School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Isaac L. Sowers Middle School	30-66530-6089072	2/17/2021	3/09/2021

Purpose and Description

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

Schoolwide Program

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

Sowers Middle School's SPSA maximizes the available resources and is aligned with the HBCSD Local Control and Accountability Plan (LCAP) which focuses on Common Core State Standards, Communication with our school community through engagement and improved services and Connections that support academic success for all district students through the provision of a safe and supportive environment. Additionally, Sowers' SPSA also represents the goals and programs required in the Every Student Success Act (ESSA). As authorized in ESSA, Sowers' SPSA supports improving student group performance through the use of funding described in their annual goals, strategies, proposed expenditures and activities for specific student groups.

Comprehensive Needs Assessment Components

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

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Teacher, staff, student and parent surveys are used often for varied topics. Teacher surveys are used for determining staff development training, prioritizing PLC agendas, and to identify needs. Surveys are also used for getting input for expenditures of technology, classroom, or instructional needs. Outside surveys such as "Healthy Kids Survey" are also observed periodically for more input for addressing our needs to improve. District initiated parent, staff, and student surveys provide information about areas of strength and areas of improvement.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The site principal and two assistant principals make formal and informal classroom observations. Formal observations are completed in compliance with the Collective Bargaining Agreement between the Huntington Beach City School District and Huntington Beach City Teacher's Association. The informal observations are completed as often as possible and at different times throughout the day. Data from informal observations is used by the whole staff to measure progress on achieving school-wide goals. All observations are another source of information to better address student needs. In addition, site principals work together to address specific instructional practices as well as to incorporate common core standards for classroom walk-throughs. This collaboration is ongoing and and shall focus on Direct Interactive instruction and effectiveness of intervention/support classes.

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

A variety of assessment tools are used to measure student performance and to evaluate programs. The results of school demographic and student performance data from district benchmark assessments are used for program evaluation and to plan program improvement. Data from the district's multiple measures are examined yearly, trends are analyzed, and school-wide program decisions are made. Annually, students are assessed using CAASPP with results in the area of English Language Arts and Mathematics. These results are used as data for a growth model mindset to ensure that each student not only meets or exceeds standards, but also demonstrates growth based on their individual baseline. Individual student scores on the California Science Test (CAST) in science and CAA are used to monitor student achievement in addition to CAASPP and benchmark data.

Results of summative student performance data are analyzed annually to determine relative strengths and weaknesses. This data is used to evaluate program effectiveness over time as well as track the improvement of student groups on district benchmarks, multiple measures, and CAASPP results. Department, grade level, school-wide, and individual student progress is analyzed. Areas of need are identified and action plans that include staff development and the purchase of instructional materials are implemented.

Benchmark assessments are administered to all students a minimum of three times a year. Results are used to plan instruction and monitor student achievement. A variety of assessment tools are used to diagnose student needs. Student work samples in all areas inform teachers' instructional practice. Department/grade level teams examine student performance data and identify department goals.

The English Language Proficiency Assessment for California (ELPAC) is used to measure English language proficiency.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Benchmark assessments and CASSP (SBAC) results are used to monitor student progress.

Sowers staff have determined common curriculum-embedded assessments to measure student progress and modify instruction as needed. Sowers Middle School implements district-wide assessments in ELA and mathematics to measure student progress based on the State Standards. Teachers review the data from these assessments to determine student level of proficiency to determine if instructional changes or student support is needed.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff members meet the ESEA requirements and are considered highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers all meet credential requirements and have all been afforded professional development opportunities; PLCs meet at least monthly to discuss on-going improvement for instruction.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development at Sowers Middle School is guided by three questions: What are all students expected to know and be able to do? What must teachers know and do in order to ensure student success? Where must we focus our staff development efforts to meet both goals? High quality staff development is essential to creating schools in which all students and staff members are learners who continually improve their performance.

At the beginning of each school year, we analyze school-wide and grade level student performance assessment data to set goals and develop action plans that include staff development. Planning day schedule, every Thursday, facilitates grade level team and whole staff collaboration. Staff meetings are important forums for staff development. Frequently, articles and State Department of Education documents are shared with teachers during staff meetings.

In teams, individually, and in collaboration with the principal during the instructional supervision process, teachers reference the California Standards for the Teaching Profession as a tool to reflect upon their own performance and to identify areas for individual and collective growth. During the instructional supervision process, the administrative team, made up of the principal and two assistant principals, facilitate conversations that include opportunities for reflection and inquiry through open-ended questioning.

Teachers regularly engage in dialogue about best practice and research-based instruction during department and full staff meetings. Professional publications and memberships in such organizations as the Association for Supervision and Curriculum Development, Association for Middle Level Education, NSTA are purchased and shared with staff. The Principal's Bookshelf provide a wide array of reading and viewing materials.

At Sowers Middle School, technology use complements rather than replaces successful methods that teachers use to help students develop skills and understanding. Teacher leaders provide ongoing support, coaching, and training.

PROFESSIONAL LEARNING COMMUNITY
Continuous and sustainable school improvement requires three ingredients: a shared language, an empowered leadership group, and time. The PLC provides a framework for continuous and sustainable school improvement. The essential elements of a PLC include: clarity of purpose, precision in the use of concepts and language, learning through doing as part of the teacher's daily work, interdependent action through teamwork, and a results orientation that focuses on the learning of every student. Teachers at Sowers Middle School understand the elements of PLC.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Ongoing support for teachers is provided at the site and district levels through flex day opportunities addressing safety, student well-being, technology integration, and Google suite.

Assessment and Learning in Knowledge Spaces (ALEKS) is a Web-based, artificially intelligent assessment and learning system that is available to provide additional instructional support for students. Teachers receive periodic professional development and on going support from the company during the school year.

New teachers are mentored through the Orange County Department of Education Teacher Induction Program. Other staff members receive support from our administrative team, and staff development opportunities. A great means of support and learning also comes from collaboration with our other middle school teachers and articulation with the high schools and feeder elementary schools. The principal also holds quarterly meetings with all new teachers to provide additional site level support.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate on a weekly basis during our designated planning time or PLC (Professional Learning Community) time. Teachers evaluate data, instruction, assessments, and curriculum. They also design and plan for intervention and intervention grouping. Teachers collaborate at horizontal and vertical team meetings to discuss school business and other needs. Leadership team meets monthly (or more) to discuss and problem solve school-wide needs and issues. This information is then disseminated to the staff through department teams.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

HBCSD as part of our professional development continue to work with teachers on how to best implement State Standards. Math teachers continue to implement math instructional materials, with specific targets in communicating mathematical reasoning. The CORE department has adopted instructional materials and has attended a California History and Social-Sciences Framework conference to prepare for the shift to the new framework in the coming years. Staff continue to implement two modules to improve critical thinking, communication, and collaboration. Supplemental materials will be purchased in the future when it is determined which materials best meet the needs of developed measurable objectives. Electives, PE, and Science use an interdisciplinary approach to support and enhance literacy throughout the day. This year the Science staff continues to pilot several curriculum programs to support a transition to the Next Generation Science Standards (NGSS), which include pilot programs.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes meet the requirements.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The staff will continue to implement common pacing practices, based on PLC discussions and benchmark pacing guides, for mathematics and language arts.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

HBCSD is including concepts from both Social Studies and Science into the Language Arts curriculum through the incorporation of non-fiction materials.

As we implement common core, the measurable objectives and assessments created by teachers will create a needs assessment for materials necessary to support instruction. The district is utilizing research based programs that address the State Standards such as CGI, Mind Institute, Thinking Maps, and DII.

All students have access to the standards-based materials available through the core curriculum. Students also receive extended learning opportunities and remedial instruction through support materials that reinforce instruction provided in the core curriculum. Both students and staff, for support of academic needs, can access our school library. Students have access to a dedicated computer lab (room 201), computers in the library, and four mobile computer carts.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Programs such as Read 180, ST Math, ALEKS, Reading Mastery, Corrective Reading and Connecting Math Concepts are used to address the needs of students who need support and/or extension to the core curriculum.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Categorical and donation funding provide staff development, teacher release time, leveled readers, and technology support, and additional ELL materials to support research-based instruction for under-performing students. Additional intervention time is provided within the school day and organized within the master schedule.

Department teams meet on a regular basis to develop goals, plan instruction, analyze student performance data, identify intervention strategies, and develop common assessments.

Support/intervention classes include Read 180 for reading, a Math Guided Support to provide a double block of math, co-teaching classes, collaboration classes, and study skills classes. Additional specialized academic instruction for students with special needs is available for four periods of the day.

Evidence-based educational practices to raise student achievement

Formative and summative assessment analysis, direct instruction, differentiated instruction, active participation, cooperative learning grouping and careful lesson design and implementation are some of the best practices used at our site; Teachers are cognizant of the multiple intelligences and plan for students to have instruction delivered for different learning styles, and are given alternative assessments to address the different learning styles.

Through professional development, Sowers teachers will be continued support on Direct Interactive Instruction to ensure that all students are engaged in learning and mastery. Additionally, the use of ST Math are utilized in math classes to enhance learning and build problem solving skills in all students.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

School categorical funding including LCFF and Special Education are resources which are allocated to the support of under performing students. Our PTSA provides monetary support of individual classroom and school-wide instructional materials and programs. Teachers as well as students from the local high school and universities are available to provide additional support to at-risk students. Community organizations and resources provide additional support to our school and families. These resources include: Regional Center of Orange County, Parent Empowerment Academy and the Huntington Beach Libraries, Outreach Counseling, Phoenix House, and Behavioral Health and Intervention Systems.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Opportunities are offered to all parents to be involved with the school in PTSA, School Site Council, District Advisory Council School Committees, or by informal invites through School Loop and school-wide phone calls. In reviewing data with staff and parents, there is a strong commitment to on-going and continued improvement of our students' performance. Parents are proud of the growth Sowers has made in the past, and it is a priority that we focus on improvement to remain a high-performing school. At the end of the 2016-2017 school year, the district completed a comprehensive survey for all schools. The survey included questions on program, environment, and academics. It also allowed for parents to provide additional feedback. The data from this survey was disseminated to school leadership teams to use for program changes. Feedback for Sowers was positive, particularly in the areas of providing a variety of electives, sports, visual and performing arts programs, and extracurricular activities for students (i.e. clubs, ASB activities, etc).

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Materials for remedial instruction have been purchased using categorical funds and implemented with students performing below the grade level standards. Staff development opportunities were provided to staff members to assist them in helping under-performing students achieve grade level standards. Sowers Staff also received training to support students needing modifications and accommodations.

Fiscal support (EPC)

Fiscal support includes state funding consisting of general funds and categorical funds for English Learners and at-risk students (LCFF); PTSA donations; grants and indirect donation.

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

Stakeholder involvement is a critical component of the development of the SPSA. Sowers' SPSA is a collaborative process involving district staff, site staff, and community stakeholders. There are many ways to become involved in the educational process at Sowers and district level. Several meetings,

at the site level take place in late August and September to look at data and formulate goals for the school year based on school needs. District staff joins the discussions to offer budgetary information and instructional support to ensure that the site goals are aligned with the district LCAP goals. Sowers informs parents through the school newsletter of all parent meetings at the school and district levels such as School Site Council (SSC), District Advisory Council and District English Learner Advisory Communities (DAC/DELAC). After these initial meetings, site administration develops a SPSA draft to present to the School Site Council for additional parental input. These community groups collaborate to help finalize the SPSA draft before it goes for School Board approval.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

N/A

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.09%	0.18%	0.19%	1	2	2
African American	0.43%	0.37%	0.38%	5	4	4
Asian	8.85%	9.07%	9.09%	102	99	96
Filipino	0.61%	0.55%	0.66%	7	6	7
Hispanic/Latino	14.31%	14.19%	14.3%	165	155	151
Pacific Islander	0.17%	0.09%	0%	2	1	0
White	65.48%	64.65%	64.02%	755	706	676
Multiple/No Response	0.17%	0.46%	10.61%	2	5	8
Total Enrollment				1153	1,092	1,056

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	374	334	346
Grade 7	387	376	331
Grade 8	392	382	379
Total Enrollment	1,153	1,092	1,056

Conclusions based on this data:

1. The changes in our number of students at each grade may require an adjustment to the number of sections needed for grade-level content delivery within the master schedule.

2. Although the overall number of students is decreasing, the diversity of the campus remains the same.

3. The HBCSD is currently transitioning to being a community funded district which has impacted inter district transfers in the district.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	25	23	27	2.2%	2.1%	2.6%
Fluent English Proficient (FEP)	69	75	74	6.0%	6.9%	7.0%
Reclassified Fluent English Proficient (RFEP)	3	1	0	15.8%	4.0%	0.0%

Conclusions based on this data:

1. The number of EL students at Sowers regularly hovers around 2% each year.

2. A vast majority of students have been identified as Fluent from their initial testing.

3. Many students reclassify during elementary school, prior to enrolling at Sowers.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	380	367	328	379	361	321	379	361	321	99.7	98.4	97.9
Grade 7	379	383	373	375	380	369	375	380	369	98.9	99.2	98.9
Grade 8	406	386	378	401	382	375	401	382	375	98.8	99	99.2
All Grades	1165	1136	1079	1155	1123	1065	1155	1123	1065	99.1	98.9	98.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2580.	2585.	2586.	31.40	35.46	35.20	45.38	41.55	42.37	16.09	15.24	16.20	7.12	7.76	6.23
Grade 7	2608.	2598.	2600.	35.20	27.89	29.81	39.47	48.68	44.17	17.07	15.53	17.62	8.27	7.89	8.40
Grade 8	2626.	2627.	2620.	30.92	35.08	30.67	48.63	41.10	44.27	15.71	17.54	17.87	4.74	6.28	7.20
All Grades	N/A	N/A	N/A	32.47	32.77	31.74	44.59	43.81	43.66	16.28	16.12	17.28	6.67	7.30	7.32

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	39.05	41.27	39.56	47.76	47.37	50.16	13.19	11.36	10.28
Grade 7	45.07	38.42	40.65	42.13	50.53	46.61	12.80	11.05	12.74
Grade 8	46.50	47.12	40.53	45.50	41.36	48.53	8.00	11.52	10.93
All Grades	43.59	42.30	40.28	45.15	46.39	48.36	11.27	11.31	11.36

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	44.06	47.09	42.99	45.65	40.72	47.66	10.29	12.19	9.35
Grade 7	49.60	47.63	43.36	41.33	42.63	49.32	9.07	9.74	7.32
Grade 8	45.61	43.46	40.80	46.37	46.07	50.67	8.02	10.47	8.53
All Grades	46.40	46.04	42.35	44.49	43.19	49.30	9.11	10.77	8.36

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	26.12	30.75	31.78	69.66	61.22	61.99	4.22	8.03	6.23
Grade 7	26.93	23.95	23.31	66.13	68.42	71.00	6.93	7.63	5.69
Grade 8	29.18	33.25	30.93	67.58	62.04	64.80	3.24	4.71	4.27
All Grades	27.45	29.30	28.54	67.79	63.94	66.10	4.76	6.77	5.35

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	46.44	46.54	43.93	45.91	45.98	50.78	7.65	7.48	5.30
Grade 7	47.20	41.05	41.19	43.47	50.00	48.51	9.33	8.95	10.30
Grade 8	47.87	50.52	43.73	46.12	41.10	46.67	6.02	8.38	9.60
All Grades	47.18	46.04	42.91	45.19	45.68	48.54	7.63	8.28	8.54

Conclusions based on this data:

1. The area(s) most beneficial for our focus is continuing to provide support for students who were at or near and/or below standard.

2. In the overall performance data, the majority of our students exceeded or met performance standards.

3. State testing was not held in California in the 2019-2020 school year (due to COVID-19)

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	380	368	328	378	362	321	378	362	321	99.5	98.4	97.9
Grade 7	378	383	373	372	380	369	372	380	369	98.4	99.2	98.9
Grade 8	406	386	378	401	382	375	400	382	375	98.8	99	99.2
All Grades	1164	1137	1079	1151	1124	1065	1150	1124	1065	98.9	98.9	98.7

Overall Participation for All Students

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2573.	2586.	2588.	33.33	37.29	41.74	33.07	32.04	29.91	22.75	22.93	20.56	10.85	7.73	7.79
Grade 7	2599.	2592.	2592.	34.68	32.11	34.42	29.03	30.79	27.10	26.08	27.37	25.47	10.22	9.74	13.01
Grade 8	2617.	2617.	2610.	36.50	35.86	34.93	28.50	28.27	25.60	25.50	24.61	24.80	9.50	11.26	14.67
All Grades	N/A	N/A	N/A	34.87	35.05	36.81	30.17	30.34	27.42	24.78	25.00	23.76	10.17	9.61	12.02

Overall Achievement for All Students

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	42.86	50.00	53.27	37.83	38.40	34.27	19.31	11.60	12.46
Grade 7	47.58	43.16	44.44	36.83	41.05	38.48	15.59	15.79	17.07
Grade 8	46.87	45.29	41.87	38.35	37.43	38.67	14.79	17.28	19.47
All Grades	45.78	46.09	46.20	37.68	38.97	37.28	16.54	14.95	16.53

Problem Solving & Modeling/Data Analysis
Using appropriate tools and strategies to solve real world and mathematical problems

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	32.28	32.32	40.50	52.12	56.08	45.48	15.61	11.60	14.02
Grade 7	38.44	36.32	35.77	50.27	47.37	48.51	11.29	16.32	15.72
Grade 8	43.00	39.79	38.13	43.00	48.17	47.20	14.00	12.04	14.67
All Grades	38.00	36.21	38.03	48.35	50.44	47.14	13.65	13.35	14.84

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	34.13	39.23	40.19	49.74	47.24	47.35	16.14	13.54	12.46
Grade 7	32.80	31.58	31.44	57.26	59.74	55.28	9.95	8.68	13.28
Grade 8	34.50	35.34	35.73	53.25	51.05	52.80	12.25	13.61	11.47
All Grades	33.83	35.32	35.59	53.39	52.76	52.02	12.78	11.92	12.39

Conclusions based on this data:

1. The area(s) most beneficial for our focus is continuing to provide support for students who were at or near and/or below standard.

2. In the overall performance data, the majority of our students exceeded or met performance standards.

3. State testing was not held in California in the 2019-2020 school year (due to COVID-19)

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	*	*	*	*	*	*	*	5
Grade 7	*	1568.3	*	1585.8	*	1549.9	*	11
Grade 8	*	*	*	*	*	*	*	8
All Grades							22	24

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*		*	*	*
7	*	45.45		27.27		9.09		18.18	*	11
All Grades	77.27	66.67	*	20.83	*	4.17		8.33	22	24

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*		*	*	*
7	*	72.73		9.09		0.00		18.18	*	11
All Grades	77.27	87.50	*	4.17	*	0.00		8.33	22	24

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*	*	*	*	*
7	*	36.36	*	18.18	*	18.18		27.27	*	11
8	*	*	*	*		*		*	*	*
All Grades	59.09	37.50	*	29.17	*	12.50	*	20.83	22	24

Listing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*	*	*
7	*	36.36		36.36		27.27	*	11
All Grade	77.27	50.00	*	37.50	*	12.50	22	24

(Table header reads "Listening Domain")

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	72.73		18.18		9.09	*	11
All Grades	90.91	83.33	*	12.50		4.17	22	24

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*	*	*
7	*	36.36		27.27	*	36.36	*	11
All Grades	63.64	37.50	*	37.50	*	25.00	22	24

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	9.09	*	72.73		18.18	*	11
All Grades	*	25.00	59.09	66.67		8.33	22	24

Conclusions based on this data:

1. The writing domain continues to be an area of needed improvement for our English Learners.

2. The ELPAC test was not administered in the 2019-2020 school year (due to COVID-19)

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1092	**16.0**	**2.1**	**0.4**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	23	2.1
Foster Youth	4	0.4
Homeless	5	0.5
Socioeconomically Disadvantaged	175	16.0
Students with Disabilities	110	10.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.4
American Indian	2	0.2
Asian	99	9.1
Filipino	6	0.5
Hispanic	155	14.2
Two or More Races	114	10.4
Pacific Islander	1	0.1
White	706	64.7

Conclusions based on this data:

1. Socioeconomically disadvantaged students are a growing population.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Chronic Absenteeism** Green	**Suspension Rate** Orange
Mathematics Green		

Conclusions based on this data:

1. State testing in California was not held in the 2019-20 school year (due to COVID-19)

2. In Math, there were no student groups in the Red or Orange performance levels.Socioeconomically disadvantaged students and English Learners both scored in the Green performance level.

3. For suspension rate, two student groups are in the Orange performance level - Two or More Races and White students. Students with disabilities scored in the Green performance level. Socioeconomically disadvantaged students scored in the Yellow performance level. There will continue to be a focus on improving the Sowers suspension rate (especially in the sub groups that were mentioned). In the 2020-21 school year, Sowers introduced a Positive Behavior Support Intervention Plan.
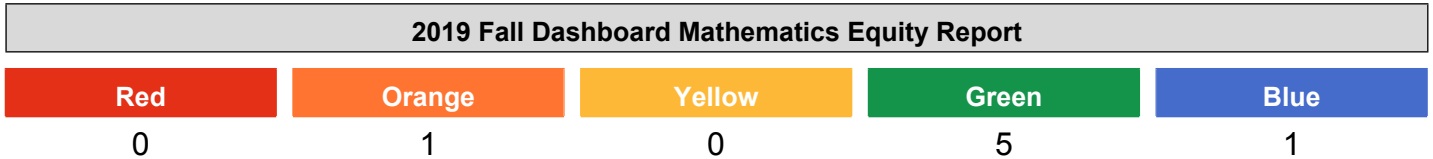
School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	1	1	3	2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Yellow	No Performance Color
53 points above standard	8.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -1.2 points	Maintained -0.1 points	
1058	46	3

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Orange
Less than 11 Students - Data Not Displayed for Privacy	31.2 points above standard	38.2 points below standard
	Maintained ++1.2 points	Declined -11.6 points
5	182	111

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	97.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy
4	1	Maintained -1.7 points	5
		99	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Green	No Performance Color	Blue
31.5 points above standard	64 points above standard	Less than 11 Students - Data Not Displayed for Privacy	49.5 points above standard
Increased ++12.7 points	Declined Significantly -17 points	1	Maintained -2.4 points
149	111		683

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
34.2 points below standard	50.4 points above standard	52.1 points above standard
Declined Significantly -15.4 points	Maintained ++0.9 points	Maintained -1.7 points
23	23	960

Conclusions based on this data:

1. Student achievement levels at Sowers remain very high and continue to improve overall.

2. All student subgroups are achieving at high or very high levels.

3. State testing was not held in the 2019-20 school year due to COVID-19.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	5	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
29.5 points above standard	10.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -1.4 points	Increased ++5.6 points	
1057	46	3

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Orange
Less than 11 Students - Data Not Displayed for Privacy	3 points above standard	68.8 points below standard
	Maintained ++0.3 points	Declined -9.6 points
5	182	110

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	97 points above standard	Less than 11 Students - Data Not Displayed for Privacy
4	1	Maintained ++1.8 points	5
		99	

Hispanic	Two or More Races	Pacific Islander	White
Green	Green	No Performance Color	Green
8.5 points below standard	44.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy	25.8 points above standard
Increased ++4.8 points	Declined -11.9 points	1	Maintained -2.7 points
149	111		682

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
39.6 points below standard	60.4 points above standard	27 points above standard
Declined -9.4 points	Maintained ++2.1 points	Maintained -2.1 points
23	23	959

Conclusions based on this data:

1. Student achievement levels at Sowers remain very high and continue to improve overall.

2. Most student subgroups are achieving at high or very high levels.

3. State testing was not held in the 2019-20 school year due to COVID-19.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
90.5 making progress towards English language proficiency
Number of EL Students: 21
Performance Level: Very High
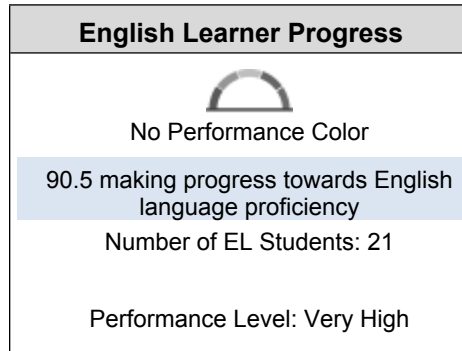
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4.7	4.7	52.3	38.0

Conclusions based on this data:

1. Our EL students are achieving at a Very High status. However, due to the low number of EL students, the overall achievement indicator shows a significant decline.

2. EL students improved their achievement significantly in Mathematics significantly and are achieving at medium status when compared to statewide results.

3. EL students improved their achievement significantly in ELA and are achieving at medium status when compared to statewide results.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report
Red	Orange	Yellow	Green	Blue
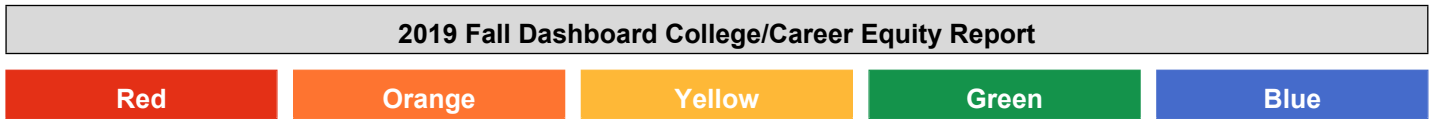
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	3	1
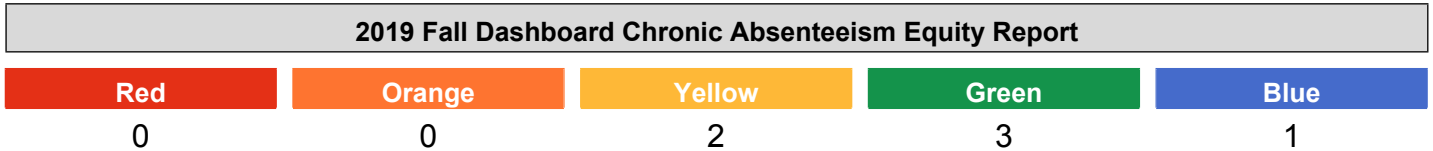
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	No Performance Color
3.9	8.3	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.5	Increased +4.8	6
1107	24	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Green
Less than 11 Students - Data Not Displayed for Privacy	7.1	5.9
6	Declined -2.1	Declined -2.8
	196	118

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
5	2	Maintained 0	6
		99	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Yellow	No Performance Color	Green
7.6	4.9	Less than 11 Students - Data Not Displayed for Privacy	3.4
Maintained 0	Increased +4.9	1	Declined -1.4
157	122		715

Conclusions based on this data:

1. Overall, Sowers students attend school regularly.

2. Sowers continues to work on improving attendance rates with the work of our staff at both the site and district level.

School and Student Performance Data
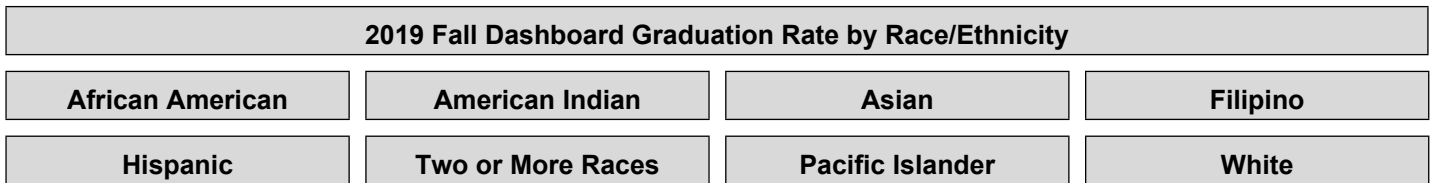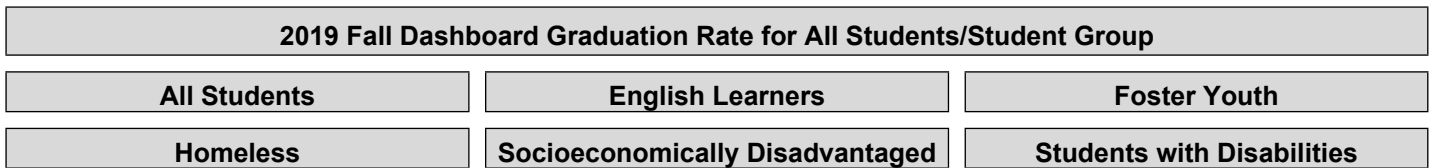
Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

| 2019 Fall Dashboard Graduation Rate Equity Report |

| Red | Orange | Yellow | Green | Blue |

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

| 2019 Fall Dashboard Graduation Rate for All Students/Student Group |

| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard Graduation Rate by Race/Ethnicity |

| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

| 2019 Fall Dashboard Graduation Rate by Year |

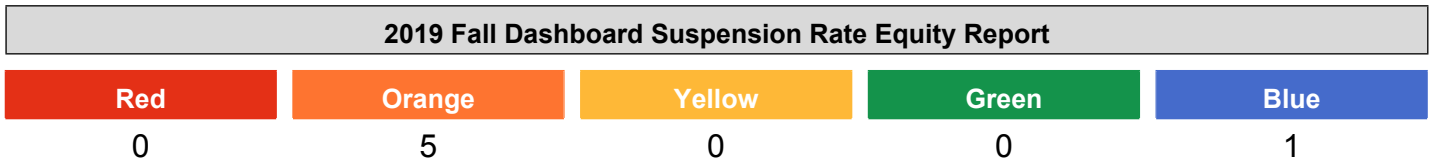| 2018 | 2019 |

Conclusions based on this data:

1.
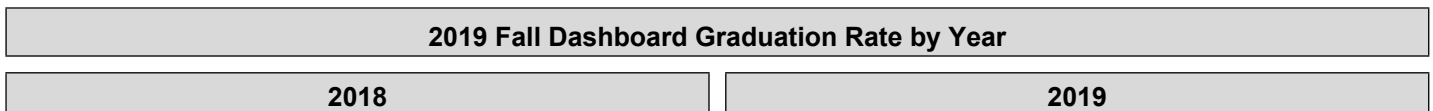
School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	5	0	0	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	No Performance Color	No Performance Color
4.7	12.5	Less than 11 Students - Data Not Displayed for Privacy 6
Increased +1	Increased +5.4	
1115	24	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy 6	8.5	5.8
	Increased +2.6	Increased +1.1
	199	120

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
5	2	Declined -1.9	6
		99	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Orange	No Performance Color	Orange
8.8	4.9	Less than 11 Students - Data Not Displayed for Privacy	4.4
Increased +1.9	Increased +1.5	1	Increased +1.3
159	122		721

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	3.6	4.7

Conclusions based on this data:

1. Sowers continues to work as a staff in order to decrease our suspension rates among all students and subgroups.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

HBCSD will provide first best instruction for all o four students and support that instruction through supplemental programs for those students with needs by providing access to a standards-based program (English Language Arts, Mathematics, Science, Social Studies, Fine Arts, Physical Education) and supporting all employees with comprehensive Professional Development (PD) to support each staff member with the skills to be successful. (LEA/LCAP Goal #1).

Goal 1

Students will increase proficiency by 3% in ELA and Mathematics in all subgroups through first, best instruction.

Identified Need

Due to school closure(s) and remote learning, and in order to address possible student regression and recoupment, Sowers needs to increase the number of students moving from level 2 to levels 3 and 4 as reported in CAASPP using 2018-19 data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA and SBAC Math scores, Utilization of Canvas, Percent participation in trainings, student grades, PD survey results.	SBAC data from the 18-19 school year was used due to COVID-19 school closures in March of 2019.	Students will increase proficiency by 3% in ELA and in Mathematics in all subgroups.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Teachers will utilize Canvas (Learning Management system). in order to support asynchronous instruction and remote learning. Canvas learning management solution, which allows accessibility for students struggling to learn, (ie., students with disabilities, English Learner, low income students, foster youth, and students experiencing homelessness. Accessibility tools within Canvas include translation into a students' or families' first language, immersive reader which reads aloud text and directions, increased font size, dictionary tools, diminishing distractions by focusing on the line of text, highlighting features, and audio/visual supports.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
2350	District Funded

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

Renaissance Contract.- comprehensive preK-12 interim and formative assessment suite available. Renaissance STAR 360 delivers the valid, reliable screening, progress monitoring, and student growth data you need to make informed decisions. Student growth is guided as they are lead toward mastery of state-specific learning standards for reading, math, and early literacy. Suite includes STAR 360, Accelerated Reader, Renaissance platform and data dashboard.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
37,500	District Funded

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Expenditures in the plan were implemented as intended. However, desired growth will continue to be a focus. Current expenditures have been amended in order to address the need to increase student achievement.

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

Due the district-wide shutdown in March of 2020 (as a result of the Coronavirus pandemic) Sowers shifted from in-person learning to emergency remote learning from March 13, 2020 through June 19, 2020.

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.

As a result of the COVID-19 shutdown in March 2020 and emergency remote learning, there were not state of local assessments administered, therefore, the data and actions related to this goal do not have measurable outcomes. Data compiled from teacher and curriculum based assessments indicate a need for improving student recoupment of progress and a decrease in any potential regression students experienced due to remote learning.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

HBCSD will engage families and stakeholders through ongoing communication, collaborative decision making, and the development of academic partnerships to address achievement, behavioral, and social-emotional development in order to develop trust, respect, and strong academic performance in all schools throughout our district (LEA/LCAP Goal #2).

Goal 2

By June 2021, schools will utilize various communication platforms to engage families and to develop academic partnerships.

Identified Need

Parents play an integral role in the education of Sowers students. Our school's connection with parents and families declined (as a result of the COVID-19 pandemic). Due to remote learning and the inability to host families on campus, the need to strengthen communication and connections with families has increased.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rates, Discipline data, suspension data, surveys, ParentSquare data, Canvas data.	As noted on our site state dashboard, Sowers overall is in the orange band for their suspension rate. Sowers overall (all students) in the green band for their attendance rating.	Sowers will increase parent engagement as evidences by Sowers frequency of communication (ie., weekly newsletter) and parent feedback. Results from any parent surveys on communication and parent participation.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

ParentSquare communication. This is a district and site comprehensive communication platform. ParentSquare provides a more user-friendly interface and increased functionality along with streamlining communication platforms that were previously used in the HBCSD. The ParentSquare platform will be used at the school and district level to facilitate communication with HBCSD families and staff. The system has embedded functionality that allows parents to select their preferred modality for receiving messages and for translating languages into a family's preferred

language. This resource also helps contribute to providing support to foster youth, students experiencing homelessness, English Learners, and low income students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
4000	District Funded

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

Teachers will utilize Canvas (Learning Management system). in order to support asynchronous instruction and remote learning.   Canvas learning management solution, which allows accessibility for students struggling to learn, (ie., students with disabilities, English Learner, low income students, foster youth, and students experiencing homelessness. Accessibility tools within Canvas include translation into a students' or families' first language, immersive reader which reads aloud text and directions, increased font size, dictionary tools, diminishing distractions by focusing on the line of text, highlighting features, and audio/visual supports.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
2350	District Funded

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

From September 2020 through June 2021 Sowers has been utilizing ParentSquare and Canvas.

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

Instruction has shifted from remote learning, to modified in-person learning.

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.

As a result of the shutdown in March of 2020 (due to the COVID-19 pandemic), there were no state or local assessments administered, therefore, the data and actions related to this goal do not have measurable outcomes. Site goal(s) have been amended to reflect the needs of students in remote and hybrid learning circumstances.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

HBCSD will ensure access to a 21st Century learning environment and to the development of 21st Century skills in the areas of: Communication, Collaboration, Critical thinking, and Creativity. (LEA/LCAP Goal 3)

Goal 3

Increase student performance on SBAC claims by 1% as evidenced on teacher lessons/units of instruction addressing higher level thinking skills (5 C's). HBCSD will ensure access to a 21st Century learning environment and the development of 21st Century skills in the areas of communication, collaboration, critical thinking, and creativity.

Identified Need

With the increasing expectation for students to be able to think critically and to solve problems, we must provide instruction that both challenges their ability to use critical skills while utilizing their foundational understanding. Students should also practice working at higher Depth of Knowledge levels.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Implemented classroom lessons/units of instruction- including depth of complexity, Depths of Knowledge (DOK) levels, SBAC claims, project based learning, students leadership groups, % staff participation in trainings, PD survey results.	Critical thinking skills, including Depth of Knowledge levels, are integrated into classroom lessons and instruction. The icons of DOK are used to assess students progress and understanding. Classroom formative assessments informs ongoing instruction and provides indicators/indications as to student understanding and performance levels.	Students will increase performance on SBAC claims by 1% as evidenced on Depth of Knowledge levels 3 and 4.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

ALEKS is a research-based, online learning program that offers course products for mathematics. Rooted in 20 years of research and analytics, ALEKS is a proven, online learning platform that helps educators and parents understand each student's knowledge and learning progress in depth, and provides the individual support required for every student to achieve mastery.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
8,800	District Funded

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

Materials for science department, hands on science.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
5,000	Site Formula Funds

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Purchase materials for the Library/Media Tech Center.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
2,000	Site Based Gifts and Donations

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Implementation of the Sowers PBIS plan

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
6000	District Funded
2000	Site Based Gifts and Donations

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

100% of Sowers teachers implemented the Sowers PBIS plan (ISMS Way/PBIS rewards). As measured by teacher participation and student engagement this program is becoming a part of the Sowers culture and will continue into the 2021-22 school year.

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

As a result of the COVID-19 shut down in March 2020, a transition to remote learning, and hybrid in-person learning in the fall of 2021, there have been differences in the intended implementation.

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.

As a result of COVID-19 there were no state or local assessments administered in the 2019-20 school year, therefore, the data and actions related to this goal do not have current measurable outcomes. Site goal(s) have been amended to reflect the needs of students in remote and hybrid learning circumstances.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator   Baseline/Actual Outcome   Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)   Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$70,000.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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 ($)
District Funded	$61,000.00
Site Based Gifts and Donations	$4,000.00
Site Formula Funds	$5,000.00

Subtotal of state or local funds included for this school: $70,000.00

Total of federal, state, and/or local funds for this school: $70,000.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Amber Baltzer	Parent or Community Member
Allison Cato	Parent or Community Member
Rita Patel	Parent or Community Member
Kara Ritter	Parent or Community Member
Patrick Leung	Parent or Community Member
Ryan Tan	Classroom Teacher
Kathy Hogan	Classroom Teacher
Jenn Spehar	Classroom Teacher
Tracy Blackburn	Other School Staff
Dr. Renee Polk Johnson	Principal

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Dr. Renee Polk Johnson on

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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