

Single Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
The Village Charter School	49-75358-0114934	10/16/18	11/20/18

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Classroom level meetings, monthly PA meetings, monthly Board meetings.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

ELA: Increase achievement for all students and subgroups from 85% to 88%

Basis for this Goal

Statewide summative (CAASPP) student achievement data and local assessments indicate students need to be proficient in grade level standards.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Local Formative and Summative Assessments (% of students performing at 80% or above)	85% of students grades 3-8 perform at 80% or above	Increase by 3% number of students grades 3-8 that perform at 80% or above
CAASPP-EL	2017-18 CAASPP 60% of students tested met or exceeded standard	2018-19 CAASPP: 70% of students tested will meet or exceed standard (10% increase in performance)
ELPAC	All students tested advanced one level on the ELPAC	All students tested advance one level on the ELPAC

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school’s strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Retain high quality certificated teaching staff and classified support staff, T/S ratio of 10:1 with additional support for Intern teachers on staff.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$350,051
Source(s)	LCFF Base
Budget Reference(s)	Resource 0000 Object 1100 and 2100

Goal 2

Math: Increase achievement for all students and subgroups. Close the performance gap between males and females on CAASPP.

Basis for this Goal

Statewide summative student achievement data (CAASPP) and local assessments indicate students need to be proficient in grade level standards, most notably in math.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Local Formative and Summative Assessments (% of students performing at 80% or above)	76% of students grades 3-8 perform at 80% or above	Increase by 5% number of students grades 3-8 that perform at 80% or above
CAASPP-Math	2017-18 CAASPP 45% of students tested met or exceeded standard	2018-19 CAASPP: 55% of students tested will meet or exceed standard (10% increase in performance)
CAASPP-Math	54% of males students tested met or exceeded standard. 35% of females met or exceeded standards	Close the achievement gap by 10%

PLANNED STRATEGIES/ACTIVITIES

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Retain high quality certificated teaching staff and classified support staff, T/S ratio of 10:1 with additional support for Intern teachers on staff.

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$350,051

Source(s)

LCFF Base

Budget Reference(s)

Resource 0000 Object 1100 and 2100

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

By October 2018, analyze assessments and identify struggling students. Provide small group instruction 4 times per week in grades 2-8.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional costs
Source(s)	N/A
Budget Reference(s)	N/A

Goal 3

Enrichment: Increase enrichment courses and age-appropriate activities to support the developmental needs and interests of all students.

Basis for this Goal

All students need to be proficient in grade level standards and receive quality instruction in ELA, Math and NGSS. Enrichment activities and the Arts are key components that enhance academic progress, social/emotional development and promote critical thinking and problem solving. VCS is committed to providing a diversity of enrichment activities for all students.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Participation in events and courses offered	2017-18: 90% of students participated in events. All students enrolled in at least one enrichment course.	100% participation and enrollment in courses offered
Retention rates, satisfaction ratings	2017-18: 98% retention	Maintain retention rates and satisfaction ratings

PLANNED STRATEGIES/ACTIVITIES

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Offer choir, drumming, Spanish, woodshop, fine arts, ukulele, service and yearbook. All courses will be taught by current staff, volunteers and/or Art and Soul Music studio.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$ 350,051 and \$11,250 (Art and Soul)
Source(s)	LCFF Base
Budget Reference(s)	Resource 0000 Object 1100 and 2100 and 5830

Goal 4

School Climate and Parent Communication

Basis for this Goal

The feeling of connectedness and the sense that VCS meets the social, emotional and academic needs of all students is and will continue to be our main focus.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance at quarterly classroom meetings	85% of parents attended at least one classroom meeting in 2017-18	85% of parents will attend at least 2 classroom meetings
Attendance at school-wide meetings	55% attended meetings in 2017-18	Increase attendance by 10%
PA meetings	20% of the parents attended PA meetings in 2017-18	Increase attendance by 20%

PLANNED STRATEGIES/ACTIVITIES

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Parents/ Community

Strategy/Activity

Improve communication channels, change PA meetings to coincide with Friday morning coffee meetings.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No cost
Source(s)	N/A
Budget Reference(s)	N/A

Annual Review and Update

SPSA Year Reviewed: 2017-18

Complete a copy of the following table for each of the school’s goals from the prior year SPSA. Duplicate the table as needed.

Goal 1

Close the achievement gap by providing quality and targeted interventions to English Learners

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Local Benchmark Assessments and ELPAC	Advance one level on ELPAC	All students tested advanced one level on ELPAC

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Fund additional support staff hours for individualized and differentiated instruction at all grade levels.	Funds were provided for additional support staff hours and students received individualized and differentiated instruction at all grade levels.	\$75,446 total classified (classroom support staff). Funding Source: Base and Supplemental	\$71,254 total classified (classroom support staff).

ANALYSIS

Complete a copy of the following table for each of the school’s goals from the prior year SPSA. Duplicate the table as needed.

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

Hired and maintained qualified teachers and support staff.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We met our goal. Strategies/activities were effective.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No material difference. Small difference b/t proposed and actual expenditures were due to adjustments made to hourly employees.

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.

Main change is based in this goal is now combined with our ELA goal for all students and subgroups. No other changes will be made.

Goal 2

Increase achievement for all students and subgroups in ELA

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Local Benchmark Assessments and CAASPP	90% of all students in grades 3-8 at 80% or above on local assessments. CAASPP 60% at met or exceed standard	86% of students performed at 80% or above on local assessments. CAASPP goal was met.

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Fund additional support staff hours for individualized and differentiated instruction at all grade levels.	Funds were provided for additional support staff hours and students received individualized and differentiated instruction at all grade levels.	\$75,446 total classified (classroom support staff). Funding Source: Base and Supplemental	\$71,254 total classified (classroom support staff).

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

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

Hired and maintained qualified teachers and support staff.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We met our goal for CAASPP. We will continue with the effective strategies/activities in place as students are progressing.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No material difference. Small difference b/t proposed and actual expenditures were due to adjustments made to hourly employees.

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.

No changes will be made.

Goal 3

Increase achievement for all students and subgroups in Math

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Local Benchmark Assessments and CAASPP	80% of all students in grades 3-8 at 80% or above on local assessments. CAASPP 60% at met or exceed standard	Goal met on Local assessments CAASPP:45% of students tested met or exceed standard

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Hire and assign teachers and support staff	Funds were provided for additional teaching staff and support staff hours and students received individualized and differentiated instruction at all grade levels.	\$285,076 total certificated salary for highly qualified teachers. \$75,446 total classified (classroom support staff). Funding Source: Base and Supplemental	\$285,076 total certificated salary for highly qualified teachers. \$71,254 total classified (classroom support staff).

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Purchase Common Core texts and materials for grades k-8 as needed.	Purchased Common Core texts and materials for grades k-8 as needed.	\$1,285 Funding Source: Common Core-- Curriculum	\$1,285 Funding Source: Common Core-- Curriculum

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

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

Hired and maintained qualified teachers and support staff.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We met our goal on local assessments, but fell short on our goal with performance on the CAASPP. There was a 12% increase from 2016-17 and 78% of students tested showed significant improvement from the previous testing year. Based on these results we are continuing with the strategies in place.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No material difference. Small difference b/t proposed and actual expenditures were due to adjustments made to hourly employees.

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.

No changes anticipated.

Goal 4

School Climate and Safety

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Local survey	98% report feeling students are safe on campus. 95% report that school supports the social, emotional and academic needs of older students.	Goal Met

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
PA committees formed to identify safety issues and review/revised current practices in place	PA reconfigured and school wide meetings held.	N/A	N/A

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Reconfigure teaching assignments in grades 6-8 to provide subject specific instruction in math, ELA, science and social studies. Emphasis on project-based learning and inquiry methods, increased integration of technology, off site service learning, and development of school garden and school wide implementation of L.I.F.E. and sustainability program Add elective classes: Spanish, Yearbook, Construction, Welding, Engineering, and Advanced P.E.	M.S. Classroom was configured to support students as described	\$285,076 total certificated salary for highly qualified teachers. \$75,446 total classified (classroom support staff). Funding Source: Base and Supplemental	\$285,076 total certificated salary for highly qualified teachers. \$71,254 total classified (classroom support staff). Funding Source: Base and Supplemental

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

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

After the devastating fires, we held school-wide meetings to better address the needs of parents and students. Classroom based strategies/activities were implemented.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

See above note

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No material difference. Small difference b/t proposed and actual expenditures were due to adjustments made to hourly employees.

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.

Revised goal will focus on parent connectedness and participation.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$0

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$ 361,301

Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

Federal Programs	Allocation (\$)
N/A	\$0

Subtotal of consolidated federal funds for this school: \$ 0

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

State or Local Programs	Allocation (\$)
LCFF	\$336,303
EPA	\$64,519
PY LCFF Adjustment	\$7,944
Property Taxes	\$439,719
Mandate Block Grant	\$1,541
Mandated Cost per ADA	\$17,360

State or Local Programs	Allocation (\$)
Lottery	\$14,813
Lottery	\$5,001
Other State Rev	\$15
Low Performing Student Block Grant	\$7,904
Classified Professional Dev Funds	\$1,063
Local Revenue	\$93,992

Subtotal of consolidated state or local funds for this school: \$ 990,174]

Total of consolidated (federal, state, and/or local) funds for this school: \$990,174

Addendum

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code* (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

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.

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.

Goals, Strategies, & Proposed 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

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

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

Expected 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 be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable 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.

Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in *EC* Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to *EC* Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in *EC* Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: *EC* sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - 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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. 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
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program