.

## 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.

AFCS has found significant deficits in the areas of ELA and Math that need to be addressed for all students. English Language Learners will benefit greatly from improved strategies and a plan to assure that designated instruction occurs.

# Goals, Strategies/Activities, and Expenditures

## SPSA Goal #1

### LCAP Goal #2

Goal #2	<b>All students will demonstrate growth toward meeting or exceeding standards in ELA, math, and science and be prepared to pursue their college and/or career goals.</b>
[Goal #]2	The LEA is responding to the needs identified through data analysis of the 2023 dashboard and other assessments. 2023 CAASPP data indicated that student scores continued to decline in ELA and math. 2023 CAST data showed an overall decline in science achievement and demonstrated a need for a stronger focus on science instruction. The analysis of test scores by subgroups identified a need to specifically support the achievement of English Learners and Students with Disabilities. The 2023 dashboard showed that only 18.5% of the high school students were prepared for College and Career and this goal prioritizes actions for the high school that will increase this percentage.

## 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.

Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the California School Dashboard. However, AFCS continues to take a proactive approach in addressing our greatest needs and performance gaps.

AFCS recognizes there were students who demonstrated growth, however, 2023 CAASPP achievement scores indicated an overall of 25% of students demonstrated proficiency in English Language Arts (ELA), 18% of students demonstrated proficiency in Math, and 17% of students demonstrated proficiency in Science. 2023 Dashboard reflected 18.5% of high school students met the requirements for the College and Career indicator. The analysis of test scores by subgroups identified a need to specifically support the achievement of English Learners and Students with Disabilities.

We have identified three key areas of need to support closing learning gaps for our students.

### **English Language Development (ELD)**

Based on the data of English learners, we developed a plan to institute English Language Development (ELD) professional development for all teachers and paraeducators beginning with TK-8 and followed by 9-12 grades. Starting with the TK-8 grades, Summer Academic Program in June, 2024, we will ensure all teachers and paraeducators receive professional development in ELD and culturally responsive curriculum as a support to our English learners across the curriculum content areas.

Out of this analysis, we developed a plan to continue the professional development for teachers and paraeducators in ELD and culturally responsive curriculum. We have implemented four days of professional development for teachers prior to the start of the school year to improve instructional strategies to support all students. Specifically, English learners and Students with Disabilities will have access to high-quality instruction from a credentialed teacher (with English Learner authorization), culturally responsive curriculum, and high-quality push-in instructional support so students can become more successful across content areas.

We will provide instructional support to support English learners with English language acquisition toward English reclassification. We will be offering Family Engagement literacy opportunities to support our families with

### **English Language Arts (ELA) Literacy**

Based on the data from spring universal screener, iReady Diagnostic 2 (mid-year) students in grades K-8, overall, showed a 1% decrease in achievement.

Out of this analysis, we have developed a plan for early literacy support to reduce class size in TK-3. Teachers and paraeducators will receive high-quality professional development support for ELA instruction utilizing strategic support for English learners. Instructional time in ELA will be maximized for K-3 to 120 minutes (including writing) and 90 minutes for 4-8. Teachers will utilize culturally responsive curriculum to engage students in relevant and more meaningful ELA learning activities.

### **Social Emotional Learning (SEL)**

Out of this analysis, we developed a plan to conduct social emotional learning experiences with our staff and students.

# Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome 2023 CAASPP		Expected Outcome														
2023 Dashboard ELA Overall and Subgroup Color and DFS	Overall SWD African American English Learners Hispanic SED	DFS -46.6 pts DFS -87.1 pts DFS -52.9 pts DFS -69.9 pts DFS -57.1 pts DFS -49.4 pts	Overall and all subgroups yellow														
2023 DataQuest Grade Level ELA % Proficient	Overall Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Grade 11	25% 15% 31% 14% 21% 31% 34% 36%	Minimum of 5% increase across all grade levels														
2023 Overall percent of students at or above Grade Level in ELA on i-Ready Diagnostic 2 (mid-year K-8)	Overall SWD African American English Learners Hispanic SED	<table border="1"> <thead> <tr> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>20%</td> <td>19%</td> </tr> <tr> <td>2%</td> <td>6%</td> </tr> <tr> <td>23%</td> <td>17%</td> </tr> <tr> <td>14%</td> <td>13%</td> </tr> <tr> <td>17%</td> <td>19%</td> </tr> <tr> <td>19%</td> <td>18%</td> </tr> </tbody> </table>	2023	2024	20%	19%	2%	6%	23%	17%	14%	13%	17%	19%	19%	18%	Minimum of 5% increase across sub-groups.
2023	2024																
20%	19%																
2%	6%																
23%	17%																
14%	13%																
17%	19%																
19%	18%																
2023 Dashboard Math Overall and Subgroup Dashboard Color and DFS	Overall SWD African American English Learners Hispanic SED	DFS -90.4 pts DFS -110.4 pts DFS -107.2 pts DFS -104.8 pts DFS -96.2 pts DFS -91.7 pts	Overall and all subgroups yellow														

2023 DataQuest Grade Level Math % Proficient	Overall Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Grade 11	18% 15% 31% 9% 17% 39% 17% 0%		Minimum of 5% increase across the grade levels
2023 Overall percent of students at or above Grade Level in Math on i-Ready Diagnostic 2 (mid-year K-8)	Overall SWD African American English Learners Hispanic SED	<b>2023</b> 8% 6% 9% 6% 7% 8%	<b>2024</b> 10% 9% 10% 8% 11% 11%	Minimum of 5% increase across sub-groups.
2023 Dashboard Science % of students who meet or exceed standard	Overall SWD African American English Learners Hispanic SED  5th 8th 11th	17% 5% 16% 3% 13% 17%  4.55% 28.57% 17.29%		Minimum of 5% increase across sub-groups.
2023 Dashboard ELPI % making expected progress	English Learners	49%		Minimum of 5% increase.
2023 English Learner Reclassification Rate	English Learners	15.4%		Minimum of 5% increase.
2022-2023 % of students completing the A-G sequence	Overall	52.2%		Minimum GPA requirements along with increased enrollment/class size being created to support an increase for class of 2025; increase of 20% expected by next year.
2023 High school graduation rate	Overall	85.2%		100% of students who attended AFCS graduated in 2022-2023; but the lower 85.2% reflects transiency in enrollment figures.

2023 % of High school students completing CTE pathway with C- or higher	Overall	60%	International Studies (not a CTE pathway but a previously offered course of study) dissolved and Engineering Pathway for all students will lead to an increase of this % by 25%.
2023 % of high school students completing dual enrollment courses	Overall	20%	
2023 % of 11th grade students who pass EAP		ELA - 22.7% Math - 0% ELA Conditionally Ready - 13.6% Math Conditionally Ready - 0%	
2023 % of high school students completing AP Exams with a score of 3 or higher		0%	No students took the AP assessment for the reporting year as it was not offered to students.

## Strategies/Activities

### Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Learning A-Z	This interactive online program increases the engagement with reading as well as the volume of reading.	TK-5	288.15	Title 1

Reading Eggs "edmentum"	This interactive online program helps primary students practice foundational reading skills	TK-1	880.00	Title 1
Small Group Reading Instruction	Extra practice in homogeneous groups to target the following areas: <ul style="list-style-type: none"> <li>● Phonemic Awareness</li> <li>● Phonics</li> <li>● High Frequency/Sight Words</li> <li>● Vocabulary Development</li> <li>● Reading Fluency</li> </ul>	TK-5	\$40,000	LCFF Title I
Grape Seeds	This interactive online program helps primary students practice foundational math skills	TK-1	\$1200	Title 1
Small Group Math Instruction	Extra practice in homogeneous groups to target the following areas: <ul style="list-style-type: none"> <li>● Counting with 1:1 correspondence</li> <li>● Regrouping</li> <li>● Interpreting Word Problems</li> <li>● Fractions and Unit Fractions</li> <li>● Expressions and Equations</li> </ul>	TK-5	\$40,000	LCFF Title I
ESGi	This online program records assessment data for Kindergarteners in order to track individual student acquisition of incremental skills (e.e. Upper and lower case letter recognition, letter/sound recognition, counting skills, etc.)	TK-K	468.00	Title 1
i-Ready curriculum associates	K-8 online reading and math diagnostic that also includes student lessons which are assigned based on students' individual needs.	K-12	\$18,000	Title 1

Small Group Reading Instruction	<p>Extra practice in homogeneous groups to target the following areas:</p> <ul style="list-style-type: none"> <li>● High Frequency/Sight Words</li> <li>● Vocabulary Development</li> <li>● Reading Fluency</li> <li>● Reading Comprehension</li> <li>● Reading Accuracy</li> </ul>	9-12	\$40,000	Title 1
Small Group Math Instruction	<p>Extra practice in homogeneous groups to target the following areas:</p> <ul style="list-style-type: none"> <li>- Understanding Operations</li> <li>- Including their relationships to variables</li> <li>- Manipulating/balancing equations</li> <li>- Understanding fractions</li> <li>- Understanding radicals</li> </ul>	9-12	\$40,000	Title 1
Saturday School/ Tutoring/ Spring Break School	Concentrated Language Arts and Math Instruction	6-12	\$20,000	Title 1
Summer School Intervention	Concentrated Language Arts and Math Instruction	6-12	\$5000	Title 1
Summer School Enrichment Program	Engineering Focus (College and Career Readiness)	9-12	\$5000	Title 1
Professional Development	Addressing supports for Students with Disabilities	TK-12	\$3000	Title 1 and SPED

Science Professional Development	Addresses alignment with NGSS Standards	K-12	\$3000	Title I
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## Annual Review

**SPSA Year Reviewed:** N/A

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.

[Respond here]

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	\$258,642
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$213,643

## 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 (\$)
Title I	\$213,643
Federal Revenue	\$319,092
Title II	\$20,105
Title III	\$24,894
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school: \$319,092

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

State or Local Programs	Allocation (\$)
LCFF State Revenues	\$ 3,958,440
Other State Revenue	\$ 1,948,602
Other Local Revenue	\$ 87,300
[List state or local program here]	\${Enter amount here}
[List state or local program here]	\${Enter amount here}

Subtotal of state or local funds included for this school: \$5,994,342

Total of federal, state, and/or local funds for this school: \$6,313,434

## 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](mailto: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](mailto: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 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/>

Updated by the California Department of Education, October 2023